



Malton School

A Specialist Science School

SUPPORT INSPIRE THRIVE

Student Equality and Diversity Policy

Document Status		Staff Responsible	Committee
Date of approval	20/6/22	Assistant Head	Student Matters
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1. Aims

Malton School is committed to equality of opportunity, respect of and celebration of diversity as well as eliminating discrimination, harassment and victimisation. We oppose all forms of unlawful or unfair discrimination, whether because of ethnicity, disability, gender, religion and belief, sexual identity and pregnancy or maternity or any other condition or requirement which places a person at disadvantage and cannot be justified.

The school aims to

- eliminate discrimination;
- eliminate harassment related to any protected characteristic or any aspect of social identity or diversity;
- promote equality of opportunity;
- promote positive attitudes to all aspects of social identity and diversity;
- encourage participation by disabled people and people representing different aspects of social identity in public life.

The impact of all policies, practices and day-to-day activities are considered to ensure that no member of the community is discriminated against or put at a disadvantage.

2. Legal Duties

We welcome our duties under:

2.1 The Equality Act 2010

to eliminate discrimination, promote equality of opportunity and foster good relations in relation to the protected characteristics of race, disability, sex, age (as

appropriate), religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This act replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

2.2 The Public Sector Equality Duty

to assess the impact of our policies and practices on students and take action to remove any obstacles identified, having due regard to:

- Eliminating unlawful discrimination, harassment and victimisation;
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Fostering good relations across all protected characteristics between people who share a protected characteristic and people who do not share it

3. Vision, Values and Principles

“Providing a nurturing environment, inspiring every individual to flourish”

3.1 Vision

Our vision as a school is to ensure that all members of the school community are **supported, inspired** and enabled to **thrive**, offering an outstanding quality of education for every student. Malton School aims to provide a learning environment which is:

- **Safe and secure**

So that every individual feels safe and as a result is able to take risks in the pursuit of new knowledge and skills.

- **Happy**

Based on varied, engaging and stimulating teaching and learning in every class, supported by a range of extra-curricular opportunities and positive staff/student relationships, so that every individual can find a way to shine and build self-esteem.

- **Supportive and Challenging**

Where every individual feels that they are being continuously stretched to achieve to the best of their ability in a way that is planned, structured and evaluated with them.

Malton School wants all its leavers to:

- Be self-assured, confident and tolerant.
- Be ready to make a positive contribution to society through their life and work as active citizens.
- Be equipped to continue and further their education.
- Have a global awareness within a secure sense of belonging.
- Want to re-invest in adding further value to the future good work of the School in pursuing these aims.

The school supports the key requirements set out in the National Curriculum Inclusion Statement for developing an inclusive curriculum: setting suitable learning challenges;

responding to students' diverse learning needs; overcoming potential barriers to learning and assessment for individuals and groups of students.

The school embraces the North Yorkshire Inclusion statement which emphasises that individuals and groups of learners who may be vulnerable to exclusion, marginalisation and underachievement are identified and receive targeted provision to ensure their presence, participation and achievement.

3.2 *Values*

The values we share are:

- **equality of opportunity** for all the young people and staff in our schools.
- **collective moral purpose** through which we will help others and be professionally generous in all aspects of our work.
 - **integrity, openness, and trust that help forge strong relationships between partners.**
 - **fairness to each other as partners and to our associates and the individuals we work with.**
 - **transparency and probity, particularly in financial matters and in accordance with the highest expectations of standards in public life (the Nolan principles).**
 - **support for others**, offering help to other schools / academies and young people beyond our own where we have the capacity to do so.
 - **collaboration** with others, including local authorities, other education providers and charitable bodies, to promote the success, welfare and safety of our young people.
 - **good governance** that secures our aims and values within a robust accountability framework.

3.3 *Principles*

As well as our vision and values we are guided by principles which allow us to fulfil our legal duties. These are:

Principle 1: All members of the school community are of equal value

We see all students and potential students, and their parents and carers, as of equal value, with particular regard to the protected characteristics of:

- age
- gender
- race (including nationality)
- disability
- religion or belief
- sexual orientation
- gender reassignment

- marriage and civil partnership
- pregnancy and maternity

Principle 2: We recognise, respect and celebrate difference

At Malton School we understand that treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, however they should take account of difference of life experience, outlook and background and in the kinds of barrier and disadvantage which people may face in relation to the protected characteristics. We actively promote the celebration of difference and diversity within our community.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- Positive attitudes, interactions and respect between individuals regardless of their gender, and an absence of sexual harassment
- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people.
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents.
- Mutual respect and good relations between genders, and an absence of sexual and homophobic harassment.
- Positive interaction, mutual respect and good relations with people regardless of their sexual orientation, and an absence of sexual or homophobic harassment.
- Positive attitudes and equal treatment of individuals relating to pregnancy and maternity.

Principle 4: We aim to reduce and remove inequalities and barriers that already exist.

Whilst avoiding or minimising possible negative impacts of our policies we aim to take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between people with regard to the protected characteristics.

Principle 5: Measurable Objectives

We formulate and publish specific and measurable objectives based on the areas related to this policy through the School Development Plan. The objectives which we identify take into account local and national priorities and issues as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them, throughout the School Development Plan process.

4. Responsibilities

The Governing Body and School Leadership Team will:

- be proactive in promoting equality and tackling discrimination in all areas;
- maintain an overview of the Equalities Scheme which will be a regular agenda item at governor meetings and ensure that all staff, parents and students adhere to it;
- work in partnership with others to tackle discrimination, and establish, promote and disseminate good practice in equalities;
- encourage, support and enable all pupils and staff to reach their full potential.

The Governing Body is responsible for:

- ensuring that the school complies with all relevant equalities legislation (<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>)
- ensuring, with assistance from the Headteacher, that the policy and its related procedures and strategies are implemented;
- nominating a governor with responsibility for Equalities who, with the designated senior leader with responsibility for equalities, will report to the full governing body.

The Headteacher is responsible for:

- oversight of all equalities work within the school;
- ensuring that the policy and its related procedures and strategies are implemented on a day to day basis through appropriate delegated leadership structures;
- ensuring that all staff are aware of their responsibilities under the policy and that they are given appropriate training and support to enable them to fulfil these responsibilities;
- initiating disciplinary action against staff or students who discriminate, abuse, harass or intimidate;
- dealing with reported incidents of racism, harassment or other forms of discrimination.

The Head of Inclusion is responsible for maintaining and sharing with all staff those vulnerable pupils and how their needs will be met. They will analyse the information on the outcomes of vulnerable pupils.

The Director of Pastoral Care and Safeguarding is the person responsible for monitoring the response to reported incidents of a discriminatory nature.

The Assistant Headteacher (Staff Induction/CPD) is the person responsible for ensuring the specific needs of staff members are addressed.

All staff should:

- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping;

- be aware of and alert for peer abuse and challenge it firmly, never passing it off as 'banter' or similar, reporting any incidents of which they are aware;
- know procedures for reporting incidents of racism, harassment or other forms of discrimination;
- not discriminate on racial, disability or other grounds;
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or other organisations;
- ensure that students from all groups are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and through relations with students, staff, parents, and the wider community.

All students will:

- learn about and understand the school's Equality and Diversity Policy and be expected to behave in accordance with it;
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and racially motivated incidents;
- monitor progress through the school council.

Visitors and contractors are responsible for complying with the school's Equality and Diversity Policy – non-compliance will be dealt with by the Headteacher.

5. Involvement Processes

Policies are vital to identify and consolidate thinking regarding appropriate provision for students, however, they are often viewed as an end, when they should be seen as a process - always evolving in response to changes and evidence from impact assessments. When developing this Equality Scheme, the school is clear that this is a process which must be informed by the involvement of participants, including students, parents and staff from different social identity backgrounds.

5.1 Mechanisms for involvement

At this school the following mechanisms will ensure the views of **students** inform the Equality and Diversity Policy and actions:

- Exit interviews with students;
- School council and year group councils
- Annual questionnaire of all students followed up with focus groups to follow up on specific issues raised (staff led and student led);
- Individual discussions with vulnerable students and those with a special educational need or disability;
- Individual interviews with students involved in incidents of a discriminatory nature;
- Individual interviews with students experiencing reasonable adjustments;

- Fortnightly ROOSE meetings.

At this school the following mechanisms will ensure the views of **parents** inform the Equality and Diversity Policy and actions:

- Annual questionnaire of all parents;
- Feedback through the Governing Body meetings;
- Feedback through the PTA meetings;
- Termly parent forum meetings to discuss and inform on specific issues;
- Feedback from Review meetings.

6. The Curriculum

The curriculum is developed with a view to ensuring that equality and diversity are considered in all areas, with introduction of new curriculum content indicated by local and/or national need.

Issues relating to equality and diversity will be covered through both curricular and extra-curricular activities. This includes work done in tutor periods and assemblies.

7. Religious Observance

We respect the religious beliefs and practice of all members of the school community and comply with reasonable requests relating to religious observance and practice.

8. Staff Development and Training

We ensure that all staff, including support and administrative staff, receive appropriate training with regard to student equality, both as individuals and as groups or teams.

9. Breaches of the Policy

Breaches of this policy will be dealt with in the same manner that breaches of other school policies are dealt with as determined by the Headteacher, and in line with other appropriate policies such as Disciplinary and Capability.

10. Monitoring and Review

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

We collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

We use stakeholder voice to inform our analysis.

11. Accessibility

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

The school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Responsibility for improving the availability of accessible information and for setting objectives relating to the extent to which disabled students can participate in the curriculum is delegated to the local governing body.

Objectives relating to this will be set annually on the School Development Plan. These objectives will be kept under review and reported on annually through the School Development plan process. They will be published on the school's website in the Equality Action Plan.

Responsibility for the physical environment is held by the Facilities Manager who will contribute to the annual Capital Plan which is approved by governors. These objectives will be kept under review and reported on annually through the Capital Plan process. They will be published on the school's website in the Equality Action Plan.