



Stocksbridge High School

Equality Information and Objectives Statement

Date First Published	September 2023
Version	1
Last Approved (Trust)	September 2024
Cycle	3 years
Review date	September 2027
Date Ratified by LGB	07 July 2025

Contents

Changes to this edition	1
1. Introduction	2
2. Protected Characteristics	3
3. Eliminating unlawful discrimination, harassment, victimisation and other conduct	3
4. Fostering good relations	5
5. Advance equality of opportunity	6
7. Equalities information	6
8. Equality objectives	6
9. Monitoring and evaluation	7
ANNEX 1 – Equalities Information	7

Changes to this edition

First Edition

1. Introduction

- 1.1 Minerva Learning Trust recognises and welcomes the specific and general duties it has under the Equality Act 2010 in relation to the Public Sector Equality Duty (PSED).
- 1.2 The PSED requires the Trust, as a body carrying out public functions to have due regard to:
- Eliminating unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
 - Fostering good relations between people who share a protected characteristic and those who do not
 - Advancing equality of opportunity between people who share a protected characteristic and those who do not

These are known as the general duties of the PSED.

- 1.3 Having due regard to the need to advance equality of opportunity is defined further in the Equality Act 2010 as the need to:
- Remove or minimise disadvantages
 - Take steps to meet different needs
 - Encourage participation when it is disproportionately low
- 1.4 There are two specific duties of the PSED intended to help schools within the Trust meet the general duty. They are:
- Publish information to demonstrate how the school is complying with the PSED. This information must include, in particular, information relating to people who share a protected characteristic
 - Prepare and publish equality objectives.
- 1.5 The Trust and its schools aims to promote pupils' spiritual, moral, social and cultural development with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and employees.
- 1.6 The Trust and Stocksbridge High School are committed to not only eliminating discrimination but also increasing the understanding of and appreciation for diversity. This document sets out how Stocksbridge High School is meeting the general duties of the PSED and publish the equality information and objectives for 2023/24.
- 1.7 This document should be read in conjunction with the Trust Equality Policy.

2. Protected Characteristics

- 2.1 Under the Equality Act 2010, certain groups of society will be protected, by way of a particular characteristic. These are known under the Act as protected characteristics. The Trust and the school have a statutory duty under the PSED to minimise or remove the disadvantages suffered by those with protected characteristics and to promote equality for all.
- 2.2 The protected characteristics under the Act are listed below:
- Age
 - Disability
 - Gender reassignment
 - Marriage and civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation
- 2.3 The Trust and Stocksbridge High School will not discriminate against, harass or victimise any employee, pupil, prospective pupil, or other member of the school community because of the above characteristics.

3. Eliminating unlawful discrimination, harassment, victimisation and other conduct

Stocksbridge High School will aim to eliminate unlawful discrimination, harassment, victimisation and other conduct by:

- Creating a safe space where all people are safe.
- Offer support when needed.
- Investigate fully any concerns raised.
- Build a curriculum that teaches about unlawful discrimination, harassment, and victimisation.

All concerns raised will be recorded and evaluated to identify any trends, patterns or review any new learning that needs to take place.

Data tracked will always be broken down by the different protected characteristics to inform the school about the training employees need to support pupils.

- 3.1 We believe that a greater level of success from pupils and employees can be achieved by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:
- Being respectful
 - Always treating all members of the school community fairly

- Developing an understanding of diversity and inclusion and the benefits it can have
 - Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the Trust's and School's values
 - Adopting an inclusive curriculum that is accessible to all
 - Encouraging compassion and open mindedness
 - Challenging bias and calling it out in order to move the conversation forward.
- 3.2 We are committed to having a balanced, diverse and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes.
- 3.3 The school seeks to eliminate unlawful discrimination, harassment, and victimisation through the framework of policies implemented across the Trust:
- Equality Policy
 - Supporting pupils with medical conditions policy
 - Staff code of conduct
 - School behaviour policy including anti-bullying
 - Safeguarding and child protection policy
 - Complaints policy
 - Discipline and grievance policies
 - Harassment, discrimination, victimisation and bullying policy
 - Family friendly policies
 - Flexible working policy
 - Special educational needs and disability policy
 - Disability in employment policy
- 3.4 Training is provided to employees and those involved in governance through the Trust ROUTES programme and specific events linked to the school equality objectives.
- 3.5 The school monitors data in relation to protected characteristics and equality issues such as recruitment, pupil exclusions, pupil engagement in activities, incidents of bullying, harassment, victimisation and discrimination, safeguarding and complaints. Data is used to evaluate the effectiveness of policy, practice and provision to ensure unlawful discrimination is not taking place and to identify areas for improvement generally in the approach to equalities.
- 3.6 Confirmation of meetings, training etc. Where employees/governors are reminded of their duties under the Act
- 3.7 Equality Act Training – all staff and Governors will have access to training around the equality act and how this impacts their role and duties.
- 3.8 The school logs and records any incidents relating to equality such as:

- Bullying
- Harassment
- Discrimination

These records are reviewed for patterns and outcome. The reports are shared regularly with the local Governing Body every half term.

4. Fostering good relations

4.1 We are committed to fostering good relations between people who share a protected characteristic and those who do not. We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

4.2 Our pupils are taught to be:

- Understanding of others
- Celebratory of diversity
- Eager to reach their full potential
- Aware of what constitutes discriminatory behaviour.
- Aware of what a true inclusive community looks like and how to take an active part in a positive inclusive community
- Part of an inclusive community
- Steps are taken to teach students what this means, and support is given to those who struggle to be active inclusive members of our community
- Active members of our community

4.3 The Trust's employees will not:

- Discriminate against any member of the school community
- Treat other members of the school community unfairly

4.4 The Trust's employees will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.
- Seek training if they need to improve their knowledge in a particular area.

4.5 Throughout the year, the Trust and the school provides a variety of opportunities to celebrate diversity including:

- Planning activities for key diversity awareness days
- Inviting guest speakers to speak to pupils and employees about diversity
- Incorporating lessons about diversity into the curriculum
- Building assembly and tutor periods around the 9PC.

5. Advance equality of opportunity

- 5.1 The Trust and the School value diversity and works pro-actively to ensure that people who share a protected characteristic are represented in the school community and are able to access the same opportunities as those who do not.
- 5.2 The Trust is actively seeking to attract and retain applicants for employment and governance roles from a diverse range of backgrounds and ensure that we are reflecting the diversity of the community that we serve.
- 5.3 Stocksbridge High School:
- Attainment data between groups of pupils and action being taken
 - Steps taken in response to the data to advance equal opportunities
 - Evidence of bullying incidents of pupils with protected characteristics
 - Where data is harder to obtain, then consider how the school supports pupils through initiatives, training and policies
 - Data on participation in school activities of different groups and steps taken to improve this
 - Data on career progression across different groups and steps taken to improve opportunities
 - Data on exclusions and actions taken to ensure protected characteristics do not place a pupil at a disadvantage or risk of discrimination
 - Data on attendance patterns and steps taken to improve this
 - within different groups

7. Equalities information

- 7.1 The school has reviewed how it currently performs in the context of the requirements of the General Duty and protected characteristics. In collating the school information we have identified evidence, explored how we can close gaps and our actions in respect of the protected characteristics, and analysed our effectiveness.
- 7.2 Annex 1 sets out our evidence and the issues highlighted.

8. Equality objectives

- 8.1 The Equality Objectives for Stocksbridge High School for 2025-2029 are:
- To increase participation of disabled pupils in after school activities
 - Increase participation of all SEND students in after school activities
 - To reduce the number of homophobic incidents
 - To narrow the gap in attainment between pupils with SEND compared to those without SEND in all core subject areas
 - To review the curriculum to ensure it is relevant to all pupils and promotes inclusivity
 - To review the personal development curriculum to ensure the 9PC are explicitly taught in all areas of the school community
 - To raise attendance of students with complex needs and an EHCP in place

- 8.2 These objectives are set out in more detail within the School Development Plan. Progress towards achieving these objectives will be kept under review and reported to the Chief Executive Officer and Local Governing Body on a termly basis.

9. Monitoring and evaluation

- 9.1 The school will monitor the progress it makes and the impact of actions in respect of equality, diversity and inclusion to ensure that the objectives are met. Where inequality or discrimination is found to have taken place, it will be addressed quickly and lessons will be learned to improve future practice.

ANNEX 1 – Equalities Information

Our equality evidence highlights:

AGE

Our workforce profiling data shows the following breakdown:

Staff	
18 – 24	1
25 – 34	15
35 – 44	33
45 – 54	28
55 – 65	20
65+	4

DISABILITY

The Trust and School have policies to support employees and pupils who are disabled.

GENDER REASSIGNMENT

The Trust has policies to support employees and pupils who are transgender or transitioning.

MARRIAGE AND CIVIL PARTNERSHIP

The Trust HR system is used to collect data regarding the marital status of employees however employees can choose to withhold this information. The data is held in compliance with our obligations under data protection and is not used in any policy, process or practice to disadvantage anyone who is or isn't married or in a civil partnership.

PREGNANCY AND MATERNITY

The Trust has policies and procedures which comply with employment law, equalities legislation and terms and conditions of employment for teachers and support staff to facilitate ante-natal, maternity and post-natal arrangements for employees.

RACE

The Department for Education is encouraging Trusts to collate and publish ethnic monitoring data for those involved in governance. The Trust Central Team are working with Trustees

and Local Governors to collate this information through Governorhub during the academic year 2023/24 and this will be published when available.

The Trust HR system is used to collect data regarding the race of employees however employees can choose to withhold this information. The data is held in compliance with our obligations under data protection and is not used in any policy, process or practice to disadvantage anyone on the grounds of race.

RELIGION OR BELIEF

The Trust HR system is used to collect data regarding the religion of employees however employees can choose to withhold this information. The data is held in compliance with our obligations under data protection and is not used in any policy, process or practice to disadvantage anyone on the grounds of religion or belief.

SEX

The Trust HR system is used to collect data regarding the gender of employees to meet HMRC and legal requirements. The data is held in compliance with our obligations under data protection and is not used in any policy, process or practice to disadvantage anyone on the grounds of their gender.

The gender split amongst employees is:

Male = 32

Female = 67

Non-Binary = 0

Transgender = 0

Other = 1

The Trust reports annually the Gender Pay Gap and publishes the details on the Trust website. This report is used to ensure that any gap in earnings between men and women is not as a result of unlawful discrimination or unfair treatment.

SEXUAL ORIENTATION

The Trust HR system is used to collect data regarding the sexual orientation of employees however employees can choose to withhold this information. The data is held in compliance with our obligations under data protection and is not used in any policy, process or practice to disadvantage anyone on the grounds of their sexual orientation.