



HONLEY HIGH SCHOOL EQUALITY OBJECTIVES & ACCESSIBILITY PLAN

Approved by:	Full Governing Body	Date: July 2023
Last reviewed on:	July 2023	
Next review due by:	July 2024	

1. Equality Objectives Statement

Honley High School is dedicated to ensuring that all members of the school community and the wider community are treated equally, fairly, and with respect by the school and by each other. This applies to the school as a place of education, a business, and an employer. Prejudice, discrimination (direct or indirect), and victimisation are not tolerated, and we work hard to instil in our students a strong understanding of right and wrong, including the importance of inclusion, acceptance, and compassion towards others. The school's main priority is to provide the best education and care that we can and establish a cooperative working relationship between home and school, to aid the development, progress, and needs of all the children in our care. Our current objectives are:

- To promote equality of all groups: for example assessing the impact of our policies and practices on different groups
- To promote community cohesion by encouraging the development of mutual respect and good relationships between people regardless of race, gender, disability, sexuality, age, religion or belief
- To challenge discrimination on any grounds, including ethnicity, age, gender or gender identity, disability, pregnancy or maternity, religion or religious affiliation. This will include acting quickly to deal with all bullying, including that which is aimed at groups as well as individuals, such as racist or homophobic/biphobic/transphobic bullying
- To promote human rights, justice and fairness throughout the curriculum and wider school community
- To ensure that all students have a right to equality of access to educational provision
- To ensure that no student is victimised due to the sex, race, disability, religion or belief, sexual orientation, gender reassignment
- To ensure that no student is victimised due to the actions of a person with whom the student is associated, for example one of their parents or siblings
- To ensure that all members of the school community are treated with respect, regardless of sex, race, gender, disability, sexuality, age, religion or belief, for example by the language used within and around the school community

2. How the school has developed its objectives:

The school's current equality objectives represent the school's priorities and are the outcome of a careful review and analysis of data and other information. They also take into account national and local priorities and issues. In particular:

- The objectives are specific and measurable – they meet the school's needs and the school strives to achieve them
- The objectives are integrated into the school' improvement and development planning
- The school will publish its objectives on its website
- The school will report annually to the Governing Body on progress towards achieving the objectives
- The objectives will be reviewed annually and will be updated at least every four years

Appendix A: A summary of what is in place currently in to support implementation of the Equality Policy, Objectives and Accessibility Plan

In order to comply with the Public Sector Equality Duty we have the following procedures in place, to ensure that we consider the needs of our school community in everything we do:

I. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act

- We gather information from a range of sources when a student enters the school, eg: family, child, previous school, external agencies where applicable
- We respond quickly to any conduct reported that is prohibited under or by this act, in accordance with school procedures. Acts of discrimination, harassment and victimisation are recorded, along with any actions and sanctions taken, and incidents are followed up on in a reasonable timescale, to ensure all those affected are aware of what action has been taken and no further issues have occurred. Actions may involve referrals to key workers within the school or external agencies, including the police
- Through lessons, tutor time, assemblies and extra-curricular activities, we aim to create an ethos and atmosphere of dignity and fairness, where students are free to develop themselves, knowing that differences are respected and they are encouraged to become independent learners, take responsibility for their actions and become good citizens.
- We provide staff training on issues relating to Equality and ensure all staff are aware of the need to eliminate discrimination, harassment and victimisation, for example in anti-bullying and safeguarding training
- All members of the school's Senior Leadership Team undergo Safer Recruitment training and key members of the Governing Body also complete this training
- Appraisal and Pay structures are in place within the school to ensure all staff have equal opportunities in terms of pay and promotion

II. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it

- We track all aspects of a child's provision and progress by monitoring attendance, behaviour, attitude to learning and academic data and applying intervention strategies as appropriate
- Teachers maintain and review seating plans, academic data, Pupil Profiles / individual behaviour strategies, attitude to learning, target levels and data

pertinent to equality groups, to enable them to plan and deliver lessons to stretch and challenge every member of their class appropriately

- We monitor the effectiveness of intervention strategies to enable us to improve our practice and benefit students
- We take account of the achievement of all students when planning for future learning and setting challenging targets
- We use materials that reflect the diversity of the school population, local and wider community in terms of race, gender and disability, without stereotyping
- We monitor students' involvement and participation in all opportunities provided and aim to provide new opportunities where gaps are identified
- We provide details of appropriate agencies and support networks via the school website and our social media feeds on Facebook and Twitter for anyone in need
- Transition and CEIAG staff monitor progression routes for all students, to perform NEET analysis, which allows the school to identify barriers for certain groups and evaluate the school's curriculum as well as students' subject choices

III. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

- We deliver lessons across the curriculum and within RPSHCE that broaden students' knowledge of equality issues and encourage tolerance and understanding of all students
- We group students within lessons to help to foster good relations and respect between different groups of students
- We deliver assemblies to whole year groups that promote understanding, respect and positive relationships
- We promote students' awareness of equality of opportunity through a variety of schemes and celebrations including charity events and national awareness events such as Autism Awareness Month, Holocaust Memorial Day, Black History Month and LGBT Awareness Month
- We promote students' social, moral, spiritual and cultural development through the curriculum, Themes of the Week and Thoughts for the Day and out of lesson activities

- We communicate with parents and carers through letters, app messages, text, the school website, social media, postcards, phone calls, emails and in face to face meetings
- The Senior Leadership Team, Pastoral Support Team, Student Welfare Officer and Attendance Officer support curriculum staff in improving relations with parents and carers – including those who could be deemed 'hard to reach', to ensure equality of opportunity for all

Appendix B – Equality Accessibility Plan (to be reviewed annually)

Objective	Action to be taken:	When:	Who:	Success criteria:	Cost implications
1.1 Ensure that all students have equal access to extra-curricular provision	<ul style="list-style-type: none"> Review current guidance to staff to ensure that planning takes into account accessibility for all students 	Ongoing	HHL	Review completed	Time
	<ul style="list-style-type: none"> Ensure that guidance to staff in planning extra-curricular opportunities identifies equality of access as a consideration 	Ongoing	HHL/ELO	Planning includes guidance	Time
1.2 Ensure that students have access to appropriately differentiated material which responds to their needs	<ul style="list-style-type: none"> Ensure that CPD for all staff focuses on what is needed to support learners in accessing the curriculum and maximising outcomes 	Ongoing	SHN/ SENDSCO	CPD delivered to staff and improved planning	CPD time
	<ul style="list-style-type: none"> Ensure staff are aware of the classroom strategies to maximise access for all students (eg, quiet classrooms, high definition colours on boards, forward facing when speaking, etc) QA to ensure needs are being met in the classroom through high quality teaching Teaching materials made available that all students can access 	Ongoing	SHN/ SENDSCO CL/HoD	CPD delivered to staff and improved planning Improvement in progress and attainment indicators	CPD time
1.3 Ensure that no group with protected characteristics feels isolated by curriculum delivery	<ul style="list-style-type: none"> Audit curriculum resources to ensure that exemplars of all groups, including those with protected characteristics, are evident 	July 2023	SHN/ SENDSCO	Audit completed	Time
	<ul style="list-style-type: none"> Ensure information is gathered about incoming pupils and ensure plans are in place to meet needs 	Ongoing		Robust transition plans in place	

Objective	Action to be taken:	When:	Who:	Impact criteria:	Cost implications
2.1 Ensure that the school is aware of the needs of students and visitors	<ul style="list-style-type: none"> Review physical access to the building to ensure that ramps, lifts, disabled parking bays, toilet and changing facilities, doors, shelves, lights and other physical aspects of the building meet the needs of all users Improvement to staircases to improve safety (in particular in the dining hall) 	Ongoing	AHA Site team	Review completed	Time
	<ul style="list-style-type: none"> Ensure that information for events at schools carries requests for information regarding access arrangements that may be needed 	Ongoing (for all events)	SLT	Snapshot reviews indicate that all events carry request	Review time
2.2 Ensure that emergency evacuation procedures consider those with access needs	<ul style="list-style-type: none"> Review the emergency evacuation procedures to ensure that provide quick, safe evacuation for all Personal Emergency Evacuation Plans (PEEPS) in place for individuals requiring specific access arrangements 		AHA	Review completed	Time
2.3 Ensure that the dignity of those identifying a specific need have appropriate changing facilities	<ul style="list-style-type: none"> Ensure that policies and practices for equality (such as children transitioning) identify areas which they can use for intimate purposes which are appropriate and maintain their dignity 	Ongoing	ELO	Policies reviewed and potential impact evaluated, provision amended	
2.4 Maximise access to the site for all users	<ul style="list-style-type: none"> Where access issues are identified (for instance, ramps, changing facilities, etc) plan ways in which barriers to access can be overcome by taking all reasonable steps, and being mindful of the Equality Act (2010) 	Ongoing	AHA	Plans to overcome barriers to access in place	Time
	<ul style="list-style-type: none"> Ensure that site signage is clear and unambiguous, and is accessible to all users 	Ongoing	AHA/ECU	Signage is easy to follow and accessible	Cost of replacement signage

	<ul style="list-style-type: none"> Improve access to student services 	January 2024			Cost of redevelopment of link corridor
Objective	Action to be taken:	When:	Who:	Impact criteria:	Cost implications
3.1 Ensure that all information sent to parents and carers is accessible to all	<ul style="list-style-type: none"> Review information sent home for reading age and the use of plain, understandable English which is as free as possible of jargon 	Ongoing	ECU/SLT	Improved communication and ease of understanding	Time
	<ul style="list-style-type: none"> Ensure that parents who do not provide electronic communication facilities receive paper copies of all communications 	Ongoing	ECU	All parents receiving appropriate information	Postage costs
	<ul style="list-style-type: none"> Ensure that all communications with parents/carers is available in a range of formats if it is requested (such as Braille, large print and other languages), and that this facility is advertised to parents and carers 	Ongoing	ECU	Communications available in appropriate range of formats	Translation costs and formatting costs (eg Braille)
3.2 Ensure that the school website is easy to use and accessible to all parents and carers	<ul style="list-style-type: none"> Ensure that the language used on the school website is in plain English and free of Jargon where possible, and that it is easy to navigate and follow 	Ongoing	ECU	Feedback indicates ease of use and accessibility	
	<ul style="list-style-type: none"> Ensure that the website is compliant with Ofsted/DfE requirements 	Ongoing	PGR	Website is compliant	Time
3.3 Improve the delivery of information to pupils/students with a disability	<ul style="list-style-type: none"> Advice sought and implemented from external agencies such as Visual/Hearing Impaired outreach team Explore the use of Pictorial or symbolic representations 	Ongoing	SBA	All students can access information in its most appropriate form	