



Headteacher: Mr D Reeve BSc (Hons)

THE BISHOP'S STORTFORD HIGH SCHOOL

Beaumont Avenue

Bishop's Stortford

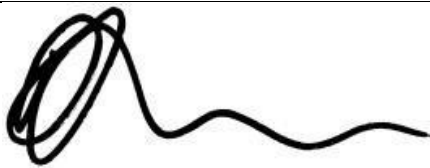
Hertfordshire

CM23 4SH



THE BISHOP'S STORTFORD HIGH SCHOOL

Equality Policy

<i>Date of last review:</i>	<i>November 2025</i>	<i>Review period:</i>	<i>2 years</i>
<i>Date of next review:</i>	<i>November 2027</i>	<i>Owner:</i>	<i>Student Welfare Committee</i>
		<i>Approval:</i>	

Telephone:

01279 868686

Email:

office@tbshs.org

Website:

www.tbshs.org

TBSHS: A truly all-round education

"Pupils achieve highly at this stunning school." - Ofsted



The Bishop's Stortford High School Equality Policy

Aims

The Bishop's Stortford High School is committed to the promotion of equality within all the School's policies and activities. This policy applies to the whole school community. The School seeks to build a community based on respect and has due regard for the need to:

1. Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010;
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
3. Foster good relations between people who share a protected characteristic and people who do not share it.

This policy adopts a single approach to cover practice across the seven protected characteristics for school's provisions of the Equality Act 2010:

1. gender
2. race
3. disability
4. religion or belief
5. sexual orientation
6. gender reassignment
7. pregnancy or maternity

In addition, the school also recognises the need to make special efforts to ensure that financially disadvantaged and care-experienced members of our community have equal opportunities and treatment.

The school acknowledges the notion that individuals' encounters with discrimination are influenced by multiple factors working together, highlighting the importance of considering these factors collectively rather than in isolation.

The school will not discriminate against employees or prospective employees on the grounds of age or marriage and civil partnerships. These are additional protected characteristics applicable to staff only.

Extended notes can be seen on some of the specific characteristics below:

3 Disability

Our school welcomes all without prejudice and as such caters for a wide range of student and staff disability. The current school site in London Road is not compliant with the Equality Act 2010 due to the age of the building, however, the School makes every effort to be inclusive for all staff, students and parents/carers with a disability. The new school, due to open in St James' Park will be fully compliant. Full details can be read in the school's accessibility plan (Appendix 1).

6 Gender reassignment

It is acknowledged that it is rare for students, particularly very young students, to be in a programme for gender reassignment, but in such a case, it is acknowledged that a number of issues will arise which will need to be sensitively handled. In order to best support the student, the school will request a meeting with the student and their parents. The school will also respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

Legislation and Guidance

This document meets the requirements under the following legislation:

1. The [Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination;
2. The [Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives;
3. This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

Roles and Responsibilities

The Governing Body

The Governing Body will:

1. Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the School, including to staff, students and parents, and that they are reviewed and updated at least once every four years;
2. Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher;
3. Aim to nominate governors to create diversity and representation of the community it serves;
4. Apply the principles of best value without discrimination when purchasing goods and services;
5. The Governing Body will also agree the Equality Policy and Objectives.

The Headteacher

The Headteacher will, in collaboration with the Assistant Headteacher, with responsibility for equality:

1. Monitor success in achieving the objectives and report back to the Governing Body;
2. Incorporate equality targets into the School Development Plan;
3. Promote key messages to staff, parents/carers and students about equality and what is expected of them and can be expected from the School in carrying out its day to day duties;
4. Ensure that the whole School community receives adequate training to meet the needs of delivering equality, including student awareness;
5. Monitor and analyse the educational outcomes of all groups of students;
6. Ensure that all staff are aware of their responsibilities to record and report prejudice related incidents;
7. Ensure that prejudice related incidents are reported and addressed efficiently;
8. Recruit and employ staff solely based on qualifications, experience and competencies avoiding discrimination against any of the nine protected characteristics;
9. Delegate responsibilities to other staff.

All Staff

All Staff will:

1. Uphold the commitment made to students and parents/carers on how they can be expected to be treated;

2. Design and deliver an inclusive curriculum;
3. Respect and value the importance of teaching Citizenship and Relationships and Sex Education;
4. Inspire and promote positive outcomes for all groups of students;
5. Support the School and the Governing Body in delivering a fair and equitable service to all students, parents/carers and colleagues;
6. Record and report all prejudice related incidents.

All Students

All Students will:

1. Be a driving force within the School to achieve the commitment made to tackling inequality;
2. Show respect and integrity throughout their Citizenship and Relationships and Sex Education;
3. Report all incidents of prejudice and discrimination;
4. Uphold the commitment made by the Headteacher on how students and parents/carers, staff and the wider School community can be expected to be treated.

All members of the school community will recognise, uphold and promote the School's Equality Core Values which mirror our School values at all times:

We show our full **commitment** to equality, diversity and inclusion.

Our **aspiration** is for every student to feel valued.

We **respect** each other and our differences.

We show **integrity** and challenge disrespect.

We are part of an equal, diverse and inclusive **community**.

Linked Policies

This policy should be read in conjunction with the below policies which can be accessed on our website:

1. Equality Objectives
2. Behaviour for learning
3. Pupil Premium Strategy
4. Children Looked After and Previously Looked After
5. Admissions Policy
6. Careers Policy
7. Child Protection Policy
8. Health and Attendance Policy
9. Code of Conduct

Appendix 1

Accessibility Plan

Purpose of the Plan

This plan outlines how The Bishop's Stortford High School intends to improve access to education for students with disabilities in line with the legal requirements of the Equality Act 2010. It aims to ensure that all students have equal opportunities to participate in all aspects of school life.

We are committed to providing an inclusive environment that allows all students to succeed, irrespective of their abilities.

This plan is created to comply with:

The Equality Act 2010

The Children and Families Act 2014

Special Educational Needs and Disability (SEND) Code of Practice

The Public Sector Equality Duty (Section 149 of the Equality Act 2010)

Access to the Curriculum:

We ensure that students with disabilities have full access to the curriculum through personalised learning strategies and adaptive teaching. Teaching staff are trained to implement inclusive practices, with regular reviews of learning needs by the SENCO (Special Educational Needs Coordinator) and LSAs (Learning Support Assistants).

We provide assistive technologies (e.g., screen readers, communication devices) where necessary, and ensure alternative formats of materials (e.g., large print, braille, audio) are available.

We provide tailored interventions for students with special educational needs and disabilities (SEND), such as 1:1 support, peer mentoring, or teaching assistant support.

Access to the wider school environment:

The school premises have been audited to ensure compliance with accessibility standards. Where possible, reasonable adjustments have already been made to ensure ease of movement for students with disabilities.

All areas of the school are accessible to wheelchair users, including classrooms, toilets, and communal spaces.

Outdoor equipment is accessible and there are sensory spaces for students who require a quieter environment.

We regularly review and update any required Personal Emergency Evacuation Plans (PEEPs) for students with mobility or sensory impairments.

Access to Information

All information, such as letters to parents, policies, and curriculum materials, are available in accessible formats upon request.

The school website fully accessible, including the use of screen-reader compatibility, text enlargement options, and alt-text for images. The below icon adapts the Website to meet the needs of an individual:



All school events, parents' evenings, and meetings are held in accessible venues.

If necessary, we will offer staff training on how to communicate effectively with people with disabilities, particularly those with speech, language, or communication needs.

Monitoring and Evaluation

The school governors have overall responsibility for monitoring the implementation of the Accessibility Plan which will be reviewed bi-annually by the governing body, with updates presented to The Student Welfare Committee.