



## EQUALITY POLICY AND EQUALITY OBJECTIVE - STUDENTS

<b>Date for renewal/updates/review</b>	October 2021
<b>Named person responsible for monitoring</b>	Headteacher
<b>Agreed by Governing Body</b>	October 2018 Amendments approved by Personnel Committee June 2019

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

### Key Principles

We understand the principle of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

To make this commitment real, we ensure that our policies and practices are based on the particular needs of our school and its community. This is guided by the following principles:

- Ensure that pupils have the opportunity to reach their potential in all areas of school life.
- Ensure that parents and pupils can make choices free from prejudice and stereotyping.
- Oppose any form of racism, sexism, disability discrimination, homophobia or any other form of discrimination.
- Value every pupil's language and cultural background.
- Promote respect between cultures.

A protected characteristic under the act covers the groups listed below:

- Age (for employees not for service provision)
- Disability
- Race
- Sex (including issues of transgender)
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information on the website – to demonstrate compliance with the general duty across its functions (we will not publish any information that can specifically identify any child).
- Prepare and publish equality objectives.

To do this we will collect data to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment/progress
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the service as listed above however where we find evidence that other functions have significant impact on any particular group we will include work in this area.

## **Our Vision**

Empowering everyone to achieve

## **Mission**

We aim to achieve our vision by:

- Raising students above the ordinary by developing and delivering lifelong learning which transforms lives.
- Ensuring every person feels valued, safe and happy.
- Enabling students to feel proud of themselves, and also enjoy the success of others.
- Promoting a culture of mutual respect where everyone is treated as a valued member of the school community.
- Encouraging positive communication so that words and actions are thoughtful, supportive and motivational.
- Placing parents and carers at the heart of the life of the school.
- Respecting and promoting the spiritual, moral, social and cultural development of every individual.
- Recruiting well-qualified and highly committed staff.
- Adopting an ethos of continuous improvement within all aspects of school life.

We underpin our vision and mission by embracing the values of: Compassion, Trust, Honesty, Respect, Commitment, Courage and Ambition.

## **Addressing Prejudice Related Incidents**

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education

system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents.

### **Progress/Attainment/Attendance Data for each 'protected' group**

Our Analyses School Performance (ASP) report is analysed each year with particular attention to the progress, attainment and attendance for each of the following 'protected' group:

- Disability
- Race
- Gender

Other protected groups are analysed on an individual basis.

### **RACE**

The Race Relations Act 1976 and the Race Relations (Amendment) Act 2000 requires us to eliminate unlawful discrimination, promote equality of opportunity, promote good relations between people of different racial groups and be proactive and seek to avoid unlawful discrimination before it occurs.

The school has a commitment to ensuring these duties are upheld. We will work to promote race equality through our teaching and learning strategies, curriculum content, and relationships between staff, students and parents. The school welcomes a racially diverse population and recognises that it enriches the school in a positive way. All staff and students are encouraged to adopt a respectful awareness of other cultures and languages, to be thoughtful, tactful and to examine and be critical of their own racial prejudices. It is important to remember that racism can take place on a conscious and unconscious level.

The school endeavours to build racial awareness in all our ways of working, for example, by using teaching resources that give a positive view of our multi-racial society and encourage respect for people as individuals.

### **Particular areas of focus to promote race equality:**

#### **Students**

- Learning and teaching – Varying teaching methods to reflect the students' different learning styles. This is augmented by individualised support and learning programmes.
- The content of the curriculum – A broad, diverse and balanced curriculum – 'diversifying the curriculum' aimed at valuing cultural diversity and preventing racism. This is to include all different subject areas and PSHCE.
- Monitoring of student progress and achievement by ethnicity to ensure that all student groups are making good progress. As a result, put in place actions to raise achievement of key ethnic groups when necessary.
- Monitoring of progression into further and higher education and training.
- Monitoring of admissions and attendance – each admissions case is considered according to the schools published criteria. Attendance is closely monitored.  
Support for refugee and traveller families.
- Ethos – Through the Inclusion Manager.

- Awareness and 'months' promotions. For example, Black History Month, Refugee Week, Holocaust Awareness Week and LGBT Month
- Support for and celebration of bilingual pupils and encouraging them to take exams in their home language.

### **Staff and governors**

- Staff – Give all staff an awareness of and commitment to cultural diversity. Also, this commitment should be reflected in recruitment procedures such as adverts, job profiles and the interview process.
- Staff and governor's ethnicity profile should reflect the make-up of the school community.

### **Parents/Carer**

- Involvement and community role – Develop full and meaningful partnerships with all parents/carers of all cultures. This should include community organisations.
- Seek and respond to the views of all parents and carers.

## **GENDER**

The Equality Act 2010 ~~Gender Equality Duty 2006~~ places a general and specific duty on us to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male students and between women and men and transgender people.

### **Our General Duty**

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment
- Promote equality between men and women.

### **Our Specific Duty**

- Set and implement gender equality objectives.  
Such as the following, these are only intended examples:
  - Monitor progress and achievement by gender.
  - Develop a curriculum that is broad and balanced in terms of topics, imagery and language.
  - Teach about inequality, prejudice, discrimination and bullying through PSHEE.
  - Devise strategies and interventions to specifically inspire and motivate both girls and boys to achieve.
  - Monitor access to the curriculum and progression to further and higher education and training. Respond with well thought through actions.
  - Monitor the use of school resources. For example, the technical facilities and play space.

## **DISABILITY**

The Disability Discrimination Act 1995 placed a duty on schools to ensure compliance with the following objectives:

- To not discriminate by reason of disability.
- To make reasonable adjustments.
- To increase access to the curriculum, environment and information.

We are committed to these objectives and our actions to promote equality in these areas, is addressed in our action plan which set out our disability equality scheme. This will be reviewed annually and revised every three years in line with existing legislation.

### **Meeting our General Duty under Disability**

In addition to ensuring that we meet the disability duties set out above and in the updated DDA 2005 the school meets its general Disability Equality Duty by exercising due regard for the following when carrying out delivering our services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment. Our specific duty means that actions to ensure these duties are met should be set out in a disability equality scheme.

Examples of actions to promote equality of children with SEND:

- Learning Ability – all pupils to have access to a broad and balanced curriculum.
- Fostering opportunities for students of all abilities to work and socialise together.
- Monitoring the progress of LDD students.
- Planning, implementing and assessing individual educational programmes.
- High pupil expectations, through appropriately challenging work.
- Work tailored to personal goals and special educational needs.
- Staff are made aware of pupils' individual needs and how to cope with them (e.g. asthma attacks) in a safe, sensitive and practical way.

### **Accessibility**

This section of the equality policy covers our requirement to have an accessibility plan under the disability discrimination act 1995.

The school welcomes staff and pupils with differing physical abilities within the limitations of the school building and the practicalities of the work. We have worked closely with the local authority to make reasonable adjustments in the light of our Access Audit and the requirements of the Disability Discrimination legislation.

Actions to promote accessibility include:

- Access to the Curriculum (e.g. making changes to teaching/learning arrangements/timetabling, specialist ICT equipment).
- Access to the physical environment e.g. lighting/signing/layout of playground/reasonable adjustments.
- Access to information e.g. providing handouts in large print/sign language/translations etc.

### **Sexual Orientation**

The Equality Act 2010 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The school makes every effort to comply with these regulations and makes clear to all service users and staff that discrimination of people based on their sexual preference is unacceptable and will not be tolerated.

We do not discriminate against pupils, parents/carers, staff in the delivery of goods and facilities and make every effort to ensure that these are provided in an accessible manner to all. This includes:

- Admissions processes.
- Access to benefits/facilities/services.
- By excluding him or her.
- By subjecting him or her to any other detriment.

Key areas of focus

- PSHCE curriculum and the teaching of anti-bullying, anti-homophobia and civil rights by promoting equality and challenging prejudice.
- Monitoring and recording homophobic language and incidents.
- Celebrating LGBT achievement through assemblies and the pastoral curriculum
- Creating an anti-homophobic ethos

## **Community Cohesion**

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. The duty came into force on 1 September 2007. Since September 2012, Sir William Ramsay School has also followed government guidelines and added to community cohesion by committing to Preventing Violent Extremism (PVE) to our action planning.

**We promote community cohesion by:**

### **1. Teaching, learning and curriculum**

- Helping children and young people to understand others and value diversity. By developing a respect and empathy for other cultures and by learning the skills of critical evaluation of information, particularly stereotypes.
- Promoting shared values, awareness of human rights and how to apply and defend them.
- Developing skills of participation and responsible action.

### **2. Equity and excellence**

- Ensuring equal opportunities for all to succeed at the highest level possible.
- Striving to remove barriers to access and participation in learning and wider activities.
- Working to eliminate variations in outcomes for different groups.

### **3. Engagement and extended services**

- Providing reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities.
- Providing extended services, with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups.
- Create opportunities which allow for shared participation and working together across the different communities

## **MONITORING AND EVALUATION**

The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

The Head has overall responsible for implementation of the Policy, for ensuring that all staff are aware of their responsibilities and are given appropriate training and support, and for taking appropriate action in any cases of unlawful discrimination. All members of staff have a part to play in the implementation, monitoring, evaluation and development of this policy.

### **Dealing with Harassment**

Harassment on account of ability, gender, race, religion, sexuality or social background is unjust and totally unacceptable. Harassment can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

All staff members are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; to support the full range of diverse needs according to pupil's individual circumstances. Parents are expected to support the school in delivering the aims and objectives of this policy wherever possible.

We have developed a clear procedure for dealing with complaints and grievances including those regarding harassment. Breaches of this policy will be taken very seriously and dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Head and Governing Body. For more information, please see the Compliments, Complaints & Resolution Policy.

### **Equality Objective Target 2018/19 and 2019/20**

"To ensure that boys make the same progress as girls".