

**Term of policy:** Every 1 year

**Approved by:** Board of Trustees

**Date ratified:** date of next GB meeting

**Next Review Date:** February 2021

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**Sources:** NGA, The Key

**Online location:** Google Drive folder: Policies

**Consulted with JCC?** Yes  No

## **Introduction**

This policy replaces any previous policy and follows the DfE regulations.

In line with the School's Equal Opportunities and Special Educational Needs policies, we aim to give all students equal opportunities to take part in all aspects of School life, as far as is appropriate, practicable and compatible with giving regard to health and safety and the efficient education of other students.

The policy will follow the five principles of the Children's Plan:

- to support parents and families
- to allow children to reach their full potential
- to enable children to enjoy their childhood whilst preparing for adult life
- to provide services in response to children and family needs
- to use preventative measures to help students avoid the possibility of failure

This policy is based upon the School's commitment to the development and maintenance of good behaviour and a positive and inclusive ethos for all members of the School community.

## **Foreword**

Rooks Heath School is a mixed 11 to 18 multicultural comprehensive in the London Borough of Harrow. This policy is formulated by the Senior Leadership group. The policy is subject to review every 4 years and approval by the Board of Trustees.

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### **1. Aims**

Our School aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

### **2. Legislation and guidance**

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [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

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and articles of association.

### **3. Roles and responsibilities**

The Board of Trustees will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the School, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor will:

- Meet with the designated member of staff for equality every term and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full Board of Trustees regarding any issues

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to Trustees

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and students
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All School staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

#### **4. Eliminating discrimination**

The School is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

New staff receive training on the Equality Act as part of their induction.

The School has a designated member of staff for monitoring equality issues, and an equality link Trustee. They regularly liaise regarding any issues and make senior leaders and Trustees aware of these as appropriate.

#### **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the School aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. students with disabilities, or gay students who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim students to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students to be involved in the full range of School societies)

In fulfilling this aspect of the duty, the School will:

- Make evidence available identifying trends and issues for specific groups (e.g. declines in incidents of homophobic or transphobic bullying), and improvements.

#### **6. Fostering good relations**

The School aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, students will be introduced to literature from a range of cultures

- Holding assemblies dealing with relevant issues. Students will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising School trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of students within the School. For example, our School council has representatives from different year groups and is formed of students from a range of backgrounds. All students are encouraged to participate in the School's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

### **7. Equality considerations in decision-making**

The School ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups. For example, when a School trip or activity is being planned, the School considers whether the trip:

- Cuts across any religious holidays
- Is accessible to students with disabilities
- Has equivalent facilities for boys and girls

The School keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning School trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

### **8. Equality Objectives**

**Objective 1:** Undertake an analysis of recruitment data and trends with regard to race, gender and disability annually, and report on this to the Audit & Risk Committee of the Board of Trustees.

**Objective 2:** Train all members of staff and Trustees involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

### **9. Monitoring arrangements**

The Audit & Risk Committee of the Board of Trustees and the Headteacher will update the equality information we publish, described in 4 – 7 annually.

This document will be reviewed by the Audit & Risk Committee of the Board of Trustees and the Headteacher at least every 4 years.

This document will be approved by the Board of Trustees.

### **10. Links with other policies**

This document links to other policies including:

- Accessibility plan
- Admissions Policy
- Anti-Bullying
- Behaviour for Learning Policy
- Charging Policy
- Complaints Policy
- Exam Policy
- HR Policies
- Pay Policy
- Recruitment Policy
- Risk assessment
- Safeguarding Policy
- Student Voice Policy
- Teaching and Learning Policy