



EQUALITY INFORMATION AND OBJECTIVES POLICY

Term of policy: Every 4 years

Approved by: Board of Trustees

Date ratified: Spring 2024

Next Review Date: Spring | 2027

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Sources: NGA, The Key, DfE

Online location: SharePoint folder: Policies

Consulted with JCC? Yes No

Introduction

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

As part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations. We have carefully considered the impact of this policy on equality. The School will ensure that this policy is applied fairly to all employees and does not have a negative impact on students or staff with protected characteristics; race, sex, religion and belief, sexual orientation, age, disability, gender reassignment, marriage and civil partnership and pregnancy and maternity.

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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 governing board will:

- ✓ 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
- ✓ Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- ✓ Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Pauline Hughes. They 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 governing board regarding any issues

The headteacher will:

- ✓ Promote knowledge and understanding of the equality objectives amongst staff and students
- ✓ Monitor success in achieving the objectives and report back to governors

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, and all staff receive refresher training periodically.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors 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:

- ✓ Publish attainment data each academic year showing how students with different characteristics are performing
- ✓ Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- ✓ Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- ✓ Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own students

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 (Updated in the annual Equalities Statement)

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.

Why we have chosen this objective: To ensure our recruitment processes are rigorous and select the most suitable candidates for the school whilst seeking to employ a diverse and representative workforce.

To achieve this objective, we plan to: Ensure recruitment processes are robust.

Progress we are making towards this objective: We have ensured a consistent approach to all interviews and all staff who lead interviews have completed the Safer Recruitment training. Furthermore, interview processes have been Quality Assured by the HR to ensure equality is promoted.

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.

Why we have chosen this objective: To ensure our recruitment processes are rigorous and select the most suitable candidates for the school whilst seeking to employ a diverse and representative workforce.

To achieve this objective, we plan to: Ensure all staff completing interviews have been trained on "Safer Recruitment".

Progress we are making towards this objective: We ensure a consistent approach to all interviews and all staff who lead interviews have completed the Safer Recruitment training. Furthermore, interview processes have been Quality Assured by the HR to ensure equality is promoted.

Objective 3: Increase the representation of teachers from local black and minority ethnic communities over a 4-year period (from this July to July in 4 years' time), so that this group increases from 10% to 25% of the teaching workforce.

Why we have chosen this objective: Our school is a vibrant diverse community where students from a variety of different backgrounds are represented. Increasing the number of teachers from black and minority ethnic communities will reflect the student population, allowing our students to find role models in teachers who represent their communities. It also enables to educate staff to better understand the needs of the students. We will have a greater range of perspectives and knowledge that will enable us to provide even better care and serve our diverse community. For instance, Muslim teachers are able to provide vital information on how to meet the needs of Muslim students who choose to fast in the month of Ramadan, ensuring their wellbeing as learning continues. A more diverse workforce will enable to be more culturally responsive, ensuring an even greater sense of belongingness in our school community (students, staff, parents, governors).

To achieve this objective, we plan to: Provide enhanced EDI training for managers at all levels, training and development, improve both cultural awareness and managerial training. Elaborate on the existing unconscious bias training and/or develop a bespoke cultural awareness training package, structured through lived experiences of RHS staff.

Progress we are making towards this objective: We have maintained a balance across the range of ethnicities in our staff community, which is representative of our student community. We have achieved the Centre of Excellence for Inclusion Award for the Inclusion Quality Mark (IQM). This is a true recognition and celebration of everything we do (staff, students, parents and governors) to ensure that staff and students feel part of our amazing community.

Objective 4: To ensure that student attendance is sustained at or above the national average.

Why we have chosen this objective: Being in school is vital for a student's wellbeing, academic achievement as well as their personal development. There is evidence to suggest that regular school attendance is a key mechanism to support children and young people's educational, economic and social outcomes. Schools can facilitate positive peer relationships, which contributes to better mental health and wellbeing. Attendance at school is crucial to prepare young people for successful transition to adulthood, and to support their longer term economic and social participation in society. There is also evidence that the students with the highest attendance throughout their time in school gain the best GCSE and A level results. (DfE, 2023)

To achieve this objective, we plan to: To address this objective we have continued with our strategy to improve parental engagement. Coffee mornings have been conducted with all year groups to support the students with significant issues around their attendance. These will continue to be a regular feature of our strategy.

Progress we are making towards this objective: We have employed a part time member of staff who supports the daily admin tasks including contacting parents and dealing with absence messages. There is 3-tiered warning letter system in place which is used to progressively notify parents including penalties. We have also introduced a competition within each year group which sees the winning form group with the most improved attendance receiving a form group privilege pass for lunch on a weekly cycle. This is accompanied by a large display which is updated regularly with the winning groups. This is to move towards a more incentivised and positive mindset approach in relation to pupil's attitudes towards attendance. **#attendanceistrending**. As a result, we are now in the top 25% of schools nationally.

9. Monitoring arrangements

The Audit & Risk Committee of the Board of Trustees and the headteacher will update the equality information we publish, described in sections 4 – 7 at least every year.

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 the following policies:

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