



Equality Duty

2020 - 24

Approved by: The RPHS Governing Body **Date:** December 2020

Last reviewed on: December 2020

Next review due by: December 2024

Contents

1: Introduction, roles and responsibilities.....	3
1.1 Equality Act	4
1.2 The provision of the Act	4
1.3 Protected Characteristics	4
1.4 Discrimination, Harassment and Victimisation	4
1.4.1 Discrimination:.....	4
1.4.2 Harassment:.....	5
1.4.3 Victimisation:.....	5
1.5 Complaints procedures.....	5
1.6 The Public Sector Equality Duty.....	6
1.6.1 The General Duty.....	6
1.6.2 The Specific Duties.....	6
2: RPHS Equality Duty: Specific Duty – School Information.....	7
3: Objectives.....	7
4. Action Plan	9

1: Introduction

The Equality Act, of which most provisions came into force on 1st October 2010, brings together all the legal requirements on equality that the private, public and voluntary sectors need to follow. The Act therefore replaces and incorporates for example, The Sex Discrimination Act (1975), The Race Relations Act (1976) and The Disability Discrimination Act (1995).

Equality Duty

Raynes Park High School aims -

- To create a school ethos which promotes equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices
- To encourage everyone within our school community to gain a positive self- image and high self-esteem
- To have high expectations of everyone involved with the whole school
- To promote mutual respect and valuing others' similarities and differences and facing equality issues openly
- To strive to identify and remove all practices, procedures and customs which are discriminatory and replacing them with practices which are fair to all

Roles and responsibilities

Governors

The governing body of the school has agreed this policy and will review it every four years and update the information annually.

Headteacher

The Headteacher will demonstrate through personal leadership the importance of this policy ensuring that all staff are aware of the policy and understand their roles and responsibilities in relation to it. The Headteacher will ensure that the impact of this policy is monitored.

Heads of Department, Heads of House and all staff

All Staff are responsible for promoting equality. All staff will familiarise themselves with this policy and know that their responsibility is to ensure that the policy is implemented. They will know the implications of the policy for their planning, teaching and learning strategies as well as for behavioural issues.

Students

Students will be made aware of how it applies to them.

Monitoring

The school will monitor the impact of this policy on students, parents and staff. In particular, the school will monitor the impact of policies on the attainment levels of students. To monitor students'

attainment, the school will collect information about students' performance and progress, analyse it and use it to examine trends.

1.1 Equality Act

For the purposes of the Act:

Equality is having equal opportunities and rights. It means being treated fairly and not being put at a disadvantage. It also means being able, and supported, to reach your potential.

Inequality is when people aren't given equal opportunities and right. They might be treated unfairly and experience discrimination.

(Source: EHRC)

1.2 The provision of the Act

The Act applies to all schools and all people covered by the schools provision including:

- prospective students (in relation to admissions arrangements),
- students at the school,
- former students (if there is a continuing relationship based on them having been at the school),
- teaching and support staff,
- Parents and governors.

1.3 Protected Characteristics

All activities that take place as part of the life of the school must protect people from discrimination on the basis of nine protected characteristics.

The protected characteristics relevant to students and adults in the school community:

- race – this includes ethnic or national origins, colour or nationality
- gender and gender identity
- disability
- religion or belief – this includes lack of belief
- sexual orientation
- pregnancy and maternity

The additional protected characteristics for adults include;

- Age
- Marriage or civil partnership (but only in respect of eliminating unlawful discrimination)
- Gender reassignment

1.4 Discrimination, Harassment and Victimisation

The new law therefore protects against;

1.4.1 Discrimination:

- Direct discrimination, treating a person unfavourably because of any protected characteristics including;

- because a person is perceived to have a particular characteristic
- because a person has been associated with someone who does have that characteristic
- Indirect discrimination, where a “one-size-fits-all” rule is applied too generally and puts particular groups at a significant disadvantage.
- Additional in relation to disability only the law protects against;
- Discrimination arising from disability
- Failure to make *reasonable adjustments* in relation to disability

1.4.2 Harassment:

- related to a protected characteristic
- including when a persons’ dignity is violated
- an intimidating, hostile, degrading, humiliating or offensive environment is created

1.4.3 Victimisation:

- when a person is put at a disadvantage because of a previous complaint made in good faith
- a previous complaint could have been that persons
- a person could have given evidence or information relating to someone else’s complaint

1.5 Complaints procedures

In the event of a breach of any aspect of the Equality Act Raynes Park High School encourages all wider community members to engage in informal discussions with the Head Teacher or a member of the Senior Leadership Team. In the event that a mutually satisfactory resolution cannot be found the school’s complaints procedures may be followed. Additionally, the Equality Act also outlines a formal complaints procedure.

1.6 The Public Sector Equality Duty

Since 2011 all public bodies including schools have been bound by what is known as the Public Sector Equality Duty (PSED). Specifically, schools have a general duty and two specific duties.

1.6.1 The General Duty

In the General Duty a school must have due regard for the need to:

- eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the act
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it which includes removing or minimising disadvantages, taking steps to meet the particular needs of people who have a protected characteristic and encouraging people who have a protected characteristic to participate fully in any activities

- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it which includes tackling prejudice and promoting understanding

1.6.1.1 Due regard

Having due regard includes:

- demonstrating knowledge of the Equality Act and Duty
- be timeless in approach – new policies and practices should be considered in respect of the Equality Duty before they are introduced
- involve real regard in decision making rather than ‘box ticking’
- involve acquiring sufficient information
- not involve delegation of the duty
- involve continual record keeping and review in relationship to the duty

1.6.2 The Specific Duties

The specific duties of a school are to:

- Publish in an accessible manner equality information which demonstrated compliance with the duty (6th April 2012 and at least annually thereafter)
 - information relating to the school community who are affected by the schools policies and practices who share protected characteristics
 - information that demonstrated the schools due regard or engagement with the general duty
 - information on principle quality challenges or current levels of effectiveness in promoting each of the three aims for each of the protected groups
- Prepare and publish one or more specific and measurable equality objectives which the school will pursue over the coming years (6th April 2012 and at least every four years thereafter)

The choice of information for publication, the format of that publication and where the information is published is up to the school to decide. However the published information should support transparency and allow parents and the community to hold the school to account.

The Equality Duty is a ‘living’ agenda from which to establish a framework that ensures schools appraise all policy development and school operations in light of the needs of all individuals but especially those with protected characteristics within the school community.

2: RPHS Equality Duty: Specific Duty – School Information

Under the Equality Duty the school is required to publish in accessible manner information which demonstrates compliance with the duty.

Figure 2.1.– School Policies

Equality Duty – relevant School Policies	Location – website unless otherwise stated
Public Sector Equality Duty - Raynes Park High School	
Behaviour Policy	
SEN Policy	
Pay Policy	Ask HR if required
Grievances and disciplinary procedures	Ask HR if required
Sixth Form Admissions Policy	
Complaints Policy	
Accessibility Plan	

2.1.2 Supporting Data

Figure 2.2 – School Data

2.1.2.2.1 Race/Ethnicity	New Data Autumn term
White – British	42%
Any other White background	16%
Any other Asian background	5%
Black – African	6%
White and Black Caribbean	2%
Black Caribbean	5%
Pakistani	3%
Any other ethnic group	4%
Any other mixed background	5%
White and Asian	2%
White and Black African	2%
Any other Black background	1%
Bangladeshi	1%
Chinese	1%
Indian	1%
White – Irish	1%
Refused	1%
Gypsy/Roma	1%
Traveller of Irish heritage	1%

2.1.2.2.2 Gender	New Data Autumn term
M	54%
F	46%

2.1.2.2.3 Disability	New Data Autumn term
Non Recorded	74%
SEN	20%
Medical	6%
SEN & Medical	

2.1.2.2.4 Religion or belief	New Data Autumn term
Christian	43%
No Religion	40
Muslim	11%
Hindu	2%
Other Religion	3%
Buddhist	1%
Refused	0%
Jewish	0%
Sikh	0%

2.1.2.2.5 EAL	New Data Autumn term
No	70%
Yes	30%

2.1.2.2.6 SEN	New Data Autumn term
No Special Educational Need	74%
SEN Support	20%
Statement	
Education, Health & Care Plan	6%

Figure 2.2.7 Sexual Orientation	For ethical reasons we do not collect data on the sexual orientation of our students
---------------------------------	--

Figure 2.2.8 Pregnancy or maternity	To protect our students we do not publish information on Pregnancy or maternity
-------------------------------------	---

Figure 2.2.9 Information of employees	The school community currently comprises of more than 150 staff therefore we are fully aware of our commitment to meet all premise of the Equality Duty while at the same time maintaining staff confidentially as well as acting with integrity and sensitivity at all times.
---------------------------------------	--

(School data updated September 2020)

3: Equality objectives

Objective 1: Increasing understanding between different religious groups between staff and students.

To achieve this objective we plan to: Embed equality and diversity issues into our curriculum through developing the PSHCE KS3 & KS4 learning for life programme to study. Supporting this development with further supplementary personal development days and earmarking key religious events in assemblies and raising whole school awareness.

Progress we are making towards this objective: Reviewing of the curriculum is ongoing and strategic planning for the key assemblies and drop-down days are underway.

Objective 2: Raising awareness and encouraging career opportunities within non-stereotypical careers options

To achieve this objective we plan to: Develop the GATSBY benchmarks into the curriculum areas by introducing career subject champions within STEM subjects to promote the explicit links to non-stereotypical career possibilities. The remit of the career subject champion involves liaising with relevant careers networking projects and enrichment opportunities by working with the Careers leader to raise awareness of all career opportunities.

Progress we are making towards this objective: STEM career leads are working with their department areas and supporting enrichment career opportunities that are ongoing. Progress is being made to launch career champions within the broader curriculum areas.

Objective 3: working towards ensuring the school facilities and the school environment is transgender inclusive

To achieve this objective we plan to: Transgender is a protected characteristic under the Equality Act 2010 and as a school we are committed to continuing to maintain an inclusive education for all. To ensure different forms and types of relationships and gender expression and identity are incorporated into our programme of study for RSE. A whole school approach including the pastoral support systems always promote inclusivity.

Progress we are making towards this objective: RSE programme of study has been reviewed and this is an ongoing process. Discussions surrounding inclusive school facilities are being facilitated.

Objective 4: Reviewing our whole school curriculum to ensure that it is inclusive for all students

To achieve this objective we plan to: reflect on our current curriculum across the school and seek further opportunities to make our curriculum more inclusive for all in light of global movements such as the BLM

Progress we are making towards this objective: Whole school planning for this review has commenced and each department is conducting a thorough curriculum review. All staff have had an inset day providing further insight to the rationale and the demographic of our student intake to ensure our whole school policies and curriculum are inclusive. In addition, the launch of a working party has commenced where multi discipline colleagues will be sharing ideas and launching new initiatives going forward.

Staff responsible	S. Audley	Monitoring & Evaluation	SLT
School Group Responsible	SLT	Governors Committee Responsible	FGB
Date approved by Governors	Autumn 2020	Review Date	Policy 2024