

# **Equality Duty Policy**

**2016 - 2020**

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## **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
- Encourage everyone within our school community to gain a positive self- image and high self-esteem.
- Have high expectations of everyone involved with the whole school.
- Promote mutual respect and valuing others' similarities and differences and facing equality issues openly.
- 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)

In education evidence of inequality is suggested in the following statistics;

- Two thirds of lesbian, gay and bisexual students report being bullied
- Four-fifths of disabled students report being bullied
- One in four students report being bullied because of their faith
- Girls outperform boys at 5, at 16 and at degree level
- Less than one in six Gypsy and Traveller students achieve five good A\*-C grades at GCSE
- Asian students are excluded at a rate of 5 per 10 000, Afro-Caribbean 30 per 10 000; Gypsy and Traveller students 38 per 10 000.

(Source: Bill Bolloten Equality Act Consultation Merton 2012)

## 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 schools 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 (6<sup>th</sup> 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 (6<sup>th</sup> 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	
White – British	45%
Any other White background	5%
Any other Asian background	6%
Black – African	6%
White and Black Caribbean	5%
Black Caribbean	<5%
Pakistani	<5%
Any other ethnic group	<5%
Any other mixed background	<5%
White and Asian	<5%
White and Black African	<5%
Any other Black background	<5%
Bangladeshi	<5%
Chinese	<5%
Indian	<5%
White – Irish	<5%
Refused	<5%
Gypsy/Roma	<5%
Traveller of Irish heritage	<5%

2.1.2.2.2 Gender	
M	52%
F	48%

2.1.2.2.3 Disability	
Non Recorded	83%
SEN	15%
Medical	<5%
SEN & Medical	<5%

2.1.2.2.4 Religion or belief	
Christian	47%
No Religion	33%
Muslim	14%
Hindu	<5%
Other Religion	<5%
Buddhist	<5%
Refused	<5%
Jewish	<5%
Sikh	<5%

2.1.2.2.5 EAL	
No	69%
Yes	31%

2.1.2.2.6 SEN	
No Special Educational Need	82%
SEN Support	13%
Statement	<5%
Education, Health & Care Plan	<5%

Figure 2.2.7 Sexual Orientation	For ethical reasons we do not collect data on the sexual orientation of our students
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Figure 2.2.8 Pregnancy or maternity	To protect our students we do not publish information on Pregnancy or maternity
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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.
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(School data updated December 2017)



Appendix 1 : Action Plan 2018-19

Action to be taken	Responsibility (by whom)	Monitored by	Timescale ( by when)	Comments
Consider how Drama curriculum promotes equality	MT	LF	July 2019	MT to meet Head of Drama
Analyse participation in and outcome for specific groups in sport, school trips and enrichment activities	MT LF	LK	July 2019	Are some specific groups participating more and having more success?
Ensure accessibility plan is carried out and on website	MT SB	LF	October 2018	
Continue to consider the ways in which all members of the school community are able to make their views known on equality issues.	MT LF	LK	July 2019	How does each part of the school community make an input into policy? Is it effective?

Staff responsible	AHT : L Finan	Monitoring & Evaluation	SLT
School Group Responsible	SLT	Governors Committee Responsible	FGB
Date approved by Governors	Policy May 2017 Action plan July 2018	Review Date	Policy 2020. Action plan July 2019