

Equality Duty Policy

2024-2028

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Equality Duty Policy

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Introduction

1. Equality Duty

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.

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.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it

2. Equality Act

The policy meets the requirements of the Equality Act 2010 . The school also has regard to the guidance from the DFE Equality Act 2010 updated June 2018..

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 rights. They might be treated unfairly and experience discrimination.

The provision of the Act

The Act applies to all schools and all people covered by the school's 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.

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.

It is against the law to discriminate against anyone because of:

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

4. Roles and responsibilities

Governors

The governing body of the school has agreed this policy and will review it every four years. There will be an update of the information annually and the specific equality objectives every two years.

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.

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.

Designated member of staff and an equality link governor

The school has a designated member of staff for monitoring equality issues and an equality link governor. They regularly liaise regarding any issues and report to governors.

5. 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.

6. Discrimination, Harassment and Victimisation

This policy is aimed to eliminate -

- direct discrimination - treating someone with a protected characteristic less favourably than others
- indirect discrimination - putting rules or arrangements in place that apply to everyone, but that put someone with a protected characteristic at an unfair disadvantage
- harassment - unwanted behaviour linked to a protected characteristic that violates someone's dignity or creates an offensive environment for them
- victimisation - treating someone unfairly because they've complained about discrimination or harassment

7. Duties

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.

Reasonable adjustments

The school has a duty to make reasonable adjustments for disabled people.

The Public Sector Equality Duty

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.

The General Duty

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

- eliminating discrimination, harassment, victimisation and other conduct that is prohibited by the act
- advancing quality 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
- fostering good relations between persons who share a relevant protected characteristic and persons who do not share it which includes tackling prejudice and promoting understanding.

Due regard

Having due regard includes:

- demonstrating knowledge of the Equality Act and Duty
- considering new policies and practices in respect of the Equality Duty before they are introduced by use of equality impact assessment
- acquiring sufficient information
- ensuring the duty is not delegated but is the responsibility of all members of the school community
- keeping records and monitoring in relationship to the duty.

The Specific Duties

School Information

The School will publish in an accessible manner equality information which demonstrate compliance with the duty. The published information will support transparency and allow parents and the community to hold the school to account.

The information published will include attainment data showing how pupils with different characteristics are performing.

Specific Equality Objectives

The school will set specific equality objectives to suit its individual circumstance and contribute to the welfare of the pupils and the school community. They will be specific and measurable and will be used as a tool to help improve the school experience of a range of different pupils. These objectives will reviewed every two years and this review reported to the governing body.

8. 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 Summer term
White – British	36.3%
Any other White background	16.6%
Any other Asian background	7.1%
Black – African	7.2%
White and Black Caribbean	3.8%
Black Caribbean	3.7%
Pakistani	3.1%
Any other ethnic group	4.5%
Any other mixed background	8.1%
White and Asian	2.1%
White and Black African	1.4%
Any other Black background	1.2%
Bangladeshi	0.5%
Chinese	0.8%
Indian	2.2%
White – Irish	0.1%
Refused	0.2%
Gypsy/Roma	0.3%
Traveller of Irish heritage	0.0%

2.1.2.2.2 Gender	New Data Autumn term
M	52.3%
F	47.7%.
2.1.2.2.3 Disability	New Data Summer term

Non Recorded	36%
SEN	26.5%
Medical	-
SEN & Medical	-
2.1.2.2.4 Religion or belief	New Data Summer term
Christian	40.1%
No Religion	39.2%
Muslim	13.6%
Hindu	3.4%
Other Religion	2.7%
Buddhist	0.2%
Refused	0.6%
Jewish	0%
Sikh	0.1%
2.1.2.2.5 EAL	New Data Autumn term
No	69.9%
Yes	30.1%
2.1.2.2.6 SEN	New Data Autumn term
No Special Educational Need	64.7%
SEN Support	20.1%
Education, Health & Care Plan	6.3%

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 May 2024)

Specific Equality objectives 2023-25

Objective	Actions	Who will be involved	Timescale	Success criteria
<p>To review how student voice is operating within the lower school and ensure that:</p> <ul style="list-style-type: none"> ▪ it represents the diversity of the student population ▪ the school is not discriminating against students with a particular protected characteristic. 	<ul style="list-style-type: none"> ▪ Weekly meeting with student leadership teams. ▪ Meet Student Senate students once a half term. ▪ Feedback to wider SLT. ▪ Data from PASS survey analysed annually. ▪ Student surveys. ▪ Review student voice for vulnerable groups. ▪ FLARE Pilot 	<ul style="list-style-type: none"> ▪ MMC (Assistant Headteacher) ▪ EDI Group Members 	<ul style="list-style-type: none"> ▪ Termly review of points raised in student voice surveys. ▪ Annual analysis of PASS survey. ▪ Annual report to Governors. 	<ul style="list-style-type: none"> ▪ Full set of representatives from each year group. ▪ Pass survey undertaken by 90% of students. ▪ All areas green or amber on PASS survey.
<p>To improve outcomes for all students including those whom are Pupil Premium and have additional SEND needs. Ensuring they make progress at least in line with expectations based on their prior attainment and ability.</p>	<ul style="list-style-type: none"> ▪ Identify students who fall below expectations based on prior attainment. ▪ Twilight CPD – using data to raise achievement. ▪ Using data in T&L strategy. ▪ SIP ▪ Data driven student interventions. ▪ Use of PP budget to disseminate resources to students and families 	<ul style="list-style-type: none"> ▪ SLT ▪ KBN – Data & CPD ▪ Raising standards leader ▪ Curriculum leaders ▪ SEND & Access departments ▪ Subject teachers 	<ul style="list-style-type: none"> ▪ Review after each data capture (termly) ▪ Termly reporting to SLT ▪ Annual analysis 	<ul style="list-style-type: none"> ▪ Reduce the gap between those with SEND and PP and their counterparts
<p>To improve parental/carer engagement with the school</p>	<ul style="list-style-type: none"> ▪ Devise a survey that parents/carers are happy to complete and which provides the feedback needed. 	<ul style="list-style-type: none"> ▪ MMC ▪ SLT ▪ EDI working group ▪ Parents/Carers 	<ul style="list-style-type: none"> ▪ Review after each survey ▪ Termly reporting with EDI working group ▪ Annual analysis 	<ul style="list-style-type: none"> ▪ To ensure that school policies and EDI strategy are fully inclusive.

	<ul style="list-style-type: none">▪ Carry out the survey at three parent/carer evenings events throughout the year (Parent information evening, parents evening and options evening).▪ Review of survey and actions added to the EDI working group strategy.			
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