



# Equality Policy and Single Equality Scheme

## Ranelagh School

Date reviewed by SLT	Autumn 1 2021
Date reviewed by Designated Governor	Autumn 1 2021
Date approved by Governing Body	Autumn 1 2021
Date of next review	Autumn 1 2022

## Equality Policy including Single Equality Scheme

### Context

At Ranelagh, we believe that:

- We are all made in God's image and therefore have a positive contribution to make to the school community
- The school values underpin all our activities for both staff and students
- Everybody should have an equal opportunity to contribute to and benefit from society

As a Church of England school, we recognise the importance of educating for life in all its fullness. As part of our commitment to the nurture of wisdom, hope, community and dignity, we understand that the development of students' awareness of the value of all members of the school, local and global communities, irrespective of difference, is fundamental to success.

### Single Equality Scheme Introduction

Everyone has the right to be treated with dignity and respect. The Equality Act 2010 prohibits direct and indirect discrimination, harassment and victimisation of people on the grounds of protected characteristics – disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation, age, marriage and civil partnership.

The Equality Act 2010 requires us to have a due regard to the need to:

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations between people from different equality groups

This is called the Public Sector Equality Duty and its purpose is to promise equality for all. This means that as a school we must consciously think about these three aims as part of our decision-making processes and pay due regard to equality issues within all our key policies, planning and performance management. This means that each year the school Development Plan will contain an objective relating to equality issues.

We aim to ensure that every student, irrespective of race, disability, sex, religion and belief or sexual orientation is able to achieve high standards and that strategies are in place to tackle under-achievement. This is laid out in our Single Equality Scheme, which explains how we are complying with the equality duty.

### Policy

Every member of our community matters. As a school we provide education to students, we are an employer and we provide services to the wider community (e.g. hire of facilities). The Single Equality Scheme brings together the school's approach to promoting equality through fulfilling these three roles so that no group or individual feels excluded or does not achieve their potential. The scheme therefore includes students, staff, governors, parent/carers and the community users of our facilities. It is important to recognise that treating people equally does not mean treating them the same.

This Single Equality Scheme enables us to achieve an overarching action plan to eliminate discrimination and harassment which covers all of the equality strands.

It also aims to improve equality for those who face less favourable socio-economic circumstances (students in receipt of Free School Meals). Through this scheme we aim to eliminate discrimination, advance equality of opportunity and to foster our relationships between people who share a protected characteristic and those who do not.

Through consultation, we will develop our scheme to impact at every level in light of what is reasonable and practicable according to:

- The size and age and layout of our school building
- The make-up of our population
- The school budget
- Our other duties

#### **Aims of the Single Equality Scheme**

- To articulate the school's commitment to equality
- To ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation
- To comply with statutory duties under equalities legislation

All members of the school community have a duty to act if a student or students are being discriminated against as a result of their protected characteristics.

#### **The School is committed to:**

- Tackling discrimination on the grounds of any of the protected characteristics
- Positively advancing equality
- Creating good relationships between all groups by protected characteristics
- Promoting equality of opportunity for all

#### **We aim to ensure that:**

- Every student, irrespective of their protected characteristics, is able to achieve high standards
- Strategies are in place to tackle under-achievement
- Every student has access to the necessary teaching and support required to enable them to achieve their best
- The school's procedures for upholding discipline and managing behaviour are fair, effective and equitable
- Adults working or volunteering are, wherever possible, from diverse groups
- We meet the needs of people from all ethnic backgrounds and of all religions or beliefs, of all ages, of all genders and sexual orientations and of all abilities

#### **We will approach equality issues by:**

- Paying due regard to equality issues within all our key policies, planning, decision making processes and performance management
- Ensuring that our planning contributes towards our equality objectives
- Ensuring that arrangements are in place to monitor and report on our progress against our objectives
  
- Ensuring that we engage effectively with our learners, staff, parents and local communities in planning, delivering and monitoring the objectives

## **Aims for equality and diversity**

### **Under the duties of the Equality Act we tackle unlawful discrimination by:**

- Keeping accurate records of all ethnic groups and students with disabilities, their backgrounds and needs and how we respond to them
- Dealing with complaints of discrimination and harassment speedily and notifying complainants of the outcomes and action taken
- Encouraging dialogue between different racial groups
- Challenging patronising or discriminatory attitudes and behaviours
- Encouraging tolerance and acceptance
- Making the environment as safe as possible
- Monitoring and eliminating discrimination and disability-related harassment e.g. through anti-bullying procedures and sanctions, as well as communicating appropriate messages through assemblies, newsletters, PSHE and individual conversations
- Improving the school's environment to ensure disabled learners can take advantage of education
- Making the environment as safe as possible – the school is well-lit with equal provision of bathroom and changing facilities and counselling
- Challenging harassment, anti-social or bullying behaviour
- Monitoring and eliminating unlawful discrimination on the grounds of religion or belief
- Taking a pro-active approach to preventing all forms of homophobia within the school e.g. through the school's behaviour management procedures and by acknowledging that all students (and staff) have the right to individual sexual preferences
- Challenging patronising or discriminating attitudes and homophobic language e.g. any such incidents would be dealt with as cases of bullying and sanctions would be applied appropriately

### **Advance equality by:**

- Expanding access and achievement across all communities and in all areas of school activity (including representatives on the School Council and prefect body)
- Promoting the active participation of minority communities in shaping the future of our school
- Consulting with ethnic minority learners and staff on issues affecting them rather than with people acting on their behalf (via School Council, online surveys and one-to-one conversations)
- Ensuring the school staff, learners and their families as well as the wider community fully understand the principles of race equality and good race relations (e.g. through newsletters, assemblies)
- Removing barriers to accessibility
- Providing appropriate support, assistance and care to disabled learners in order to meet their particular needs
- Supporting disabled learners, staff and carers according to their individual need
- Monitoring learner outcomes and achievement by sex
- Removing barriers which prevent children and adults participating fully at school
- Assessing the impacts of our policies, functions and procedures on promoting equality
- Developing opportunities to celebrate the richness and diversity of different cultures
- Dealing with issues of prejudice through assemblies and PSHE
- Celebrating student achievement
- Recording all racist incidents
- Eliminating the use of racial stereotypes and negative images and promoting the use of positive images wherever possible

### **Foster good relations and cohesion by:**

- Promoting activities that celebrate our common experience as well as those that recognise diversity
- Encouraging learners and families of all ethnic groups to participate fully in all aspects of school life (e.g. on sports day, in drama, choir, concerts and other academic activities)
- Fostering understanding and respect for the cultures and faiths of all our learners and their families
- Promoting positive attitudes towards people with disabilities and increasing the inclusion of positive images of people with disabilities across the curriculum
- Promoting equality of opportunity between men and women by regularly reviewing our procedures
- Increasing the use of positive images of women and men, girls and boys across the curriculum
- Encouraging the equal participation for all in all aspects of school life e.g. by actively promoting opportunities fairly in lessons
- Encouraging the equal participation of people of all religions, beliefs and non-belief in all aspects of school life

### **Roles and responsibilities**

#### **The Governing Body**

- To ensure that the school complies with statutory requirements of equalities legislation and that this scheme and Action Plan meet those duties
- To maintain its commitments to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to students, and responsive to their needs
- To ensure that people are not discriminated against when applying for jobs at Ranelagh and that current staff are not discriminated against
- To take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and students
- To welcome all applications to join the school, whatever a student's socio-economic background, race, sex, sexual orientation or disability
- To ensure that no student is discriminated against whilst in our school on account of their protected characteristics

#### **The Headteacher**

- To implement this scheme, ensuring staff are aware of their responsibilities, that they are given necessary training and support and to report progress to the governing body
- To ensure that all appointment panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities
- To promote the principle of equal opportunity when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life
- To treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness

#### **SLT**

- To co-ordinate day-to-day responsibility for the implementation of this scheme ensuring equality within each remit, ensuring equality of academic outcomes for different student groups

### **Teaching and support staff**

- To promote an inclusive and collaborative ethos in the school in accordance with our ethos and values, enabling students to access learning and maximise their progress
- To challenge inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs, maintain a good level of awareness of equality issues
- To be able to recognise and tackle bias and stereotyping of any sort
- To provide appropriate support to students for whom English is an Additional Language
- To provide appropriate support to students who have a disability

### **Students**

- To treat each other with respect, to explore diversity with a healthy positive approach, to value diversity, to speak out if they witness or are subject to any inappropriate language or behaviour or feel that they have been treated unfairly

### **Policy, planning and review**

We will ensure that the principles and procedures listed above apply to the full range of our policies and practices, including those that are concerned with:

- Students' progress, attainment and assessment
- Behaviour, discipline and exclusions
- Students' personal development and pastoral care
- Teaching and learning
- Attendance
- Staff recruitment and professional development
- Partnerships with parents and communities

### **Monitoring and evaluation**

- We will ensure that the school's policy on uniform makes reasonable allowances for expressions of identity and ease of use for students who are disabled ("reasonable allowances" to be limited by the extent to which adaptation of the school uniform might be used to represent an affiliation to a group or belief which might not be in keeping with the other key principles laid out in this policy)
- We will ensure that, wherever possible and without artificiality or unbalanced representation, there are positive images of the equality groups as identified in this policy, in school policies, in school publications, in learning resources and in displays
- We will ensure that the school has clear, commonly understood processes for challenging inappropriate language or behaviour and/or prejudice
- We will ensure that equality values are represented in the everyday language and behaviour evidence in the school
- We will ensure that the school makes the strongest possible efforts to minimise any barrier to the participation and engagement of parents with regard to their child's development and in other aspects of school life
- The Governing Body will operate at all times within the requirements of anti-discrimination legislation and will promote positively equality of opportunity in its staffing decisions
- All decisions, including advertising of vacancies, short-listing, selection, induction, appraisal, training, development, promotion and pay will be based on an objective and fair assessment of need
- All staff will have a right, through the agreed procedures, to challenge any decision or action which they believe to be in breach of these principles

The following data will be useful when evaluating the success of the policy:

- Behaviour and exclusion data
- Racist incident data
- Homophobic incident data
- Examination performance for all groups of learners
- Attendance and exclusion data for all groups of learners
- Achievement and participation in extra-curricular activities for all groups of learners
- Views of parents and other community groups who use the school facilities

#### **Equality Objectives for 2021-24**

- To promote awareness of the impact of casual language regarding protected characteristics such as race and homosexuality, in order to eliminate unkind and thoughtless use of language
- To narrow the attainment gap between students with additional needs and other learners at Key Stage 4
- To enhance students' experience of collective worship to enable a greater appreciation of the different ways in which Christians around the world worship