



Equality Policy

We monitor the impact of all policies on pupils, staff, parents and trustees with particular reference to the impact on the progress and wellbeing of pupils. As a community school we believe that our policy should reflect our ethos, which calls us to strive for 'excellence through endeavour'.

Responsibility	Parents, Pupils and Community Committee	
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1 School vision

All governors and staff will strive to ensure that all pupils are valued as individuals, who are recognised for their talents, fully included within the school community and provided with every opportunity to achieve 'excellence'. We expect all pupils to emerge as confident, resilient individuals, who can build positive relationships and demonstrate commitment in everything they do.

Pupils at RTS will:

- Be confident and happy individuals who can build positive relationships with others and work purposefully towards achieving their very best at all times.
- Possess the knowledge, communication and technical skills necessary for success as they move into further education and the workplace.
- Have the motivation to work independently and conscientiously to achieve qualifications that reflect their full ability.
- Become lifelong learners with an insatiable curiosity about the world around them and a shared responsibility for their peers, the environment and wider society.

2 Principles

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).

At The Richmond upon Thames School we are focused on:

- ensuring everyone is treated fairly and with respect,
- ensuring that our school is a safe, secure and stimulating place for everyone
- recognising that all people within our community have different needs, and we that understand that treating people equally does not always involve treating them all exactly the same
- recognising that for some pupils extra support is needed to help them to achieve and be successful
- ensuring that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through student voice opportunities and
- ensuring no-one experiences any unlawful discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

3 The Equality Duty

3.1 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 , 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)

3.1.1 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 and
- contractors and volunteers.

2 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:

- disability
- pregnancy and maternity
- race - this includes ethnic or national origins, colour or nationality
- religion or belief or no religion
- sex
- sexual orientation

The additional protected characteristics for adults include;

- Age
- Marriage or civil partnership
- Gender reassignment

3 Discrimination, Harassment and Victimisation

The law therefore protects against;

3.1 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.

Additionally, in relation to disability only the law protects against;

- Discrimination arising from disability
- Failure to make reasonable adjustments in relation to disability

3.2 Harassment

- related to a protected characteristic
- including when a person's dignity is violated

- an intimidating, hostile, degrading, humiliating or offensive environment is created

3.3 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 person's
- a person could have given evidence or information relating to someone else's complaint.

4 Complaints procedures

In the event of a breach of any aspect of the Equality Act The Richmond upon Thames 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.

5 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.

6 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.

7 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.

8 The Specific Duties

The specific duties of a school are to:

- Publish in accessible manner equality information which demonstrates 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 demonstrates the schools due regard or engagement with the general duty
- information on the equality 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 will 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 will ensure the regular appraisal of all policies in light of the needs of all individuals but especially those with protected characteristics within the school community.

9 Roles and Responsibilities Governors

- The Governing Body is committed to equal opportunities and will endeavour to ensure the school is fully inclusive and responsive to the needs of all students and the wider school community.
- The Governing Body seeks to ensure that people are not discriminated against when applying for posts at the school
- The Governing Body takes all reasonable steps to ensure that the environment is accessible to people with disabilities and that communications from school are as inclusive as possible
- The Governing Body ensures that no child is discriminated against on account of any of the protected characteristics outlined in the Equality Act.

10 Head Teacher and Leadership Team

- The SLT are responsible for implementing, communicating and monitoring the impact of the Equality Policy and Objectives
- The Head Teacher/SLT ensure that appointments panels give due regard to the plan, so that there is no discrimination in employment opportunities
- The SLT promote equality of opportunity when developing the curriculum
- The SLT respond to incidents of bullying, racism, discrimination or unfair treatment within the school community with due seriousness

11 Staff

- All staff ensure that all students are treated fairly, equally and with respect, and maintain awareness of the Equality Plan and Objectives
- All staff strive to provide material with positive images of people covered by the protected characteristics outlined in the Equality Act.
- All staff will challenge incidents of prejudice, racism or homophobia and record and pass on serious incidents for the attention of SLT.
- They will know the implications of the policy for their planning, teaching and learning strategies as well as for behavioural issues.

12 Students

Students will be made aware of how the Equality Act and School Objectives apply to them.

13 The Richmond upon Thames School Equality information

Figure 1.1 - Ethnicity	% of the school population
Any Other Asian Background	2.6%
Any Other Ethnic Group	4.4%
Any Other Mixed Background	4.8%
Any Other White Background	10.6%
Black Caribbean	2.6%
Black-African	2.2%
Chinese	0.7%
Gypsy / Roma	0.7%
Indian	5.5%
Information Not Yet Obtained	5.1%
Pakistani	2.2%
Refused	1.1%
White and Asian	4.0%
White and Black African	0.4%
White and Black Caribbean	2.9%
White-British	49.8%
White-Irish	0.4%

Figure 1.2 - Gender	% of the school population
Female	38.10%
Male	61.90%

Figure 1.3 - Disability	% of the school population
SEN CoP E	2.20%
SEN CoP K	11.36%
Perceived disability	2%

Figure 1.4 - Religion or belief	% of the school population
Buddhist	0.74%
Christian	41.18%
Hindu	4.04%
Muslim	12.13%
No religion	33.09%
Not Yet Obtained	1.84%
Other	0.37%
Other religion	1.84%
Refused	2.57%
Sikh	2.21%

Figure 1.5 - Sexual orientation

For ethical reasons we do not collect data on the sexual orientation of our students

Figure 1.6 - Pregnancy or maternity

To protect our students we do not publish information on pregnancy or maternity

Figure 1.6 - Information of employees

The school community currently comprises of more than 26 staff, therefore, we are fully aware of our commitment to meet all aspects of the Equality Duty while at the same time maintaining staff confidentially, therefore, acting with integrity and sensitivity at all times.

13 The Richmond upon Thames School Equality Objectives, Review and Action Plan

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

13.1 When do we review our equalities objectives?

We will review the progress we are making to meet our equality objectives yearly and following stakeholder reviews.

13.2 How we consult stakeholders?

We include all stakeholders: students, parents/carers, staff, Trustees, our Campus partners and community to develop and evaluate our action plan, through surveys, internal and external reviews.

2017 - 2020									
Equality Objectives	Public Sector Equality Duty	Actions	RAG rating			£	SLT Link	Staff	Comments on progress
			Yr 1	Yr 2	Yr 3				
Provide a broad and balanced curriculum, which inspires pupils to learn and ensures all pupils irrespective of their starting points, acquire knowledge, understanding and skills in all aspects of their education.	Advance equality of opportunity between different groups	1.8. High quality teaching leads to good or better pupil outcomes	On Track				Head Teacher		
		1.9. Lessons/Topics contextualised with information about future education, training and employment	On Track				SLT Resp.		
		1.10. All pupils make excellent progress from their starting point	On Track				SLT Resp.		
Develop a culture of high expectation, respect and ambition in which all staff and pupils can excel. Systematically deploy and effectively utilise all resources available.	Foster good relations between different groups Eliminate discrimination, harassment and victimisation	2.5 RTS Values/Ethos programme is implemented effectively through rewards and student leadership	On Track				SLT Resp.		
		2.13 PSHCEE / PRE programme - Incl. promotion of British Values	On Track				SLT Resp.		
		3.7. Stakeholder views are included in whole school QA and used to inform the school's ongoing development	On Track				SLT Resp.		
		3.12. Staff development and curricula programmes enable staff to confidently challenge pupils' views and encourage debate	On Track				Head Teacher		