

# Rosehill School

## Equality Information and Objectives Policy (Including our Equality Statement)



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# Rosehill School Equality Information and Objectives Policy

## Opening Statement

The ethos of the school supports the development of self-respect and self-esteem in all pupils, staff and the community it serves. We place a high value on diversity and treat every member of the school as an individual.

We welcome our duties under the Equality Act 2010. The school's general duties with regard to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We recognise that certain groups in society can be disadvantaged because of unlawful discrimination they may face due to their race, sex, disability, gender reassignment, marriage or civil partnership, religion or belief, sexual orientation, age, or pregnancy and maternity. We will not discriminate against, harass or victimise any staff member, pupil, prospective pupil, or other member of the school community.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

All staff are aware of the need for the curriculum to reflect cultural diversity and of the need to prepare pupils for life in a diverse society.

The school has a statutory duty to publish an Equality Information and Objectives Statement. This policy sets out how the school determines its equality objectives.

## 1. Legal Framework

**1.1.** This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- Equality Act 2010
- The UK General Data Protection Regulation (GDPR)
- Equality Act 2010 (Specific Duties) Regulations 2011
- Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Public Sector Equality Duty (PSED)

**1.2.** This policy also has due regard for non-statutory guidance, including the following:

- DfE (2014) 'The Equality Act 2010 and schools'

**1.3.** This policy operates in conjunction with the following school policies:

- Admissions Policy
- Complaints Procedures Policy
- GDPR and Data Protection Policy

- 1.4.** The Equality Act 2010 provides a modern, single legal framework with three broad duties:
- Eliminate discrimination, harassment and victimisation
  - Advance equality of opportunity
  - Foster good relations
- 1.5.** For the purpose of this policy, the Equality Act 2010 will be referred to as ‘the Act’. The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities.
- 1.6.** Protected characteristics, under the Act, are as follows:
- Age
  - Disability
  - Race, colour, nationality or ethnicity
  - Sex
  - Gender reassignment
  - Maternity and pregnancy
  - Religion and belief
  - Sexual orientation
  - Marriage and civil partnership
- 1.7.** The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:
- In relation to admissions.
  - In the way it provides education for pupils.
  - In the way it provides pupils access to any benefit, facility or service.
  - By excluding a pupil or subjecting them to any other detriment.
- 1.8.** The responsible body for the school is the governing board or the LA.
- 1.9.** The school’s liability not to discriminate, harass or victimise does not end when a pupil has left the school, but will apply to subsequent actions connected to the previous relationship between school and pupil, such as the provision of references on former pupils or access to former pupils’ communications and activities.
- 1.10.** The school will promote equality of opportunity for all staff and job applicants and will work in line with these standards.

## **2. Roles and Responsibilities**

- 2.1.** The governing board will:
- Ensure that the school complies with the appropriate equality legislation and regulations.
  - Meet its obligations under the PSED to:
    - Publish equality objectives at least every four years commencing on the date of the last publication.
    - Update and publish information every year to demonstrate the school compliance with the PSED.

- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the school's Admissions Policy does not discriminate in any way.
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board.
- Proactively recruit high-quality applicants from under-represented groups.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

**2.2. The headteacher will:**

- Implement this policy and its procedures.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD.
- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.
- Produce an annual report on the progress of implementing the provisions of this policy and report it to the governing board.

**2.3. Employees will:**

- Be mindful of any incidents of harassment or bullying in the school.
- Track and monitor any instances of discrimination and deal with these in a consistent manner, making a report to the headteacher as necessary and following up with pupils as required.
- Address any minor issues of harassment or bullying and report any major breaches of the policy to the headteacher.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor pupils' progress and academic needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.
- Champion diversity and inclusion.

**2.4. Pupils will:**

- Not discriminate or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to a teacher or phase leader.
- Abide by all the school's equality and diversity policies, procedures, values and rules.

**2.5. The school will have an equality page on its website, in order to demonstrate how it is complying with the PSED in the Equality Act 2010, and advancing equality of opportunity.**

### 3. Equality Objectives

- 3.1. The school is committed to promoting the welfare and equality of all its staff, pupils and other members of the school community.
- 3.2. The school sees all members of the school community as of equal value, regardless of any protected characteristic. The school’s policies, procedures and activities will not discriminate but must nevertheless take account of differences in life experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic.
- 3.3. The school’s Equality Information and Objectives Statement sets out how the school is meeting the PSED and outlines how equality of opportunity is ensured for all members of the school community. The Equality Information and Objectives Statement is reviewed at least every four years and is published on the school website annually.
- 3.4. The school will consult with stakeholders to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning.
- 3.5. To achieve this, the school has established the following objectives:

<b>Objectives</b>			
Build on the expectations set within the home school agreement, rules and reward systems to further develop the school’s positive culture around holding positive attitudes, respect and effort in high regard	Continue to drive improvements in attendance and reduce persistent absence, by building on existing initiatives in line with local and national standards and health targets	As part of our wider Healthy Schools work, create further opportunities to promote health and wellbeing amongst pupils and families, by linking sport and active lifestyles with community-based activities	Continue to strengthen wellbeing practices and reduce workload
<b>How is this being addressed?</b> <b>Strategic Priority = B&amp;A</b> A school which lifts barriers to learning, and creates an environment which promotes high aspirations, positive attitudes to learning, excellent attendance, behaviour and conduct, and emotional wellbeing. Parents are partners in learning	<b>How is this being addressed?</b> <b>Strategic Priority = B&amp;A</b> A school which lifts barriers to learning, and creates an environment which promotes high aspirations, positive attitudes to learning, excellent attendance, behaviour and conduct, and emotional wellbeing. Parents are partners in learning	<b>How is this being addressed?</b> <b>Strategic Priority = PD</b> A school that provides an inclusive learning environment and rich extra-curricular activities. A school which promotes healthy lifestyles, builds character and prepares each learner for future success and adulthood	<b>How is this being addressed?</b> <b>Strategic Priority 3 = L&amp;M</b> A school that has a clear and ambitious vision, focusing on high-quality, inclusive education, training and promotion of wellbeing. A school that collaborates with a wide range of agencies and services and grows as a Learning Community

- 3.6. The school will regularly review the steps being taken and the progress made towards the achievement of these objectives and, in line with the specific duties of the PSED.

## **4. Collecting and Using Information**

- 4.1.** In accordance with the requirements outlined in the Data Protection Act 2018, personal data will be lawfully collected and processed in line with the principles and practices outlined in the GDPR and Data Protection Policy and only for specified, explicit and legitimate purposes, e.g. to comply with the school's legal obligations.
- 4.2.** The school will collect equality information for the purpose of:
- Identifying key issues, e.g. unlawful discrimination in teaching methods.
  - Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
  - Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.
- 4.3.** The school will build an equality profile for staff to assist with identifying any issues within their recruitment regime. The school will obtain the following information from their staff:
- Recruitment and promotion
  - Numbers of part-time and full-time staff
  - Pay and remuneration
  - Training
  - Return to work of women on maternity leave
  - Return to work of disabled employees following sick leave relating to their disabilities
  - Appraisals
  - Grievances (including about harassment)
  - Disciplinary action (including for harassment)
  - Dismissals and other reasons for leaving
- 4.4.** The school will use the information they obtain to analyse any gaps present in their equality documentary, including this policy.

## **5. Publishing Information**

- 5.1.** The school will publish information to demonstrate its compliance with the Act.
- 5.2.** The school will publish information relating to persons within the school community who share relevant protected characteristics, including:
- People affected by the school's policies and procedures
- 5.3.** The school will not provide this information if:
- The employee is employed under contract personally to do work.
  - The employer does not have, and it is not reasonably practicable for the employer to obtain the data.
- 5.4.** The school will update its equality objectives at least every four years and publish on the school website.

## **6. Promoting Equality**

**6.1.** In order to meet our objectives, the school has identified the following priorities:

- Staff will ensure that all pupils are able to take part in extra-curricular activities and offsite visits, for some pupil's residential visits. The school will monitor uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.
- The school will ensure that all forms of prejudice-motivated bullying is taken seriously and dealt with equally and firmly.
- There will be differential schemes of work designed to meet the abilities and learning styles of all pupils.
- There will be a clearly defined Positive Behavioural Policy, which will be consistently reviewed.
- The school will ensure fair and equal access to the curriculum for all pupils.
- The school will ensure there is adequate access to the physical environment of the school.
- The school will improve the delivery of written information to disabled children and young people.
- The school will seek the views of advisory staff, outside agencies and local schools.
- Throughout the year, the school will plan ongoing events to raise awareness of equality and diversity.

## **7. Addressing Prejudice-Related Incidents**

**7.1.** The school is opposed to all forms of prejudice.

**7.2.** The school will ensure that pupils and staff are aware of the impact of prejudice.

**7.3.** If incidents continue to occur, the school will address them immediately and report them to the LA. Bullying and prejudice will be carefully monitored and dealt with accordingly.

**7.4.** Annual training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

## **8. Complaints Procedures**

**8.1.** The school aims to resolve all complaints at the earliest possible stage and is dedicated to continuing to provide the highest quality of education possible throughout the procedure. Any person, including a member of the public, is able to make a complaint about the provision of facilities or services that the school provides.

**8.2.** The school will adhere to the Complaints Procedures Policy to ensure a straightforward, impartial, non-adversarial process, that allows a full and fair investigation, respects confidentiality and delivers an effective response and, appropriate redress. If a complaint has completed the school's process and the complainant remains dissatisfied, they have the right to appeal, as outlined in the Complaints Procedures Policy.

**8.3.** The school works to develop good professional relationships between colleagues; however, we understand that sometimes conflicts may arise. Through maintaining open communication, we want our employees to feel able to raise any grievances so that appropriate and effective solutions can be put in place. Grievances raised by staff members will be processed in accordance with the school's Grievance Policy.

## **9. Curriculum**

- 9.1.** All pupils will be entitled to access a broad and balanced curriculum and to teaching and learning opportunities which meet their needs, including extra support where this has been identified as a statutory need.
- 9.2.** When planning the curriculum, the school will take every opportunity to promote and advance equality.
- 9.3.** When teaching the curriculum, the school will promote equality and will not subject individuals to discrimination.
- 9.4.** The school will develop an appropriate curriculum for all pupils in all vulnerable groups.
- 9.5.** The school will ensure PSHE/RSHE lessons are designed for pupils to develop their knowledge of the world and the importance of equality.

## **10. Monitoring and Review**

- 10.1.** The headteacher will review this policy annually, to ensure that all procedures are up-to-date.
- 10.2.** The policy will be monitored and evaluated by the headteacher and governing board in the following ways:
  - Individual attainment data
  - Equal opportunities recruitment data
  - Ofsted inspection judgements on equality and diversity
  - Incident records related to harassment and bullying
- 10.3.** Any changes made to this policy will be communicated to all members of staff.

## Appendix A

### Equality Information and Objectives Statement

#### Opening Statement

The ethos of the school supports the development of self-respect and self-esteem in all pupils, staff and the community it serves. We place a high value on diversity and treat every member of the school as an individual.

We welcome our duties under the Equality Act 2010. The school's general duties with regard to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any staff member, pupil, prospective pupil, or other member of the school community because of their:

- Sex.
- Age.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.
- Marriage and civil partnership.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

All staff are aware of the need for the curriculum to reflect cultural diversity and of the need to prepare pupils for life in a diverse society.

#### Aims to eradicate discrimination

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and inclusion and the benefits it can have.
- Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the school's values.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.
- Challenging bias and calling it out in order to move the conversation forward.

We are committed to having a balanced, diverse and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes.

### **Dealing with prejudice and celebrating diversity**

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm. Our pupils are taught to be:

- Understanding of others.
- Celebratory of diversity.
- Eager to reach their full potential.
- Inclusive; supporting and being kind to others, sharing opportunities.
- Aware of what constitutes discriminatory behaviour, as far as possible.

The school's employees will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.

The school's employees will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.
- Seek training if they need to improve their knowledge in a particular area.

Throughout the year, the school provides a variety of opportunities to celebrate diversity, including:

- Planning activities for key diversity awareness days.
- Inviting guest speakers to talk to pupils about diversity.
- Incorporating lessons about diversity into the curriculum.

### **Equality and dignity in the workplace**

We do not discriminate against staff with regard to their:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

### **Diversity and representation**

The school works to ensure that all groups are represented in the school community.

### **Inclusion**

The school fosters an inclusive environment for all members of the school community.

### **Closing statement**

Prejudice is not tolerated and we are continuously working towards a more accepting and respectful environment for our school community.

Please see further information in our policy above.