

Ralph Thoresby School



Equality information and objectives

(Public Sector Equality Duty in response to the 2010 Equality Act)

Date adopted by school governing body	November 2017
Review Date	November 2019

Context

Public Sector Equality Duty (The 'General Duty')

The Equality Act (2010) contains a general duty known as the public sector equality duty in which a public body (this includes schools) must give due regard to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct that is prohibited by or under the Act;
- Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it;
- Foster good relations between people who share a relevant protected characteristic and those who do not share it.

Specific Duties

To be able to fulfil the three aims of the general duty, public bodies have been given two sets of specific duties:

- To publish information which demonstrates compliance with the duty to have due regard to the need to eliminate discrimination and harassment, advance equality and foster good relations, this should include what has been achieved as a result;
- To prepare and publish specific and measurable objectives which will be pursued over the coming years to achieve the three aims.

As a school this means we will:

- Define one or more equality objectives that support the aims of the general duty at least every 4 years;
- Ensure the objective(s) are specific and measurable;
- Publish the objectives on the school website so that they are accessible to the public.

Our school will endeavour to make relevant and proportional consideration of the duty to have due regard. This means that:

- Decision makers will always try to be aware of the duty to have due regard when making a decision or taking an action;
- We will endeavour to ensure that consideration of equality implications will be made when decisions or actions are taking place and not as an afterthought.

Ralph Thoresby School: Equality Objectives

The following supporting objectives are based upon priorities detailed in the current school improvement plan:

Equality Objective 1: Student progress

We will:

- 1a Evaluate the achievement of all student groups, including the aspects of ethnicity, sex, and special educational needs.
- 1b Publish internet links to websites for the school community to signpost externally produced reports on the progress of students in the school.

Equality Objective 2: Behaviour for learning development

We will:

- 2a All students are equitably recognised and rewarded for behaviour conducive to good or better academic progress.
- 2b Alongside the school priority of reducing the use of fixed term exclusions to zero, students with the protected characteristics should not be overrepresented in any fixed term exclusions used.

Equality Objective 3: Anti-bullying

We will:

- 3a Actively promote and monitor the effectiveness of the school anti-bullying strategy with reference to disability, homophobic, racist, religious beliefs and transgender bullying incidents. Alongside the school priority of reducing the instances of bullying to zero, students with protected characteristics should not be over-represented in recorded instances of bullying.

In addition, the school will continue to work with students to afford all learner groups the opportunity to contribute to the formulation of our equality objectives.

Objective setting, monitoring & evaluation and publication

Requests for data in support of the school's equality objectives can be made via the Deputy Headteacher (School Improvement): aparkinson@ralphthoresby.com.

Responsibility for monitoring and reporting on the school equality objectives is as follows:

Equality Objective	
1: Student progress	Deputy Headteacher (Achievement & Standards)
2: Behaviour for learning development	Assistant Headteacher (Personal Development, behaviour & welfare)
3: Anti-bullying	Assistant Headteacher (Personal Development, behaviour & welfare)

How the school has due regard for equality – a sample from our approaches

General	<ul style="list-style-type: none"> • We are aware of the requirements of the Equality Act 2010, notably that it is unlawful to discriminate, treat individuals and groups less fairly or put them at a disadvantage • Our <i>Behaviour for Learning</i> policy helps students develop and maintain a standard of behaviour that demonstrates self-respect, self-discipline, emotional intelligence and respect for others both in the school and the wider community • Our <i>Anti Bullying</i> policy demonstrates a zero tolerance of all forms of bullying, including bullying concerning the protected characteristics and we have engaged with <i>Envision</i> (student equality group) to plan how to address potential homophobic bullying
Disability	<ul style="list-style-type: none"> • Our <i>Special Educational Needs</i> policy outlines the provision the school makes for SEN students and those with disabilities • Our <i>Accessibility Plan</i> supports our inclusive approach to the education of all students and the dignity of school visitors • All reasonable adjustments are made to ensure that students with disabilities are not put at any disadvantage in their school life compared to other students
Ethnicity	<ul style="list-style-type: none"> • We monitor the attainment and progress of our students by ethnicity, identifying barriers to progress and targeting appropriate intervention • We involve parents, carers and outside agencies in interventions aimed at improving outcomes for particular ethnic groups • Our English as an additional language (EAL) provision focuses on effective language acquisition for all students joining the school from non-EU countries facilitating their rapid access to the full curriculum
Sex	<ul style="list-style-type: none"> • We monitor the attainment and progress of our students by sex, identifying barriers to progress and targeting appropriate intervention • We take an individual student approach to addressing underachievement, at whatever level, as opposed to treating boys and girls as homogeneous groups • We ensure that gender stereotypes in subject choice, sport participation, careers advice and work experience, for example, are avoided
Religion	<ul style="list-style-type: none"> • We present all religions and beliefs as having equal value and status and do not seek to promote one religion as more or less valid than any other • The school promotes the spiritual, moral, social and cultural education and development of all students • We proactively address prejudices relating to race and cultural background, including those that are directed towards religious groups and communities.

Sexual orientation and gender re-assignment	<ul style="list-style-type: none"> • The school does not collect data on the sexual orientation of our students and staff but we are aware that there may be equality issues for those persons who share this protected characteristic • The school does not collect data with regard to gender reassignment of our students and staff but we are aware that there may be equality issues for those persons who share this protected characteristic and that they may experience discrimination and harassment
Marriage and civil partnership	<ul style="list-style-type: none"> • No data are collected or held by the school concerning the marital status of parents or carers beyond the titles volunteered by these groups when their children join the school • No data are collected or held by the school concerning the marital status of school staff beyond the titles volunteered on application forms when staff apply for a position at the school • The school's absence policy does not discriminate between staff who are married or in civil partnerships with regards to leave of absence for family issues
Pregnancy, maternity and paternity	<ul style="list-style-type: none"> • Sexual health, contraception and sex education is provided to all students according to the school <i>Sex & Relationships Education</i> policy • The school is sensitive to the challenges and barriers faced by pregnant students and young mothers and works with a multi-agency approach to support all individuals throughout pregnancy and the first years of motherhood • The school has policies for maternity and paternity leave as well as flexible return to work arrangements

Concurrent with the above, all teaching staff are bound by the 2012 *Teachers' Standards* which, *inter alia*, details that:

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- showing tolerance of and respect for the rights of others;
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Appendix 1: Protected characteristics as defined by the Equality Act (2010)

Protected characteristics*

Disability

A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

Gender reassignment

The process of transitioning from one gender to another.

Pregnancy and maternity

Pregnancy is the condition of being expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

Race

Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

Religion and belief

Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

Sex

A man or a woman.

Sexual orientation

Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

