





Rawmarsh Community School A Sports College

# EQUALITY POLICY 2021/22

**RAWMARSH COMMUNITY SCHOOL**

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<b>Approved by:</b>	Board Of Governors	<b>Date:</b> January 2022
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# Equality policy information and objectives

## Contents

- 1. Aims .....2
- 2. Legislation and guidance .....2
- 3. Roles and responsibilities .....3
- 4. Eliminating discrimination .....3
- 5. Advancing equality of opportunity .....4
- 6. Fostering good relations .....4
- 7. Equality considerations in decision-making .....5
- 8. Equality objectives .....5
- 9. Monitoring arrangements .....5
- 10. Links with other policies .....6

## 1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

## 2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination

- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and articles of association.

## 3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

*The equality Trust named person is Ann-Marie Lee*

*They will:*

- *Meet with the designated member of staff for equality annually and other relevant staff members, to discuss any issues and how these are being addressed*
- *Ensure they're familiar with all relevant legislation and the contents of this document*
- *Attend appropriate equality and diversity training*
- *Report back to the full governing board regarding any issues*

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and students
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality (Amanda Hawkrige) will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and students
- Meet with the equality Trust link governor annually or as required to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

## 4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction.

## 5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. students with disabilities, or gay students who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim students to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how students with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own students

## 6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, students will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Students will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of students within the school. For example, our school council has representatives from different year groups and is formed of students from a range of backgrounds. All students are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

## 7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to students with disabilities
- Has equivalent facilities for boys and girls

## 8. Equality objectives

### Objective 1

Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July, and report on this to the governing board.

### Objective 2

Have in place a reasonable adjustment agreement for all staff with disabilities by July, to meet their needs better and make sure that any disadvantages they experience are addressed.

### Objective 3

Increase the representation of teachers from local black and minority ethnic communities over a 4-year period so the workforce is more diverse and reflects the community of the School

### Objective 4

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year.

### Objective 5

Reduce gap between exclusions rates of key cohorts of students including Pupil Premium and Non Pupil Premium, SEND and non-SEND and Gender gaps by proactive intervention.

### Objective 6

Increase attendance of all key cohorts but particularly in reference to PP and Non PP students and SEND and NON SEND students by proactive intervention.

## 9. Monitoring arrangements

The Headteacher will work (with the Trust as required) to update the equality information we publish, [as described in sections 4 to 7 above], at least every year.

This document will be reviewed by the Head teacher at least every 4 years.

This document will be approved by Governing Body

# 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Exclusion policy
- SEND Policy
- Behavior Policy
- Staff handbook / Code of conduct



# Equality & Diversity Statement



## Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief,
- sexual orientation
- marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality Information as required by legislation – to demonstrate compliance with the general duty across its functions (We will not publish any information that can specifically identify any child)
- Prepare and publish equality objectives (we will do this by sharing this document on our website)

We will collect data related to the protected characteristics above where required and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents