

## Equality Statement & Objectives Policy

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**CHANGE LOG:**

This policy has been completely re-written so it needs to be read in its entirety.

## **CONTENTS:**

1. Legal framework/ References/ Linked Policies:	4
2. Rationale (purpose of the policy):	4
3. Aims (aims/vision of the organisation relative to policy):	5
4. The Romsey School Equality Objectives in Practice:	5
5. Roles & Responsibilities	7

## 1. LEGAL FRAMEWORK, REFERENCES & LINKED POLICIES

- 1.1. The Romsey School (in common with all public bodies) has a Public Sector Equality Duty (PSED) to comply with the Equality Act (2010) and therefore:
  - Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
  - Advance equality of opportunity between people who share a protected characteristic and those who do not.
  - Foster good relations between people who share a protected characteristic and those who do not.
- 1.2. We recognise that these duties also reflect international human rights standards and all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following documents:
  - The UN Convention on the Rights on the Child [here](#)
  - The UN Convention on Rights of People with Disabilities [here](#)
  - Human Rights Act 1998 [here](#)
  - The Equality and Human Rights Commission [here](#)
  - Equality Act 2010 (Specific Duties) Regulations 2011
  - Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
  - The Equality Act 2010 and Schools (DfE Publication [here](#))
  - Special Educational Needs and Disability Regulations 2014
  - Education and Inspections Act 2006
  - Public Sector Equality Duty (PSED)
  - General Data Protection Regulation (GDPR)
- 1.3. The policy also links to the following school and trust wide policies:
  - The Gateway Trust Staff Handbook Staff Code of Conduct (Schedule 2)
  - The Gateway Trust Staff Handbook Diversity, Equity and Inclusion Policy (Schedule 3)
  - The Romsey School Charter [here](#)
  - The Romsey School Behaviour Policy
  - The Romsey School Accessibility Policy
  - The Romsey School PSHE Relationships and Health Education Policy
  - The Romsey School Pupil Premium Statement
  - The Romsey School Admissions Policy
  - The Romsey School SEND Policy

## 2. RATIONALE (PURPOSE OF POLICY)

- 2.1. The Romsey School aims to fully comply with, and promote, the principles of the Equality Act and commits to undertake the work needed to ensure that those with protected characteristics are not discriminated against in any way and are given equal opportunities. This policy lays out the ways through which that commitment is achieved.
- 2.2. 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.
- 2.3. Transgender people are explicitly covered by the PSED. For the purposes of this policy, the term 'transgender' refers to an individual whose gender expression or identity is different from that traditionally associated with the sex they were assigned at birth. The trust will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within the community.
- 2.4. 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.

- 2.5. The school's liability not to discriminate, harass or victimise does not end when a pupil has left the trust, but will apply to subsequent actions connected to the previous relationship between trust and pupil, such as the provision of references on former pupils or access to "old pupils" communications and activities.

### 3. AIMS (AIMS/VISIONS OF THE ORGANISATION RELATIVE TO THE POLICY)


- 3.1. The Romsey School Equality Statement is to ensure that: **'all pupils and members of staff at The Romsey School are provided with excellent opportunities to fulfil their full potential whatever their sex, race, colour ethnic or national origin, marital status, age, sexual orientation, disability or religious belief.'**
- 3.2. The Romsey School's Equality Objectives, as agreed with the Governing Body are:
1. To recognise that children and young people who experience any form of prejudice-related discrimination may fare less well in the education system.
  2. Therefore to be strongly opposed to all forms of prejudice, discrimination and/or harassment, and have due regard to eliminating any unlawful discrimination, discriminatory language and/or harassment, promoting equality of opportunity and good relations between people of different groups.
  3. To ensure the school's policies, procedures and activities will not discriminate and will 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.
  4. To actively promote equality of opportunity and good relations between people of different groups.
  5. To actively close gaps in attainment and achievement between 'all' pupils and specific groups; including boys, pupils eligible for free-school meals, pupils with special educational needs and disabilities, looked after children and pupils from minority ethnic groups.
  6. To provide appropriate and early pastoral interventions for pupils to promote positive behaviour and inclusion, especially for those groups over-represented in behaviour data (including boys and pupils with special educational needs).
  7. To ensure accessibility across the school environment for pupils, staff and visitors with disabilities, including access to specialist teaching.
  8. To provide role-models for all pupils, ensuring diversity taught examples, within the staff body, in visiting speakers and in leadership roles.
  9. To diversify the curriculum in all areas to ensure the positive representation of all protected characteristics across so that our pupils see and can be seen.
  10. To monitor and promote the involvement of all groups of pupils in the extra-curricular life of the school, including leadership opportunities and trips. Ensuring no one is disadvantaged on the grounds of a protected characteristic.

### 4. THE ROMSEY SCHOOL EQUALITY OBJECTIVES IN PRACTICE

- 4.1. The Romsey School's very wide sphere of influence extends to Southampton; one of the most ethnically and culturally diverse populations in the world. We are really proud that our school community includes an extremely diverse group of people. As a result our community is enriched. For example, almost forty different foreign languages are spoken at The Romsey School. Our pupils are also all growing up in a rapidly changing society. They are subject to various attitudes towards minority groups, with images of these groups portrayed by the media, and their own unconscious bias. Therefore, never before has it been so essential that our school provides an education and culture which achieves our equality objectives and engenders understanding and respect for all members of our community. This is realised through the aspects of our curriculum and school culture as outlined below.
- 4.1.1. The Romsey School values of 'Aspire, Care & Include" define our culture, and our curriculum (both taught and hidden) is designed and reviewed based on these values and the core skills below (4.1.2).

<b><i>Our Mission: Our lived experience of 'Compassionate Excellence' means that we aspire, care and include. These values result in young people who are inspired, confident and fulfilled. Students leave our school ready to rise to the challenges of their future.</i></b>		
<b>Care</b>	<b>Aspire</b>	<b>Include</b>
<i>To be able and willing to help, nurture and support both ourselves and</i>	<i>To inspire confidence, ambition and a desire to go further than others think is possible</i>	<i>To appreciate our similarities and differences leading to a feeling of belonging</i>

- 4.1.2. Our definition for the value of “Include” is of particular note here; “*appreciating similarities and differences, leading to a feeling of belonging*”. As a result of the “INCLUDE” value, we aim to:
- Proactively create opportunities within the curriculum to promote understanding and awareness of different protected characteristics. For example, valuing and celebrating various cultures and religious beliefs amongst different ethnic groups within our school community.
  - Review our curriculum during our ‘Deep Dive’ process based on the extent to which we engender the school values.
  - Offer appropriate curricula and qualifications to ensure pupils in all vulnerable groups can access the curriculum and experience tangible success.
  - Implement effective intervention strategies to ensure all pupils can following the curriculum, regardless of their protected characteristics.
  - Ensure reasonable adjustments are in place where appropriate, so that students with protected characteristics can integrate wholly in all parts of school life.
- 4.1.3. Our core skills work with our values to ensure that our curriculum is designed in a way that results in first class education for the whole child and personal development in addition to academic success, noting the last three (Culturally Aware, Ethical Global Citizens & Future Leaders) as being of particular importance to equality & inclusion:



**Our Mission:** Our lived experience of ‘Compassionate Excellence’ means that we *aspire, care and include*. These values result in young people who are *inspired, confident and fulfilled*. Students leave our school ready to rise to the challenges of their future.

**Romsey School Core Skills - Shared Knowledge, Skills & Experiences:**



- 4.1.4. These key parts of our school culture create a curriculum experience for our youngsters that is enriched with opportunities to ensure that our equality aims and objectives are met.
- 4.1.5. Finally, our behavioural expectations are detailed below. These also align with our core belief that we need to encourage all young people to respect each other and work together safely for the better of all:

# BE READY

# BE RESPECTFUL

# BE SAFE

## 5. ROLES AND RESPONSIBILITIES

### 5.1. The Governing Board will:

- 5.1.1. Designate a named governor within the LGB who has specific oversight for “personal development” including Pupil Mental Health, Equality, PSHE, Careers, Trips, Pupil Leadership & SMSC.
- 5.1.2. Ensure that the school complies with the appropriate equality legislation and regulations, implementing this policy and its procedures.
- 5.1.3. Meet its obligations under the PSED to publish equality objectives at least every four years commencing on the date of the last publication.
- 5.1.4. Ensure that The Romsey Schools’ policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- 5.1.5. Ensure that The Romsey School’s Admissions Policy does not discriminate in any way.
- 5.1.6. Ensure equal opportunities in its membership on the board of governors. Proactively recruit high-quality applicants from under-represented groups.

### 5.2. The Headteacher and Senior Team will:

- 5.2.1. Recognise that pupils and staff who experience any form of prejudice-related discrimination may fare less well in the education system and therefore ensure that the school complies with the appropriate equality legislation and regulations, implementing this policy and its procedures.
- 5.2.2. Clearly define the disciplinary system stipulated in the Behavioural Policy, and apply it consistently to ensure Equality. For example:
  - Work to ensure that all forms of prejudice-motivated bullying are taken seriously and dealt with equally and firmly, with the ultimate goal of eliminating the incidence of the use of discriminatory language and prejudice-based bullying by pupils within the school.
  - To ensure the consistent recording, reporting and action by staff following incidents of discriminatory language and behaviour, including bullying.
- 5.2.3. Ensure colleagues adhere to our whole school curriculum intent of ‘INCLUDE’ and work with Middle Leaders to ensure the curriculum is inclusive. For example:
  - Ensure that the curriculum is diversified in all areas to ensure the positive representation of all protected characteristics across so that our pupils see and can be seen.
  - Ensure that our curriculum includes opportunities to ensure pupils are fully aware of the impact of prejudice in order to prevent any incidents from occurring.
  - Monitor changes to the curriculum at macro and micro level to ensure they result in good outcomes for pupils in all vulnerable groups
- 5.2.4. Ensure that all staff comply with the appropriate Equality legislation and regulations.
- 5.2.5. Ensure equal opportunities in its staff recruitment and promotion practices and within professional development programmes. Proactively recruit high-quality applicants from under-represented groups.
- 5.2.6. Ensure that all staff members receive the appropriate Equality and Diversity training as part of their induction and ongoing CPD.
- 5.2.7. Actively challenge and take appropriate action in any case of discriminatory practice, harassment or bullying in line with DfE guidance.
- 5.2.8. Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.
- 5.2.9. Produce reports on the progress of implementing the provisions of this policy and share with the LGB/Board of Trustees as appropriate.
- 5.2.10. To review relevant school policies, publications and practice to ensure they clearly reflect the aim of inclusivity. This is realised through using an Equality Assessment framework to support these equality objectives.

**5.3. Employees will:**

- 5.3.1. Actively encourage equality and diversity in the school, believing that all children can succeed and should be encouraged to do so.
- 5.3.2. Be alert to any incidents of harassment or bullying in the school, challenging appropriately by following policy.
- 5.3.3. Address any minor issues of harassment or bullying and report any major breaches of the policy to the senior team/headteacher.
- 5.3.4. Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- 5.3.5. Promote equality and good relations, and not harass or discriminate in any way.
- 5.3.6. Monitor pupils' progress and academic needs to ensure the appropriate support is in place if any student from any protected characteristic falls behind.
- 5.3.7. Keep up-to-date with equality legislation and its application by attending the appropriate training.

**5.4. Pupils will:**

- 5.4.1. Actively encourage equality and diversity in the school.
- 5.4.2. Not discriminate or harass any other pupil or staff member in any way.
- 5.4.3. Report any incidents of bullying or harassment, whether to themselves or to others, to the tutor, teacher, Progress Leader or to another member of staff.
- 5.4.4. Abide by all the school's equality and diversity expectations, policies and procedures.