



SIR THOMAS RICH'S

Single Equality Policy - Equality and Diversity Statement

This policy has been drawn up in accordance with the Equality Act 2010, the Equality Act 2010 (Specific Duties) Regulations 2011, Department of Education (DfE) guidance "The Equality Act 2010 and Schools" and "Public sector equality duty guidance for schools in England" - Equality and Human Rights Commission.

Date reviewed: July 2018

Status: Statutory

Responsibility: The School's senior management team (SMT) writes the policy on Equality and Diversity. The Headmaster has overall responsibility for policy implementation. It is the responsibility of the Governors' Curriculum Committee to review the policy, agree the principles, monitor its implementation and ensure appropriate levels of insurance are in place.

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1. The School Ethos

The School seeks to create an environment where **all** members of its community are valued and treated with respect. As an employer, the School complies with the Equality Act, ensuring that there is no discrimination in recruitment, retention and development and employees can work in an environment which is free from discrimination, harassment and victimisation. The School prides itself on the pursuit of excellence for **all** students both inside the classroom and out, and on encouraging them to develop their talents and interests. Of equal importance is the School's commitment to develop personal skills such as tolerance and respect, ensuring that all students can grow in self-confidence and understanding, thrive academically and make the most of the many opportunities the School offers.

2. The School's commitment to equality

The School is fully committed to equality for all and will:

- Recognise and respect diversity.
- Foster positive attitudes and relationships, and a shared sense of belonging.
- Aim to reduce and remove inequalities and barriers.
- Observe good equalities practice, including staff recruitment, retention and development.
- Strive to ensure that society as a whole will benefit.

3. Responsibilities

Promoting equality is the responsibility of the whole school.

Governing Body

The governing body is responsible for ensuring that the School complies with current legislation and that this policy and its related strategies are implemented.

Headmaster

The Headmaster has responsibility for implementing the policy, for promoting key messages to staff, parents and pupils about equality, ensuring that staff have appropriate skills to deliver equality and that they are aware of their responsibility to record and report to the Head of Year or Senior Management as appropriate prejudice related incidents.

Staff

Staff must uphold the School's commitment to treat all pupils fairly. They must record and report all prejudice related incidents. Teaching staff must ensure they deliver an inclusive curriculum.

Parents

Parents should take an active role in supporting the School in tackling inequality e.g. by identifying barriers and recommending actions which can be taken to eradicate these.

Pupils

Pupils will be made aware of the School's commitment to equality and be expected to act accordingly.

4. Legal Duties

a. Public Sector Equality Duty (PSED)

The Equality Act of 2010 introduced a single Public Sector Equality Duty (PSED), sometimes referred to as the general duty. In accordance with this duty the School will have **due regard** to the need to:

- eliminate discrimination, harassment and victimisation by removing or minimising disadvantages suffered by people due to their protected characteristic.
- advance equality of opportunity between people who share a protected characteristic and those who do not by taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- foster good relations across all protected characteristics, between people who share a protected characteristic and people who do not share it and encourage people from protected groups to participate in activities where their participation is disproportionately low.

The duty to have **due regard** means that thought will be given to the equality implication whenever significant decisions are being made or policies developed.

The protected characteristics are:

- Age (employees only)
- Sex
- Race
- Disability
- Religion or belief (includes lack of belief)
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity
- Marriage and Civil Partnership (employees only)

b. Specific Duties

Secondary legislation to support public authorities in meeting their obligations under PSED came into force in 2011. (The Equality Act 2010 (Specific Duties) Regulations 2011)

In accordance with this legislation the School will:

- publish information on how it complies with PSED. (The School will not publish any information which identifies a pupil or employee.)
- prepare and publish equality objectives.

5. How the School fulfils its PSED

The School will collect data related to the protected characteristics from relevant areas e.g. attendance, attainment and behaviour and use this data to evaluate the effectiveness of equality provision and to inform future planning.

1) Sir Thomas Rich' strives to eliminate discrimination throughout the School.

a. This commitment is reflected in our School policies, in particular the:

- Accessibility Statement and Plan
- Anti-bullying Policy
- Behaviour and Discipline- General Principles
- Behaviour and Discipline Policy
- Exclusion Policy
- Pupil Premium Policy
- Child Protection and Safeguarding Children Policy
- SEND Policy
- Sex and Relationships Education Policy
- Staff Anti-Harassment and Bullying Policy
- Staff Code of Conduct

b. Curriculum areas, where appropriate, use materials that reflect a range of cultures, backgrounds and lifestyles. In particular, PSHE and R.E provide opportunities to study and reflect on issues of equality and diversity.

The teaching of R.E. aims to promote knowledge, respect and tolerance of other religions and beliefs. e.g. In Year 7 different religions within Britain are explored, in Year 8 pupils study the topic "Can religions get on well together?" and in Year 9 "Equality". At A2 the topic "Justice and Equality" is taught.

For further details of the R.E. curriculum, contact Mrs Glover, djg@strs.org.uk

Schemes of Work in PSHE address a number of aspects of equality across a number of years. e.g. In Year 7, students learn about the Universal Declaration on Human Rights and consider the rights of the child and their own rights along with responsibilities. In Year 8, a nine week scheme of Work considers "Difference and Diversity" developing an understanding of tolerance and inclusivity across a range of differences including age, physical and mental disabilities, race, religion and culture. This seeks to develop a greater understanding about legitimate protest and protection of diversity and where this strays into discrimination and even illegitimate and violent protest. In Year 9, pupils examine healthy relationships and explore different family relationships and sexual orientation. School principles of equality are addressed. A programme of lessons in Year 10 examines a variety of equality issues including homophobic bullying, domestic violence, forced marriage and FGM. Domestic violence and sexual consent were introduced in the Sixth Form extended curriculum in September 2015.

For further details of the PSHE curriculum, contact Rhys Davies: rmd@strs.org.uk

2) The School is committed to advancing equality of opportunity for all.

- The School will not discriminate against people with protected characteristics when recruiting staff.
- The School is very supportive of mothers who require maternity leave and fathers who require paternity leave. For example, usually in maternity cases where a teacher wishes to take most of the year off, lessons are covered for the full year so that teachers are well supported on their return to work. Every effort is made to accommodate a wish to job share or take up a part-time position.
- The School welcomes girls into the Sixth Form providing them with the opportunity to study, in strong departments, subjects where participation of girls is traditionally low. e.g. sciences and maths.

- The School has been modified to allow improved access for those with physical disabilities and now has a personal care suite.
- A room is set aside enabling Muslims to pray at prescribed times and for Christians for their weekly meeting of the Christian Union.
- Underpinning the Learning and Teaching Policy is the overriding principle of providing every student regardless of ability, gender, gender identity, race, disability, religion or sexual orientation with the opportunity to achieve their academic potential. Data on the achievement of pupils with the protected characteristics may be found in Appendix B. The School does not consider it appropriate to publish data on pupils with the protected characteristics religion, sexual orientation, gender reassignment, pregnancy or maternity.

3) Fostering good relationships across all characteristics and with the wider community is central to our mission. This principle is reflected in our Behaviour and Discipline Policy and Anti-bullying Policy. The curriculum areas, PSHE and RE, focus on developing tolerance and understanding of different cultures and lifestyles. Tutor periods are frequently devoted to promoting good relationships and specifically when action is required following any breakdown of relationships. In the local community, the School has developed links with Primary Schools, a Special School and Gloucester Hospital. The School has well established annual exchange visits with schools in France, Germany and Spain. The School's link with a school in Uganda with regular teacher visits and more recently student visits is particularly important for the School in establishing friendships with a country of a very different cultural and ethnic background. Details of these links can be found in the Community Section of the School's website: <http://www.strschool.co.uk/about/community>

Equality Objectives

These can be found in Appendix A.

Equality Data

This can be found in Appendix B.

Appendix A: Equality Objectives 2018-2019

Objective	Action	Person responsible	Measuring progress
To diminish the difference in attainment between pupils from deprived backgrounds and those from more affluent families	Use Pupil Premium funding to target interventions particularly one-to-one support and academic tutoring	RMD	Attainment monitored by Heads of Year and Heads of Key Stages.
To promote mental health awareness and develop appropriate interventions where necessary	Continue to run 'workshops' for parents Embed 'mindfulness' in Key Stage 3 Tutor time Other intervention might include assemblies, working with the tutor group, staff training.	Heads of Year and Senior Management	Heads of Year in Key Stage 3 ensure 'mindfulness' curriculum is followed through using 'Form Tutor Evaluation Pro-forma'
Continue to provide extra monitoring and support for pupils with protected characteristics to help them fulfil their potential.	Monitor Behaviour and Attainment of pupils with protected characteristics at least once a term allowing for strategic intervention where attainment falls below target level. Discuss results with the Assistant Head for Data and Timetabling and Assistant Head for Learning and Teaching who will review the situation from a whole school perspective and implement appropriate responses.	Heads of Department D Dempsey, Assistant Head Data and Timetabling Miss D Brake, Deputy Head-Learning and Teaching	Improvement in attainment of pupils with protected characteristics.
To widen access to the School through increasing our Planned Admission number and continuing to identify and visit primary schools with higher levels of deprivation over the coming year.	Governors' working group continues with widening access programme Report to Governors' Evaluation and Curriculum Committee that is then reported to the Full Governing Body	B Styles and I Marshall	Increased number of pupils from deprived backgrounds apply to site the admission test

Appendix B: Equality Data – Attainment in 2018

At A Level,

Pupil Group	Number	Ave Points per Qualification*	%A*	%A*-A	%A*-B	%A*-C
All	187	4.15	11	42	73	90
White – English	142	4.15	10	42	73	90
Indian	14	3.96	16	31	67	92
Chinese	2	4.14	14	43	57	100
White East European	2	4.75	38	63	75	100
Not White - English	45	4.16	15	41	71	90
Male	126	4.16	12	43	74	89
Female	76	4.11	9	39	71	93
SEN	4	3.55	9	27	36	82
Not SEN	183	4.16	11	42	74	91

* A* = 6, A = 5, B = 4,...

At GCSE in reformed qualifications,

Pupil Group	Number	Ave Points per Qualification**	%8-9	%7-9	%5-9	%4-9
All	119	6.97	40	66	94	98
White – English	84	6.93	32	65	94	99
Indian	8	7.30	52	73	96	100
Pakistani	3	7.67	59	81	100	100
White – East Europe	2	7.33	56	72	94	100
Bangladeshi	2	6.39	11	56	94	100
Chinese	2	6.42	8	33	100	100
Not White - English	41	7.09	43	68	95	97
SEN	4	6.65	31	55	93	97
Not SEN	115	6.98	40	66	94	98
Pupil Premium	4	7.08	44	64	97	100
Not Pupil Premium	115	6.97	39	66	94	98