



# RICKMANSWORTH SCHOOL

## Equality and Diversity Policy

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## OVERVIEW

### **Purpose - Legal duties**

This policy represents the response of Rickmansworth School and its commitment to meeting the Equality Act (2010). The Equality Act consolidates previous individual discrimination legislation such as the Sex Discrimination, Race Relations and Disability Discrimination Acts.

This policy sets out how our practice and policies will have due regard for the need to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who don't share it; and,
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This policy incorporates and therefore replaces previous public sector equality duties such as the Disability Equality Statement, Equal Opportunities Policy and Race Relations Policy. It therefore encompasses the following protected characteristics:

- disability
- sex
- age
- ethnicity and race
- gender identity and reassignment
- religion and belief
- sexual orientation
- pregnancy and maternity
- marriage and civil partnerships

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

This policy follows the Department for Education guidance on the actions that schools need to take to comply with equality and diversity legislation, and our definitions align with their guidance. Most importantly, this policy also supports our school's vision and values.

NB Child Protection legislation and procedures continue to apply throughout this area and must be accorded appropriate priority.

**Review Process**

This document will be reviewed in accordance with our policy review process on a yearly basis or on the introduction of new or amended relevant legislation.



**Tony Walker**  
**CHAIR OF GOVERNORS**



**Matt Fletcher**  
**HEADTEACHER**

## School Context

The information below will be updated on an annual basis.

Characteristic	Total Breakdown	(number and %)
Number of students	1384	Female 50.5% Male 49.5%
Number of staff	130	Female 64.6% Male 35.4%
Number of governors	17	Female 35% Male 65%
Religious character	None	Specialist status: Arts and Science
Attainment on entry	35% Partially selective	58.7% HPA, 26.2% MPA, 11.6% LPA, 3.6% No KS2 Data (From 2019 intake)
SEND	Total 79 6% of school	Female 47% Male 53% 18% of SEND are also PP 92% SEND (support) 8% SEND (EHCP)
Pupil Premium	119 8.6% of school	Female 54% Male 46%
Pupils eligible for FSM	68 57% of PP have FSM	Female 59% Male 41%
Deprivation factor	<a href="#">Deprivation Statistics Comparison for Rickmansworth Town, Three Rivers</a> <a href="#">Rickmansworth Demographics (Three Rivers, England)</a>	The school is situated in an affluent area. 52% female and 48% male. 78% born in Britain. 58% Christian, 46% married. 86% professionals. <a href="#">The English Indices of Deprivation 2019 (IoD2019)</a>
Disabled staff	Suppressed	(No. less than 5)
Disabled students	Suppressed	(No. less than 5)
Staff ethnicity	62% White British 7% White other 8% Info not obtained 23% Other ethnic backgrounds	
Student ethnicity	55% White British 5% White other 10% Info not obtained (historic) 30% Other ethnic backgrounds (further breakdown available)	

EAL students (DfE Definition (last updated Feb 2020): A student is recorded as having English as an additional language if she/he is exposed to a language at home that is known or believed to be other than English. It is not a measure of English language proficiency or a good proxy for recent immigration.)	347 25%	49% Female 51% Male
Average attendance	96% (KS3 & KS4)	
Significant partnerships/extended provision	1	Chessbrook - No students currently attending
Awards, accreditations, specialist provision	1	Healthy Schools, Three Rivers and Watford, School Sports Partnerships, Pearson Teaching Awards, Challenge Partners 'Area of Excellence' Award

## Guiding Principles

In fulfilling our legal obligations, the School is guided by the following principles:

- all learners are of equal worth;
- we recognise and respect difference;
- we foster positive attitudes and relationships, and a shared sense of cohesion and belonging;
- we observe good equalities practice in staff recruitment, retention and development;
- we aim to reduce and remove inequalities and barriers that already exist.

## Policy Statements

The School values diversity in its workforce, student body and wider community and is committed to recognising the contribution made by each individual to challenging prejudice, stereotyping and intolerance, and maintaining their dignity and rights. It is committed to building equality considerations from the start and at every level of the school: at strategic, policy, management and classroom level.

The School will promote equality by encouraging and supporting students and staff to challenge prejudice, stereotyping and intolerance and will manage its policies, procedures and environment in ways that seek to maintain each individual's dignity and rights.

The School will not discriminate in the employment of staff on grounds of diversity. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices such as dress codes and disciplinary procedures. It will also make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled. Further details are set out in the Safer Recruitment Policy and Recruitment Procedure

The School will not discriminate against students on grounds of diversity. This includes discrimination in provision of teaching or allocating the student to certain classes, applying different standards of behaviour, dress and appearance, excluding students or subjecting them to any other bias, detrimental or advantageous. The exception is where a reasonable adjustment means we are discriminating in favour of a disabled student. Our plans recognise our duty to: increase the extent to which disabled students can participate in the school curriculum; improve the environment of each school to increase the extent to which disabled students can take advantage of education and associated services; improve the delivery to disabled students of information which is provided in writing for students who are not disabled. Further details are set out in our SEND Policy and Accessibility Plan

Any complaints of discrimination, harassment or victimisation on the grounds of diversity will be taken seriously, reviewed, recorded and, if necessary progressed through the relevant school disciplinary procedure or, if there is a case for prosecution, passed to the police. Further guidance as to how incidents and reports are dealt with can be found within the School's Bullying and Harassment Policy, Grievance Policy and Complaints Policy.

### **Consultation**

It is recognised that the involvement of a variety of people is critical to the success of equality schemes. Parents and students were consulted on the development of this policy and action plan through focus group meetings, and staff have also been invited to contribute directly.

Parents and carers of students with disabilities are invited to contribute directly, and we record and review the points they raise. In addition to this, they are able to meet with the SEND team at formal school parent teacher consultations, or whenever need arises.

The School invites feedback from organisers of groups who rent our facilities for activities, and our website has details of how other site users can contact us about any issues, including equality.

The School invites governors' input to the policy and action plan through the work of the relevant governor committees.

## **Ethos and Organisation**

The School ensures that the principles outlined in this policy apply to the full range of policies and practices adopted by the School, including those concerned with:

Students' progress, attainment and assessment;  
Students' personal development, welfare and well-being;  
Teaching and learning Policy;  
Curriculum Overview and department mapping/curriculum planning;  
Feedback Policy;  
Examinations Policy;  
Admissions and Attendance Policy  
SEND Policy;  
Health and Safety Policy;  
Accessibility Plan;  
Staff recruitment, retention and professional development;  
Behaviour Policy;  
Safeguarding Policy;  
School and Department Development Plans;

And we conduct equality impact assessments to ensure this.

## **Roles and Responsibilities**

The **Governing Body** is responsible for:

- ensuring the School stays complies with legislation;
- ensuring this policy and related procedures are followed and the action plan is monitored annually;
- ensuring that there is an Action Plan that demonstrates a commitment to eliminate discrimination and promote equality;
- ensuring they receive and respond to monitoring information on staff via the relevant governors' committee;
- ensuring they receive and respond to reports on recruitment, retention, achievement and success rates for students from different backgrounds via the relevant governors' committee;
- striving to ensure that the membership of the Governing Body reflects the diversity of the communities of the School.



The **Headteacher** alongside is responsible for:

- ensuring there is a consistent and high profile lead on equality issues;
- ensuring complaints and breaches of this policy are dealt with in a timely and effective manner;
- ensuring that the content of this policy is known to staff and governors and, as appropriate, to all students, parents and carers.
- taking action in any cases of unlawful discrimination.

The **Deputy Headteacher (Curriculum)** is responsible for:

- implementing this policy and ensuring staff are aware of their responsibilities and are given appropriate training and support;
- liaising with the Assistant Headteacher (CPD) to ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

The **Senior Leadership Team** together with all **TLR holders** are responsible for ensuring that:

- they take due responsibility with regard to this policy within their line managed areas;
- they are aware of the School's statutory duties in relation to equality legislation; current and planned policies are assessed for their impact in relation to equality; monitoring information is collected and analysed;
- targets are set on the recruitment, retention and achievement of students based upon the analysis of the monitoring information;
- quality assurance procedures include scrutiny of equality issues; sections assess performance in relation to equality issues and take action as appropriate;
- the procedures for the recruitment and promotion of staff enshrine best practice in equal opportunities;
- curriculum planning, learning and teaching methods, classroom organisation, assessment procedures and educational visits take account of the need to promote equality and ensure that all inclusion and special needs issues within curriculum areas are addressed;
- each school's publicity materials present appropriate and positive messages about diversity;
- students and staff induction programmes reflect the School's commitment to promote equality of opportunity;
- staff, students and parents are consulted on and are aware of the School's response to equality and diversity;
- the relevant procedures are in place and action is taken against staff or students who discriminate for any reason covered by this policy.

The **Director of Finance and Business Operations** is responsible for:

- compiling an annual report on staffing in terms of equality indicators for the relevant governors' committee;

- for monitoring and reporting on the recruitment, retention and achievement of different groups of learners, and for ensuring that appropriate training is included in the School's development Plan.

The **SEND** Department is responsible for:

- providing appropriate guidance on specific students and being the first point of contact for staff requiring further information.

**All staff** are responsible for:

- encouraging and supporting students and colleagues to challenge prejudice, stereotyping and intolerance;
- challenging incidents of inappropriate behaviour by students, staff, parents and visitors;
- challenging inappropriate comments, symbols and strategies and explain why such things are wrong and take the necessary action,
- respecting the religious beliefs and practice of all staff, students and parents, and comply with reasonable requests relating to religious observance and practice.
- dealing with and recording any issues relating to students whilst considering the School's behaviour policy;
- promoting an inclusive and collaborative ethos in their classroom;
- promoting equality and good relations and avoiding discrimination against anyone for any reason covered by this policy;
- keeping up-to-date with the law on equality and taking up relevant training;
- supporting students they teach for whom English is an additional language;
- ensuring their schemes for learning, lesson content and teaching resources demonstrate sensitivity to issues of equality.

**Contractors, partners, service providers and Estates Manager** are responsible for: complying with legislation on equality and not discriminating against any individual for any reason covered by this policy;

- following this policy and any equality conditions in contracts or agreements; considering access arrangements for all when planning repairs or recommending modifications to the site and buildings.

**Students, their parents and employers, and visitors** to the School have a proportionate responsibility to:

- understand and act in accordance with this policy;
- comply with school policies and regulations in respect of equality and diversity.

## Reporting

Reporting is an integral part of this policy. Actions taken as a result of equality impact assessments will be reported to the appropriate governors' committees on an ongoing basis, and the analyses will inform decisions regarding staffing, curriculum and premises' development. Findings form part of the discussion with strategic middle

leaders and where relevant, will be outlined in annual Development and Self-evaluation Plans.

Progress towards meeting actions will be reported annually to the relevant governor committee by the member of the Senior Leadership Team responsible for the plan. Progress on items relating to staff will generally be reported to the HR committee.

## **Monitoring and Evaluation**

We collect, study and publish quantitative and qualitative information, which shows our compliance with the public sector equality duty (PESD) set out in clause 149 of the Equality Act 2010 and use this information to inform our practice and make adjustments as appropriate.

The School's Equality Impact Assessment process (EQIAs) helps us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted.

Accordingly we will collect the following information:

- Incidents of harassment and bullying including those relating to racism, homophobia, biphobia, transphobia, sexism, religious intolerance and disability-discrimination;
- Data on the employment and progression of all staff;
- Qualitative information from all employees or would-be employees. This will include exit meetings;
- Performance and behaviour data for all students;
- Disciplinary and rewards data for all students;
- Qualitative and quantitative information on the effect of interventions with regard to disabled children;
- Details of disabled children at main feeder schools
- Progression routes of all students.

Evidence related to equality is integrated into our self-evaluation documentation.

## **Policy Breaches**

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Headteacher and the governing body.

## **Measurable Equality Objectives**

The School's equality action plan is a three year strategy which will be reviewed and updated annually. The School's equality objectives for 2020-2023 are:

- To reduce within-school variation between student groups, especially disadvantaged students regarding achievement and attendance (including extra-curricular provision);
- To ensure students feel safe when expressing and questioning their sexual orientation and/or gender identity;
- Effective curriculum delivery giving students an understanding of diverse identities linked to, but not limited to: cultural heritage, race, religion and beliefs;
- To ensure all our students feel valued in our school environment through the celebration and inclusion of our diverse community.

The School is currently working towards the Silver Equalities Award and a more detailed action plan can be accessed through a request in writing to the School.

## Glossary

Anti Semitism	Antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Further information can be found <a href="#">here</a> .
Biphobia	Prejudice or negative attitudes, beliefs or views about bisexual people
Cisgender	Someone whose gender identity is the same as the sex they were assigned at birth.
Disability	A physical or mental impairment, which has a substantial and long-term adverse effect on someone's ability to carry out normal day-to-day activities
Discrimination	This can be direct: When someone is treated less favourably than another person or other people because: <ul style="list-style-type: none"> <li>• they have a protected characteristic</li> <li>• someone thinks they have that protected characteristic (discrimination by perception)</li> <li>• they are connected to someone with that protected characteristic (discrimination by association)</li> </ul> Or indirect: There is a policy that applies in the same way for everybody but disadvantages a group of people who share a protected characteristic
Gender identity	Someone's internal sense of their own gender, whether man, woman or some other gender. This may or may not align with their assigned sex.
Gender reassignment	If someone is proposing to undergo, is undergoing or has undergone a process (or part of a process) to change sex and/or gender. This might involve medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender.
Harassment	Harassment is unwanted offensive behaviour directed at someone because they have a protected characteristic, are perceived to have a protected characteristic or are associated with someone with a protected characteristic.
Homophobia	Prejudice or negative attitudes, beliefs or views about lesbian, or gay people
Islamophobia	Islamophobia is rooted in racism and is a type of racism that targets expressions of Muslimness or perceived Muslimness. Further information can be found <a href="#">here</a> .

Prejudice-related incident	Any incident which is perceived to be prejudice-related by the victim or any other person.
Race and ethnicity	Includes skin colour, nationality and ethnic or national origins.
Racism	Prejudice or negative attitudes, beliefs or views about someone based on their skin colour, nationality, ethnic or national origin
Reasonable adjustments	<p>Taking reasonable steps to remove disadvantages faced by disabled people by:</p> <ul style="list-style-type: none"> <li>● changing provisions, criteria or practices</li> <li>● changing or removing a physical feature or providing a reasonable alternative way to avoid that feature</li> <li>● providing auxiliary aids</li> </ul>
Religion or belief	Religion is a formalised system of belief that aims to relate humanity to spirituality. Beliefs included are philosophical beliefs, which are considered to be similar to a religion. We include people who have no religion or a lack of belief.
Sex	Whether someone is male, female or intersex
Sexism	Prejudice or negative attitudes, beliefs or views about someone based on their sex
Sexual orientation	Who someone is emotionally, mentally, and physically attracted to in relation to their sex/gender, this includes heterosexual, lesbian, gay, bisexual, pansexual and asexual
Transgender	An umbrella term to describe people whose gender identity differs from what is typically associated with the sex they were assigned at birth.
Transphobia	Prejudice or negative attitudes, beliefs or views about transgender people including refusal to accept their gender identity
Victimisation	<p>Treating someone badly because they are:</p> <ul style="list-style-type: none"> <li>● making a claim or complaint of discrimination</li> <li>● helping someone else to make a claim by giving evidence or information</li> </ul> <p>Or because they intend to do so.</p>