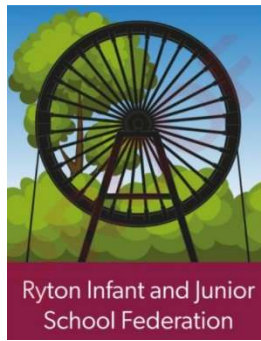


RYTON FEDERATION EQUALITY POLICY



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:

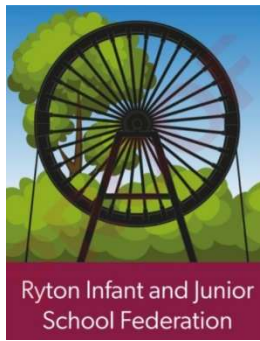
- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination

The Equality Act defines nine protected characteristics:

- Disability
- Gender
- Gender reassignment
- Pregnancy and maternity
- Race (ethnicity)
- Religion
- Sexual orientation
- Age
- Marriage and civil partnership
(the last two characteristics apply only to staff)

- [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](#).



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 Executive Headteacher

The Executive Headteacher will:

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

The designated member of staff for equality is the School Business Manager and they will:

- Support the Executive Headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- 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

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.

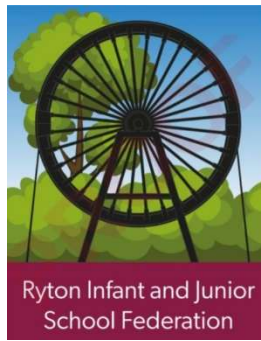
New staff receive training on Equality as part of their induction, and all staff receive refresher training every two years using Gateshead Councils Equality and Diversity in the Workplace material

The school has a designated member of staff for monitoring equality issues who will, along with the Executive Headteacher, brief governors of any issues

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. pupils with disabilities, or gay pupils 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 pupils to pray at prescribed times)



- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school activities)

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

- Publish data each academic year showing % of pupils with different characteristics
- Analyse performance data to determine strengths and areas for improvement, implement actions in response
- record all hate incidents and prejudice-based bullying. We use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for those affected and their families.

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:

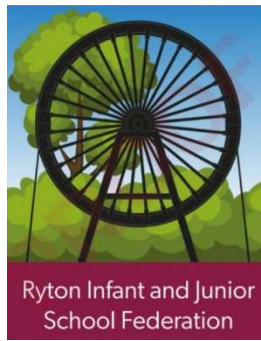
- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils 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 pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs.

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 pupils with disabilities
- Has equivalent facilities for boys and girls



The school keeps a record within the Evolve Risk Assessment to show we have actively considered our equality duties and asked ourselves relevant questions when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically within the completed risk assessment.

8. Objectives

- Ensure that all staff and governors have an awareness of their duties on equality or diversity.
- Continue to monitor any gaps between the achievement of PP and non-PP pupils. Address any issues immediately. Ensure that this issue is always part of the School Development Plan.
- Promote understanding and respect for differences, e.g., use assemblies to study other cultures/countries, celebrate a range of festivals and cultures, ensure that the PSHE/RE/British Values curriculum highlights the need to have tolerance and respect for all.
- Continue to be committed to a fair and equal pay policy. We will not discriminate in employment on the basis of any protected characteristic. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices such as dress codes and disciplinary procedures.
- Make reasonable adjustments to prevent a person with a disability being at a substantial disadvantage in comparison with people who do not have a disability. This applies to pupils, staff and all other people working in or visiting our school.

9. Monitoring arrangements

The Board of Governors will update the equality information we publish at least every year.

This document will be reviewed by Board of Governors at least every 4 years.

Complaints under this policy will be dealt with via the school's complaints procedure, a copy of which can be made available from the school office

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Anti Bullying Policy
- Complaints Policy