



Ribston Hall High School

Equality Information and Objectives Policy

Date of Policy: November 2024

Person(s) responsible: Headteacher

Date of next review: November 2025

Introduction

Ribston Hall High School is committed to equality in both our education provision and employment practices. We aim to ensure that all members of our community are treated fairly and with dignity and respect.

Ribston Hall High School aims to meet its obligations under the Public Sector Equality Duty by having due regard for 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 a protected characteristic.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share a protected characteristic.

Protected Characteristics are legally defined as:

- Age*
- Disability
- Gender Reassignment
- Marriage and civil partnership*
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual Orientation

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 and other public sector organisations 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.

Roles and Responsibilities

The board of trustees will:

- Ensure that the equality information and objectives as set out in this policy are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years.
- Ensure that Ribston Hall High School takes all reasonable steps to ensure that its employees do not carry out unlawful discriminatory actions or behaviour.
- Delegate responsibility for monitoring the achievement of the objectives on a regular basis to the headteacher.

The Headteacher will:

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

All school staff have a responsibility to ensure that they promote quality and diversity and demonstrate a proactive approach to avoiding unfair discrimination. Staff are expected to show an awareness of the Equality Objectives written on page 3 & 4 and published on the school website.

Eliminating discrimination:

Ribston Hall High School recognises that the following actions are prohibited by the Equality Act 2010.

Direct discrimination: This occurs when a person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people.

Indirect discrimination: This occurs when a “provision, criterion or practice” is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic.

Harassment: This has a specific legal definition in the Act - it is “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.”

Victimisation: This occurs when a person is treated less favourably than they otherwise would have been because of something they have done (“a protected act”) in connection with the Act.

Disability Discrimination: The law on disability discrimination is different from the rest of the Equality Act in a number of ways. Particularly in that you often must, treat a disabled person more favourably than a person who is not disabled and may have to make changes to your practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what you offer to the same extent that a person without that disability can.

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 which 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 societies)

Fostering good relations

Ribston Hall High 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 RS, 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.
- Developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

Links with other policies

- Accessibility Plan
- Staff Code of Conduct

* The protected characteristics of age, marriage and civil partnership apply to Ribston Hall High School as an employer, but not in relation to education provision for students.

Equality Objectives

No.	Objective	Why we have chosen this objective	To achieve this objective, we plan to	Progress we are making towards this objective
1	To promote cultural understanding and awareness of different religious beliefs between different ethnic groups within our school community.	This is an objective that is part of our school intent; whereby we pledge to provide an education that gives students opportunities to develop compassion, tolerance and a strong social conscience. This includes promoting cultural understanding and awareness of different religious beliefs between different ethnic groups within our school community.	Ensure the teaching of different religious beliefs is embedded in specific subject teaching as well as in our PSHE and assembly programme.	The school has integrated this teaching into the Schemes of Learning of many subjects across Key Stages. We are committed to continuing the development of this objective within the school.
2	To close gaps in attainment and achievement between students and all groups of students: especially students eligible for free-school meals (FSM), students with special educational needs and disabilities (SEND), Looked After Children and students with English as an Additional Language (EAL).	Ribston Hall High School is committed to ensuring that students from disadvantaged backgrounds who receive FSM, students with SEN needs and disabilities, Looked After children and students with EAL are enabled within school to achieve their potential and gain their target grades in line with all other students within their cohort.	Increase the profile of these students within the school to ensure earlier identification of abovementioned students and earlier intervention where necessary, during the school year. The staff will continue to monitor these identified students through progress reports, absence monitoring, and Curriculum team meeting minutes. Ensure concerns about progress and wellbeing are identified through pastoral link meetings, logged and interventions put in place for attendance, academic progress and pastoral issues. Designated students will be assigned pastoral mentors who will meet with them during the year to assess progress and provide 1-2-1 support. Parental involvement will be increased where possible.	Staff have an expectation within their teaching to be aware of these identified students within their teaching groups and ensure these students make the same levels of progress within their classes. These students are being discussed regularly to ensure students are supported to achieve their academic targets and interventions are being put in place. The pastoral team /SEND staff are working more with targeted students to ensure they have support and time with a mentor to feel valued.
3	To celebrate cultural events to increase pupil awareness and understanding of equality and diversity.	As a multicultural school, which is rich in diversity, it is important that we celebrate cultural events that are important to a variety of students that attend the school.	Continue to celebrate cultural events already in the school calendar through our teaching or as a whole school. Use student voice to find out about events that we do not celebrate within the school calendar and promote them through assemblies or student led events. Run an annual Culture Day where we celebrate the range of culture that makes up our community.	Many religious and cultural events are celebrated during the year, led by our Religious Studies dept. We will be continuing to develop this and extend into assemblies and host at Ribston Hall High School, student led events. Conversion of one of our Personal Development days into a whole-school Culture Day – a celebration of all of the cultures that make up our school community

4	Review and monitor student engagement with school activities to ensure there is equal access to activities, trips and visits	To ensure that the range of activities that are provided as extra and super curricular activities are accessible to all groups.	<p>Monitor engagement from all groups in school to understand where there are barriers to activities or where representation could be improved</p> <p>Use equality impact assessments to ensure the impact of decisions around these activities considers the impact of on particular groups.</p>	Begin to monitor representation from groups in school engaging with clubs, activities and trips.
5	To increase leadership CPD opportunities focused on diversity.	To continue to increase awareness and confidence of leaders' promotion and support of diversity across the school. Identify best practice and share between leaders to embed a regular programme of diversity CPD.	Monitor the number of staff on CPD related to leadership, encourage CPD related to diversity through our personalised offer. Ensure consideration is given to the promotion of diversity in key leadership decisions and through regular discussion in leadership meetings.	Identify leadership CPD opportunities to offer to staff as part of personalised CPD programme