



## Ripon Grammar School

### Single Equality Scheme 2021-2 and Equality Objectives 2021-5

#### 1. Introduction

As a public body Ripon Grammar School must comply with the public sector equality duty in the Equality Act 2010 and the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017. This scheme will set out the school's equality objectives and demonstrate how it complies with the public sector equality duty to:

- Eliminate discrimination
- Advance equality of opportunity – between people who share a protected characteristic and people who do not share it
- Consult and involve those affected by inequality students, and the wider school community [staff, parents, members of the local community] to guide the decisions the school takes to promote equality and eliminate discrimination

It is unlawful for a school to discriminate against a student or prospective student, or the wider school community by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

This scheme extends however to cover all aspects of vulnerability, including those associated with socioeconomic factors (for example students from low-income families).

The School is also committed to being a good employer and as such, this scheme outlines how we meet our varied duties in terms of recruitment and employment practices. We are also committed to be fully inclusive of all community users, including parents and carers. As such, this scheme therefore also sets out how we will work to overcome any discrimination related to the other protected characteristics: Age; Being married or in a civil partnership.

#### 2. Equality Objectives

In exercising its functions, the school will aim to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act
- Advance and promote equality of opportunity and positive attitudes between persons who share a relevant protected characteristic and persons who do not share it

- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it by tackling prejudice, promoting understanding etc.

In eliminating discrimination, advancing equality of opportunity and fostering good relations between persons who share a relevant protected characteristic and persons who do not, the school will aim to:

- Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- Take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;
- Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
- Ensure the steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities. Compliance with the duties in this section may involve treating some persons more favourably than others; but that is not to be taken as permitting conduct that would otherwise be prohibited by or under this Act. [This means that schools can treat disabled students more favourably than non-disabled students, and in some cases, are required to do so, by making reasonable adjustments to put them on a more level footing with students without disabilities.]

### 3. Relationship of the Equality Objectives to the School’s Values and Vision

**Values:** The aims and objectives of the Equality Scheme sit within the broader values of the school [Strategic Development Plan 2021-25] which mean the school will promote equality of opportunity for all, whether with or without a protected characteristic.



**Vision:** We develop these values through the following visions:

- We establish a safe and secure school environment for both boarding and day students
- We recognise that physical and emotional wellbeing are the basis of success and individual flourishing

- We consistently pursue high academic performance within the context of a selective grammar school, including outstanding literacy, numeracy and oracy
- We provide a stimulating and world class educational environment- both curricular and co-curricular
- We ensure positive outcomes for life after school through our academic results, an emphasis on personal student development and supportive careers advice
- We value mutual and strong relationships between students and staff
- We recognise that all can play a role through individual leadership in whatever capacity
- We are a community school who see ourselves rooted in the local community and value strong links with our parent body
- We believe membership of the Ripon community is for life through a strong Old Riponian network

#### **4. Equality objectives 2021-25**

The School has reviewed its objectives for 2021-25

##### **Objective 1: Equity and excellence**

The School will continue to:

- Regularly monitor attendance patterns and monitor rewards and consequences annually.
- Monitor trends in the needs of SEND students, as a result of quality assurance measures including SEND student voice, to identify whether additional support or staff training will be required.
- Review RSE, PSHE and RE to ensure a high level of understanding and appreciation of equality issues throughout the curriculum and wider school community.

We have chosen this objective due to recent and planned investments in additional pastoral capacity and a planned review of curriculum allocations for RSE, PSHCE and RE at KS4

##### **Objective 2: Groups**

The School will continue to:

- Monitor and evaluate attainment and progress of all students in Years 7-13 with specific reference to groups with different characteristics. These will include ethnicity, first language, disability and special educational needs, low and high prior attainment, and students in the disadvantaged cohort. A key focus will be to identify any significant educational impact from the pandemic and target interventions accordingly.
- Anticipate the needs of incoming and existing students in the BAME cohort.

We have chosen this objective as the composition of the pupil population is changing and, in particular, the size of the BAME cohort has increased in 2021-22 and the true impact of covid pandemic is yet to be fully assessed.

##### **Objective 3: Inclusion**

The School will continue to:

- Support students to engage with, and respect views, beliefs and opinions that are different from their own. E.g. support a LGBTQ+ focus group.
- Develop action planning to tackle discriminatory language.

We have chosen this objective in response to the school's changing demographic and specific requests from students and staff.

#### **Objective 4: Physical environment**

The School will continue to develop accessibility:

- (a) Develop the accessible entrance in the quad as part of the pastoral centre
- (b) Develop accessibility to the art rooms and gym

We have chosen this objective to maintain our progress in making the school site more accessible to everyone.

### **5. Action Planning and Publication**

- We will develop an action to identify what we will be doing over the coming years to make the School accessible to the whole community, irrespective of background or need. It will encompass our duties to promote positive outcomes in relation to race, gender and disability, but also identifies actions to address other social identities. The plan encompasses our anticipatory duties to plan for the reasonable adjustments (reasonable and proportionate steps to overcome barriers that may impede some students) we need to make to be best placed to help disabled students who come to our School.
- The action plan will be embedded within the School Development Plan, the progress of which is monitored and evaluated by the Governing Body. The action plan identifies the equality objectives for the school arising from this plan and will include an impact assessment which has:
  - Clear allocation of responsibility;
  - Clear allocation of resources, human and financial;
  - Clear timescales;
  - Expected outcomes and performance criteria;
  - Specified dates for review;
- The effectiveness of this Scheme will be evaluated and reflected in the School's annual review processes, published in the Governors' Annual Report.
- Progress against the action plan will be monitored and evaluated and the impact of the action and activities assessed.
- The Equality Scheme will be published on the school website and available to anyone requesting a copy. The School publishes the equality objectives at least every four years.
- This action plan is understood and implemented by all staff and is available on the school website. It is available in different formats on request to the school office.

**Our school records all prejudice based and hate incidents and reports them to the Local Authority, in line with guidance. Students and staff are encouraged to report incidents and the school responds effectively, aiming to eliminate all forms of discrimination and prejudiced based incidents.**

**A person's age is also a protected characteristic in relation to employment and the Act extends this (except for children) to the provision of goods and services, but age as a protected characteristic does not apply to students in schools. Schools therefore remain free to admit and organise children in age groups and to treat students in ways appropriate to their age and stage of development without risk of legal challenge, even in the case of students over the age of 18.**

## 6. The Involvement Process

When developing this Equality Scheme, the School is clear that this process must involve of all participants. This will ensure that the School gleans insights into the barriers faced by people from different social identity backgrounds and learns the best ways to overcome such barriers. This Scheme will be informed, therefore, by the views and aspirations of

- Students themselves from different social identity backgrounds
- The views of parents of students from different social identity backgrounds
- Staff from different social identity backgrounds;
- Members of the community and other agencies, including voluntary organisations, representing different social identity backgrounds.

**At RGS, various mechanisms will ensure the views of the following groups will inform the Equality Scheme and action plan:**

- **Students via anonymous surveys, participation in reviews of T&L, the Year Group Councils and individual interviews with students involved in incidents of a discriminatory nature or experiencing reasonable adjustments.**
- **Staff via regular staff meetings with specific agenda items and individual discussions with staff as a part of Appraisal.**
- **Parents and the community via feedback at Governor, Friends, parent surveys etc.**

## 7. Ways in which we plan and develop equality

### 7.1 Accessibility Plan

A separate Accessibility Plan sets out how the School will increase access to education for disabled students, alongside other protected groups, in the three areas required:

- Increasing the extent to which disabled students can participate in the school curriculum.
- Improving the physical environment of the School to enable disabled students to take advantage of education, benefits, facilities and services provided.
- Improving the availability of accessible information to disabled students.

### 7.2 Access to Curriculum

- Create effective learning environments for all utilising feedback from pupil groups.
- Reinforce responsibilities of teachers at staff meetings and during Inset Days.
- Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties
- Circulate "Reasonable Adjustments" Classroom Checklist to all staff.
- Seek feedback from Year Group Councils and Pupil Surveys.

### 7.3 Access to wider curriculum

- Ensure participation in school activities.
- Audit participation in extra-curricular activities and identify any barriers.
- Ensure school activities are accessible to all students, for example, ensure staff have access to a wheelchair accessible minibus.

- Seek advice re alternative accessible venues for residential trips as required.
- Where possible, provide bespoke arrangements to enable access to residential and other enrichment opportunities for students with specific needs other than mobility.

#### 7.4 Impact Analysis

- Ensure all policies consider the implications of for all aspects of equality under the equality Act, 2010.

#### 7.5 Premises

- Increase site access to meet diverse needs of students, staff, parents and community users.
- Review personal evacuation plans as necessary and improve signage of evacuation procedures.
- Further improve signage around the site.

#### 7.6 Attitudes to promote positive attitudes and awareness of protected characteristics

- Review the assembly programme and the RSE and PSHCE curriculum.
- Regular items for newsletter highlighting achievements of students.

#### 7.7 Information

- Availability of documents in alternative formats.
- Provide alternative formats (for example large print) as required. Monitor uptake of documents in alternative formats.

### 8. The School Context

The nature and context of the school population (data from 2018-19, the most recent published data available), informs action planning for the equality scheme.

	RGS	National
School Roll	929	3,327,972
Boys	443 [47.7%]	50.2%
Girls	486 [52.3%]	49.8%
Students with EHCP	3 [0.3%]	1.7%
Students with SEN support	70 [7.5%]	10.8%
Students whose first language is not English	42 [4.5%]	16.9%
Students eligible for free school meals at any time during the last 6 years	28 [3%]	27.7%

Turnover of staff and students is low, making for a stable school environment. There is a good balance in the sex of the teaching staff across subject areas and within the school management structure, and representation from LGBTQ+ and other characteristics too, which helps provide positive role models, but members of ethnic minorities are currently under represented.

Governors monitor employment and recruitment practices and recognise their statutory obligations.

### 9. Recent training taken to position the school well for the equality and diversity agenda

- Weekly updates on students to teaching and non-teaching staff
- Regular updates on SEND students provided to staff and governors (half termly)
- Regular groups analysis shared among the teaching staff and governors (termly)
- Governor and SLT training on fair recruitment practices (various; external provider)
- Medical training for staff (EpiPen, diabetes, etc.; external providers)
- Training on the challenges faced by disadvantage students (staff meeting)

- LGBTQ+ support training (twilight CPD sessions; external provider)
- Teaching strategies to support EAL students (staff meetings; external provider)
- Supporting students with hearing loss (staff meeting; external provider)
- Governor training on SEND within the school and the SEND Code of Practice (GB meeting) • Pupil support training for Governors (GB meeting)
- Supporting visually impaired students (staff meeting; external provider)
- Transgender Awareness (staff meeting; external provider)
- Mental Health Training (twilight CPD; external provider)

## **10. School provision: examples of reasonable adjustments the school makes as a matter of course**

- The SENDCo maintains close contact with parents and carers of SEND students, communicating in a variety of means (letter, email, telephone, face-to-face meetings) to ensure that parents remain well informed of their child's progress and receive a swift response to any concerns they may have.
- Lessons for students with physical disabilities have been re-roomed to minimise the amount of travel required from lesson to lesson, as have meetings with parents and carers when necessary.
- The school has a well-developed transition programme at each entry point. It works closely with students' previous schools, thereby easing the students' transition to the school and ensuring that pastoral staff are well informed of any existing concerns or issues.
- Changes have been made to the physical environment of the school and to arrangements within the school day to make it easier for disabled students to navigate the site safely.
- School staff have been briefed on reasonable adjustments that could be made to lessons to support the learning of all students.
- Target-setting is personalised and reflects the school's ambition for all its students.
- Students on the SEND register have teaching notes to inform teachers on how to differentiate for these additional needs, this is supplemented by regular briefings from the SENDCo.
- For students with hearing loss, for example, staff have used specialist equipment and differentiate their teaching to ensure that the students can participate fully and hear discussions clearly.
- The school employs several specialist staff to adapt teaching materials so that students with visual and hearing impairments have full access to the curriculum.
- Staff support students to complete certain activities (for example, online surveys, university applications, etc.) when required.
- Staff support exam access arrangements as required.
- Student voice activities are a regular element of school planning, including anonymous surveys, student input into the appointment of staff, participation in reviews of T&L, and the Year Group councils.
- Some SEND students with certain difficulties have access to facilities such as laptops and voice recorders to enable them to work in a way that removes some of their barriers to learning.

## **11. Outcomes for students**

- Outcomes for students are analysed against social identity issues, i.e. ethnicity, disability and aspects of vulnerability identified by the school. This is compared with the outcomes made for all students. These processes form part of the school's equality impact assessment processes to determine the impact of our provision on improving outcomes for identified students and include:
  - Students' attainment - analysis of end of key stage results for students of particular groups.
  - The quality of particular groups of students' learning and the progress they make throughout the school.
  - The extent to which different groups of students feel safe, for example incidents of racism, 'hate' and bullying involving particular groups of students.

- The behaviour of particular groups of students, for example exclusion data for particular groups of students.
- The extent to which students from particular groups adopt healthy lifestyles.
- The extent to which students from particular groups contribute to the school and the wider community, for example participation and achievement on extra-curricular/extended school activities, participation on school trips for particular groups of students.
- Attendance data for all students and for particular groups, for example extended leave/mobility issues for particular groups of students.
- The effectiveness of the school's engagement with parents/carers of particular groups of students, for example attendance at parents' meetings, involvement in planning provision, consultation with, results of parental feedback.
- Impact of the use of specific individual budgets, for example Pupil Premium Strategy and the SEND Information Report (see school website for details)

## **12. Responsibilities**

### **12.1 Governing Body will:**

- Ensure that the School complies with all relevant equalities legislation
- Recommend all governors receive up to date training in all the equalities and SEND duties
- Designate a governor with specific responsibility for the Single Equality Scheme (this is the SEND Link Governor)
- Establish that the action plans arising from the scheme are part of the School Development Plan
- Support the Headmaster in implementing any actions necessary.
- Inform and consult with parents about the scheme
- Evaluate the action plan annually
- Publish equality objectives every four years

### **12.2 The Headmaster will:**

- Ensure that staff and parents are informed about the Single Equality Scheme
- Ensure that the scheme is implemented effectively
- Manage any day to day issues arising from the policy whether for students or for the school as an employer
- Ensure staff have access to training which helps to implement the scheme
- Liaise with external agencies regarding the policy so that the school's actions are in line with the best advice available
- Monitor the scheme and report to the Governing Body, at least annually, on the effectiveness of the policy
- Ensure that the SLT are kept up to date with any development affecting the policy/action plan arising from the scheme
- Provide appropriate support and monitoring for all students and specific and targeted students to whom the scheme has direct relevance, with assistance from relevant agencies.

### **12.3 The Senior Leadership Team will:**

- Have general responsibility for supporting other staff in implementing this scheme
- Provide a lead in the dissemination of information relating to the scheme
- Identify good quality resources and CPD opportunities to support the scheme
- With the Headmaster, provide advice/support in dealing with any incidents/issues
- Assist in implementing reviews of this scheme as detailed in the School Development Plan.

### **12.4 People with specific responsibilities**



- The Inclusion Manager and Heads of Year will be responsible for maintaining and sharing with all the staff those vulnerable students and how their needs will be met.
- The Inclusion Manager and the Link Governor will be responsible for publishing the SEND Information Report.
- The Headmaster and Director of Strategic Operations are responsible for ensuring the specific needs of staff members are addressed.
- The Inclusion Manager and Director of Strategic Operations, in liaison with the Premises Manager will be responsible for the Accessibility Plan and its development
- The Deputy Headteacher (Curriculum) is responsible for gathering and analysing the information on outcomes of vulnerable students
- The Deputy Headteacher (Teaching and Learning – staff welfare) is responsible for gathering and analysing information on vulnerable staff
- The Deputy Headteacher (Pastoral) is responsible for monitoring the response to reported incidents of a discriminatory nature

#### **12.5 Parents/Carers will:**

- Have access to the scheme (available on the School website)
- Be encouraged to support the scheme
- Have the right to be informed of any incident related to this scheme that could directly affect their child.

#### **12.6 School Staff will:**

- Accept that this is a whole school issue and support the Single Equality Scheme.
- Be aware of the Single Equality Scheme and how it relates to them.
- Be encouraged to express their views through a staff survey.
- Make known any queries or training requirements.
- Forward work to the SEND support team for adaptation for visually impaired students in good time; act on recommendations of specialist visually impaired and hearing-impaired specialists; and provide alternative but equitable project work for students when necessary.
- Know how to deal with incidents of concern, including bullying and how to identify and challenge bias and stereotyping.
- Know procedures for reporting incidents of racism, harassment, or other forms of discrimination.
- Not discriminate on racial, disability or other grounds.
- Keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA.
- Ensure that students from all groups are included in all activities and have full access to the curriculum. Promote equality and diversity through teaching and through relations with students, staff, parents, and the wider community.

#### **12.7 Students will:**

- Be encouraged to express their views and contribute where possible to the formulation of policies.
- Be made aware of any relevant part of the scheme, appropriate to age and ability.
- Be expected to act in accordance with any relevant part of the scheme.
- Experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society.
- Understand the importance of reporting discriminatory bullying and racially motivated incidents.
- Ensure the peer support programme within the school promotes understanding and supports students who are experiencing discrimination.

Visitors and contractors are responsible for complying with the school's Equality Scheme – non-compliance will be dealt with by the Headmaster.

## **Appendix 1: Equality Legislation and Guidance**

This equality scheme responds to the current equalities legislation:

- The Equality Act 2010
- The Equal Pay Act 1970
- The Sex Discrimination Act 1975
- The Race Relations Act 1976
- The Disability Discrimination Act 1995
- The Employment Equality (Religion & Belief and Sexual Orientation) Regulations 2003
- The Employment Equality (Age) Regulations 2006
- The Equality Act 2006 Part 2
- The Equality Act (Sexual Orientation) Regulations 2007
- The SEN Code of Practice 2001

Overview of previous equalities legislation that has been harmonised and strengthened by Equality Act 2010:

- Race Relations Act (RRA) 1976/2000: statutory positive duty to promote racial equality, promote good race relations and eliminate unlawful racial discrimination;
- Sex Discrimination Act (SDA) 1975 (and Regulations 1999) Gender Equality Duty 2007: statutory positive duty to promote gender equality and eliminate unlawful gender discrimination;
- Employment Equality (religion or belief) (sexual orientation) Regulations 2003 extended to education, Equality Act (Part 2) 2007. The Act sets out that it is unlawful for schools to discriminate against a person: in the terms on which it offers to admit him/her as a pupil; by refusing to accept an application to admit him/her as a pupil, or where he/she is a pupil of the establishment: in the way in which it affords him/her access to any benefit, facility or service, by refusing him/her access to a benefit, facility or service, by excluding him/her from the establishment, or by subjecting him/her to any other detriment.
- Disability Discrimination Act (DDA) 1995/2005: statutory positive duty to promote equality of opportunity for disabled people: students, staff, parents, carers and other people who use the school or may wish to, and eliminate unlawful discrimination;
- Education and Inspections Act 2006, duty to promote community cohesion. By 'community cohesion' the school is endorsing and adopting the definition provided by Alan Johnson, 2006, as: "working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community

### **Essential Further Guidance:**

DfE The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities (May 2014) <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Equality and Human Rights Commission Guidance for schools <http://www.equalityhumanrights.com/advice-and-guidance/education-providers-schools-guidance>

SEND Code of Practice January 2015- latest at 01.03.15 and effective from 01.04.15

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

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