

Ralph Thoresby School
“together for learning”

Single Equality scheme

SINGLE EQUALITY SCHEME

1. INTRODUCTION

Our school's commitment to equality and diversity is reflected in our values:

The values that underpin our school

- Everyone has the right to be safe and secure.
- Success and achievement is something we can be proud of. They should be celebrated and enjoyed.
- Service to the community is promoted and valued.
- High expectations and aspirations are recognised as important and they should be encouraged.
- Everyone should demonstrate tolerance and respect for others.
- We should not be frightened to fail but we should be prepared to learn from our mistakes.
- Learning should be exciting and enjoyable. We all have a duty to promote our own learning and the learning of others.
- We all have the right to feel good about ourselves.
- We should have high expectations of the behaviour of ourselves and others.
- Everyone should expect to be able to express their views and be listened to.
- Integrity and honesty are valued.
- Everyone should embrace and value diversity.
- We each should take a pride in our appearance.
- The quality and appearance of our environment is the responsibility of us all.
- Attendance, punctuality and reliability are valued as important attributes.
- We should to take responsibility for our own actions whilst at the same time being prepared to help, assist and support others.
- We should have a sense of pride of belonging to our school, enjoying the rights but accepting the responsibilities.

The Single Equality Scheme sets out how our school will fulfil its statutory duties (Section 8) to promote equality of opportunity and avoid discrimination, placing the promotion of equality and diversity at the centre of our work, both in fulfilling our remit for delivering learning and skills, and in our action as an employer.

Understanding what we mean by 'equality' and 'diversity' is a pre-requisite to the school's success.

Characteristics of the school

Ralph Thoresby School is an 11-18 Mainstream High School in the Leeds Education NW Wedge. It has a very wide catchment from Beeston in the South to Otley in the North and from Meanwood in the East and Pudsey in the West. The school is has 180 places in each year group and has a total student population of just over 1000. Post 16 accounts for approximately 180 students.

The student population is very diverse. The gender split is almost equal with 52% male and 48% female. The school has an above average number of students with Statement of

Special Educational Needs and High Levels of FFI funding, currently 4%. This is as a result of our Physically Disabled Resource and our Visual Impairment Resource. Almost 20% of students claim Free School Meals.

Student ethnicity is also diverse. The number of BME students has risen over the last 5 years from 17% to 30%. No one ethnicity group dominates, the largest group being Kashmiri Pakistani who account for 4% of the school population. 16% of the students have EAL the majority of these are Advanced Bilingual learners. However, in more recent times there has been an increase in the number of student who arrive with limited functional English. At any one time 1.5 % of the school population may have limited access to the curriculum due to EAL issues.

The adult population of the school is 134 of which 8 are BME. The school is being proactive in trying to ensure that the Adult population of the school reflects the student population.

We define 'equality' as:

- Providing equality of opportunity for all regardless, for example, of gender, disability, ethnicity, age, sexual orientation, culture or religion.
- The removal of barriers that would otherwise prevent participation fully in society.

We define diversity as:

- Recognising, accepting and valuing difference. Difference might relate to gender, abilities and disabilities, ethnic origin, age, sexual orientation, culture, religion or socio-economic group.
- Believing that difference should never be a barrier to opportunity, aspirations or success.

The Scheme is intended to meet our duty to produce a race equality scheme, a disability equality scheme and a gender equality scheme and to meet the requirements for each of these. It uses the common ground between the three to create a consistent approach, whilst ensuring that the distinctive requirements for the individual duties are also included. The Scheme subsumes our Race Equality Policy, our Disability Equality Policy and our Gender Equality Policy. It is closely linked to our Community Cohesion policy and Action Plan.

2. COMMITMENT

Our school is fully committed to the active promotion of equality of opportunity in the provision of all its services and is firmly committed to the principle that all learners, members of staff and the community are entitled to equality of opportunity. In addition, in the case of disability, we are committed to fulfilling our legal obligation to promote equality of outcome. Ralph Thoresby School will encourage and support the development of a culture in which:

- people's ability to achieve their potential is not limited by prejudice or discrimination
- there is respect for and protection of each individual's human rights
- there is respect for the dignity and worth of each individual
- each individual has an equal opportunity to participate in society, and

- there is a mutual respect between groups based on understanding and valuing of diversity and on shared respect for equality and human rights.

We will:

- comply with the law in promoting equality and where appropriate go beyond the legal requirements
- ensure that all learners succeed and can progress in ways that match their abilities and aspirations
- be an organisation that harnesses the talents of all, and does not tolerate any form of discrimination or harassment.

We will judge our success by:

- our progress in improving participation, experience and achievement in areas where there is currently inequality
- building action for equality and diversity into our planning and implementation
- a positive approach to equality and diversity among all our staff and their record in implementing this Scheme and the predecessor Race Equality Scheme, Disability Equality Scheme and Gender Equality Scheme.
- the views of learners and staff on how well we and the system are doing
- our progress in recruiting a diverse workforce and demonstrating best practice as an employer.

If there are concerns or complaints about the way the school operates this scheme or about issues related to the scheme the school will follow the procedures as laid down in the Complaints Policy.

Race equality: general duty

We will endeavour to eliminate unlawful racial discrimination, promote equality of opportunity, and promote good relations between persons of different racial groups

Race equality: specific duties

We will:

- assess and consult on the likely impact of its proposed policies on the promotion of race equality.
- monitor our policies for any adverse impact on the promotion of race equality
- publish the results of such assessments and consultation
- ensure public access to information and services that we provide
- train staff in connection with the general and specific duties, and
- review the scheme annually. prepare and publish an Action Plan showing how we will meet our general and specific duties and setting out our gender equality objectives
- report against the Action Plan every year and review the policy at least every three years.

Gender equality: general duty

We will endeavour to eliminate unlawful discrimination and harassment and promote equality of opportunity between men and women.

Gender equality: specific duties

We will:

- assess and consult on the likely impact of its proposed policies on the promotion of gender equality.
- monitor our policies for any adverse impact on the promotion of gender equality
- publish the results of such assessments and consultation
- ensure public access to information and services that we provide
- train staff in connection with the general and specific duties, and
- review the scheme annually.
- prepare and publish an Action Plan showing how we will meet our general and specific duties and setting out our gender equality objectives.
- consider the need to include objectives to address the causes of any gender pay gap.
- report against the Action Plan every year and review the policy at least every three years.

Disability Equality: general duty

We will endeavour to promote equality of opportunity between disabled people and other people and will eliminate discrimination that is unlawful under the Disability Discrimination Act (2005). Our school will eliminate harassment of disabled people that is related to their disability, promote positive attitudes towards disabled people and encourage participation by disabled people in public life.

Disability Equality: specific duties

We will publish:

- information on how we have engaged with disabled people in developing our scheme and Action Plans
- an action plan setting out the steps we will take to promote disability equality and meet the general duty
- arrangements for gathering information about our performance on disability equality
- arrangements for assessing the impact of their policies on disability equality and ways to improve these when necessary
- details of how we are using the information gathered, in particular in reviewing the effectiveness of our implementation plan and in preparing subsequent plans
- a report containing a summary of the steps taken under our Action Plans, the results of our information gathering and the use to which we have put the information.
- reports against the Action Plan every year and review the policy at least every three years.

We will:

- take the steps set out in our Action Plans (unless it is unreasonable or impracticable for us to do so) and put into effect the arrangements for gathering and making use of information.

Equality and Disadvantage

We will

- Provide and promote the opportunity for all learners to participate, working actively to support social inclusion
- Prepare learners to live and work within a diverse, multicultural society within which they are able to make a positive contribution

- Consult with learners to provide opportunity for them to contribute to the development of provision that supports their needs

3. LEADERSHIP AND MANAGEMENT

The Governing Body

The Governors are responsible for making sure the institution meets all its legislative duties and making sure the Single Equality Scheme and its procedures are followed.

The Head Teacher

The Head Teacher is responsible for

- giving a consistent and high profile lead on equality issues
- promoting equality inside and outside the institution
- making sure the Single Equality Scheme and its procedures are followed

Senior Leaders and Managers

Senior Leaders and Managers are responsible for:

- putting the scheme and its strategies and procedures into practice.
- making sure all staff know their responsibilities and receive support and training in carrying these out.
- following the relevant procedures and taking action against staff or learners who discriminate for reasons of race, disability or gender.

All staff

All staff are responsible for:

- ensuring that they are aware of the School's statutory duties in relation to equality legislation
- eliminating discrimination that is unlawful
- eliminating harassment for reasons of race, disability or gender
- promoting positive attitudes towards all
- keeping up-to-date with equality legislation and taking up training and learning opportunities

4. CONSULTING STAKEHOLDERS

Ralph Thoresby School will seek to achieve improved outcomes for all by actively engaging those from various groups in policy and decision-making activities.

To ensure that involvement will be accessible to all, a range of methods will be employed. Consultations will include:

- Students throughout the school via School Parliament
- Parents and Carers via newsletters and the school website
- All staff via CPD and school website
- Outside agencies via small focus groups
- School Governors via meetings and school website.

5. CARRYING OUT IMPACT ASSESSMENTS

Impact assessments of policies and procedures will be undertaken to ensure that school activities do not inadvertently disadvantage people because of their gender, ethnicity,

disability, age, sexual orientation, religion or belief, pregnancy or maternity and that opportunities to better promote equality are identified and taken.

A review schedule has been established for all policies which involves earlier review of policies with a potentially high impact on learners because of race, disability or gender

6. GATHERING AND USING INFORMATION

To identify areas where our school is doing well and areas where more needs to be done to promote equality, information will be gathered to establish the effect of policies and practices on the recruitment, development and retention of employees and on the educational opportunities available to, and achievements of, students.

Learner data will be collected and analysed on:

- Curriculum choice
- Retention
- Achievement
- Progression
- Use of support services
- Satisfaction levels
- Incidents of bullying or harassment

Staff data will be collected on:

- Recruitment and retention
- Training and development
- Grievances
- Career Progress
- Complaints and harassment

7. MONITORING AND EVALUATION

The Head teacher will report termly to the Governing Body on the impact of the Single Equality Scheme.

8. LEGISLATIVE FRAMEWORK

Our school will pay due regard to the relevant legislative framework, especially the Equality Bill which consolidates previous legislation including nine pieces of anti-discrimination legislation, circa one hundred Statutory Instruments and Regulations, guidance and Statutory Codes of Practice including but not limited to:

Age:

Employment Equality (Age) Regulations 2006

Disability:

Disability Discrimination Act 1995

Special Educational Needs and Disability Act 2001

Disability Discrimination Act 2005

Statutory Code of Practice on the Duty to Promote Disability Equality 2006

Gender:

Sex Discrimination (Gender Reassignment) Regulations 1999

Gender Recognition Act 2004

Equality Act 2006

Work and Families Act 2006

Gender Equality Duty Statutory Code of Practice 2006

Sexual Orientation:

Equality in Employment (Sexual Orientation) Regulations 2003

The Equality Act (Sexual Orientation) Regulations 2007

Race:

Race Relations Act 1976

Race Relations (Amendment) Act 2000

Statutory Code of Practice on the Duty to Promote Race Equality 2002

Religion:

Equality in Employment (Religion or Belief) Regulations 2005

EC Framework Directive for Equal Treatment 2000/78/EC

Other:

Human Rights Act 1998

Protection from Harassment Act 1977

Duty to promote Community Cohesion 2006

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