



# ROUNDHAY SCHOOL

EST. 1903

Policy name: **Equality Information and Objectives  
Policy (Public Sector Equality Duty)**

Author: **Liz Wren**

Governor committee: **Pastoral & Staffing Committee**

To be approved by: **Committee**

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Applicable to

**PRIMARY CAMPUS**

**SECONDARY CAMPUS**

**SIXTH FORM**

# Contents

<b>1 Introduction.....</b>	<b>2</b>
<b>2 Legislation and Guidance.....</b>	<b>2</b>
<b>Scope and Roles and Responsibilities.....</b>	<b>2</b>
<b>The Trust Board.....</b>	<b>2</b>
<b>Principals .....</b>	<b>2</b>
<b>Staff, students and volunteers .....</b>	<b>2</b>
<b>Dissemination and implementation .....</b>	<b>3</b>
<b>Obligations under the public sector equality duty .....</b>	<b>3</b>
<b>Eliminating discrimination .....</b>	<b>3</b>
<b>Fostering good relations.....</b>	<b>5</b>
<b>Equality considerations in decision-making.....</b>	<b>6</b>
<b>Equality objectives – 2020-2024 (Last reviewed May 2021):.....</b>	<b>6</b>
<b>Monitoring.....</b>	<b>7</b>
<b>References.....</b>	<b>7</b>
<b>Diversity .....</b>	<b>8</b>
<b>Appendix 1: Equality Impact Assessment .....</b>	<b>9</b>
<b>Appendix 2: The Roundhay Kindness Charter .....</b>	<b>10</b>

# 1 Introduction

Roundhay School aims to meet its obligations under the public sector equality duty 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.

As a public authority we will:

- Publish equality objectives at least every 4 years;
- Provide information to demonstrate our compliance with the public sector equality duty annually.

The School is committed to eliminating discrimination, to promoting equal opportunities and to celebrating difference in relation to age, disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by the adoption of our Kindness Charter by all staff and pupils (see Appendix 2). The school's core values of "We are Responsible, we are Resilient, we are Ready to Learn, we are Roundhay" are at the heart of all our activities.

## 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 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.

## 3 Roles and Responsibilities

### 3.1 The Governing Body 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, and that they are reviewed and updated at least once every four years

- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.
- **3.2 The Senior Leadership Team** will: Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

### **3.3 Staff, students and volunteers** will:

- Challenge discrimination in any form and to foster and promote equality of opportunity
- Endeavour to further these objectives by showing respect for, and appreciation of, each other as individuals

## **4 Dissemination and implementation**

Roundhay School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

- All learners are of equal value
- We recognize and respect individual differences
- 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 for staff and pupils
- We have the highest expectations of all our pupils and staff

We will educate and develop students to challenge discrimination in any form and to foster and promote equality of opportunity. We acknowledge the complexity of British society and recognise the need to prepare our students to play an integral part in that society. When students leave the school they will be well prepared to participate in and to contribute to society, to form worthwhile relationships with those around them and to care for themselves and others.

We are committed to having a balanced and fair curriculum. We believe that our pupils should be exposed to the ideas and concepts that may challenge their understanding to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination, and instead promotes inclusive attitudes. We will also respect the right of parents to withdraw their children from classes that pose conflicts to their own beliefs.

We passionately believe that all our students are entitled to every opportunity to achieve their own potential without any limitations based on age, disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

## **5 Obligations under the public sector equality duty**

### **5.1 Eliminating discrimination**

- Roundhay School is committed not only to eliminating discrimination but also increasing understanding and appreciation for diversity. We do this by promoting pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality, diversity and eradicating prejudicial incidents for pupils and staff.
- The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.
- Our policies include reference to the importance of avoiding discrimination and other prohibited conduct.
- Staff and governors are regularly reminded of their responsibilities under the Equality Act.
- We adhere to the Leeds Admissions Policy, our admissions arrangements are fair and transparent. We do not discriminate against pupils by treating them less favourably on the grounds of their age, disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.
- All allegations of discrimination, verbal abuse, derogatory remarks or inappropriate use of language related to a protected characteristic by any person within the school are treated seriously and the relevant procedures followed.
- Where there are allegations of discrimination, verbal abuse, derogatory remarks or inappropriate use of language related to a protected characteristic concerning a student or a group of students, a careful note made by the Headteacher must be kept of any such incidents concerning students. This will be the case, whether they take place in the school grounds, on corridors or in teaching areas. If such an incident occurs the appropriate action will be taken. If there are subsequent incidents, then the appropriate senior staff member should be informed and consideration should be given to involving the parents.
- Allegations of discrimination concerning staff will be referred to the Headteacher or Chair of Governors, as outlined in the school's Equality and Diversity Policy, and if necessary, addressed under the Personal and Professional Code of Conduct for staff, the Grievance and Bullying and Harassment Policy and Procedure and the Disciplinary Policy and Procedure. Appropriate action will be taken and it will be made clear to offending individuals that such behaviour is unacceptable.
- Racist symbols, badges and insignias on clothing and bags are forbidden in school and will be confiscated. Graffiti will be removed immediately.
- Students' names must be accurately recorded and correctly pronounced at registration and students must respect names from other cultures.
- New staff are directed to the school's Equality and Diversity Policy which outlines the requirements of the Equality Act.
- All staff, governors, parents, and pupils have access to the Equality and Diversity Policy and the Public Sector Equality Duty via the school's website.
- A senior member of staff has responsibility for co-ordinating the implementation of the policy and monitoring outcomes.

## 5.1 Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, Roundhay 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. students with disabilities, or gay students who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. The school enables Muslim students to pray at prescribed times if requested)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students to be involved in the full range of school trips, clubs, and holding pupil ambassador positions)
- All staff and volunteers should be aware of possible cultural assumptions and bias within their own attitudes. Staff must be vigilant regarding their own expectations in relation to the achievement, and behaviour of each student and must not make assumptions based on any protected characteristics
- In order to understand the background and experience of ethnic minority students and to raise expectations of their potential, staff need to be aware of the historic and contemporary contexts which have caused racism.
- Close liaison with families from such backgrounds is encouraged and beneficial to all concerned. Within an individual academy the pastoral care system should be used, particularly with regard to home/school liaison and for dealing with any situation of discrimination or harassment.
- All students must have full access to the curriculum. The curriculum must be balanced, objective and sensitive and should highlight diversity. Visual displays and multi-media resources reflect the diversity of the school community. Minority ethnic, disabled, both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies.
- The school views linguistic diversity positively and staff should be aware of the language and dialect spoken by students and their families.
- Staff must be conscious of any perceived racist or sexist connotations in the language they themselves use.
- In all staff appointments the best candidate will be appointed, based upon strict professional criteria in line with the school's Recruitment and Selection Policy and Procedure.
- Parents will be made aware of the school's commitment to equal opportunities.
- All groups of pupils are encouraged to participate in school life and make a positive contribution, e.g through class assemblies and the Junior Leadership Team.
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- The school environment is increasingly accessible to pupils, staff and visitors to the school. Open evenings and other events which parents, carers and the community attend, are held in a accessible part of the school and issues such as language barriers are considered. The accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information.

- The Governing Body is increasingly representative of the community it serves. Procedures for the election of parent governors are open to candidates and voters who are disabled.

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

- The school collects information on race, disability and gender with regards to both pupils and staff, e.g. pupil achievement, attendance, exclusions and staff training. This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities which the school provides. The school takes action when trends or patterns indicate a need.
- Seek to analyse the above data to determine strengths and areas for improvement.

### **5.3 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:

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.
- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in Religious Education ("RE"), citizenship 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, students will be introduced to literature from a range of cultures;
- Holding assemblies dealing with relevant issues. Students will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute;
- Students must be encouraged to make choices that are based on interest, aptitude and ability rather than reacting to pressure to conform to stereotypes based on protected characteristics;
- 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 students within the school. For example, pupil voice/the school council have representatives from different year groups and is formed of students from a range of backgrounds;
- All students are encouraged to participate in the school's activities, such as clubs. We also work with parents to promote knowledge and understanding of different cultures;
- The school will continue to develop links with people and groups who have specialist knowledge about particular characteristics, which will help inform and develop our approach.

## 6 Equality considerations in decision-making

The School ensures it has due regard to equality considerations whenever significant decisions are made. We always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, we will consider whether the trip:

- Cuts across any religious holidays;
- Is accessible to students with disabilities;
- Has equivalent facilities for boys and girls.

## 7 Equality objectives – 2020-2024 (Last reviewed May 2021):

To ensure that the school's core values of "We are Responsible, We are Resilient, We are Ready to Learn, We are Roundhay" are always at the heart of our activities, and that the curriculum reflects our inclusive ethos which recognizes diversity as a strength of the school

To promote pupils' understanding of identity, diversity, community and equality.

Actively close gaps in attainment and achievement between students for all groups of students; especially the gap between pupils eligible for Pupil Premium, students with special educational needs and disabilities, looked after children and students from minority ethnic groups, especially those whose first language is not English.

Continue to review and revise the curriculum so that it reflects diversity and encourages tolerance and respect.

Develop and embed our Kindness Charter to address homophobia, biphobia, transphobia and reduce behaviour incidents linked to these characteristics and to race, religion or belief, gender and disability, by increasing students' awareness, understanding and empathy.

Monitor and reduce the incidence of the use of homophobic, biphobic, transphobic, sexist and racist language by students in school.

Develop staff and student awareness of key terms relating to gender e.g. gender identity, gender dysphoria, cisgender, gender reassignment, transsexual, transgender, intersex.

Develop staff and student awareness of key terms key non-binary terms such as gender neutral, non-gender, third gender, gender fluid, androgynous.

Develop staff and student awareness of key terms of the differences between sexual orientation and gender identity. E.g. a trans person may be gay, straight, bisexual, asexual or any other sexual orientation.

To increase the extent to which all students, including in particular those with protected characteristics as defined by the Equality Act, feel valued and confident, and in consequence more likely to achieve their potential.

Actively promote mental health awareness and develop appropriate interventions where necessary through increased staff training.

Continue to improve accessibility across the school for students, staff and visitors with disabilities, including access to specialist teaching areas.

To work towards more detailed monitoring of recruitment data and trends with regard to race, gender and disability.

## **8 Monitoring**

This document will be reviewed by the Governing Body every 4 years.

## **9 References**

All our policies include the appropriate references to the protected characteristics. This document links particularly to the following policies:

- Accessibility plans
- Anti-Bullying Policy
- Equality and Diversity Policy
- Grievance and Bullying and Harassment Policy and Procedure
- Managing Staff Attendance Policy and Procedure
- Recruitment and Selection Policy
- Risk Assessments
- Sex and Relationship Education Policy
- Whistleblowing Policy

## **10 Diversity**

Roundhay School is committed to a policy of celebrating diversity, promoting equality of opportunity, providing an inclusive workplace, and eliminating any unfair treatment or unlawful discrimination. This overriding objective applies to all policies and procedures relating to staff and pupils. The school will always comply with the requirements of the Equality Act 2010 and associated guidance produced by the Department for Education.

## Appendix 1: Equality Impact Assessment

### Equality, Diversity, Cohesion and Integration Screening

As a school via the public authority we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality, diversity, cohesion and integration. Please also take due regard of [Equalities considerations](#)

A **screening** process can help judge relevance and provides a record of both the **process** and **decision**. Screening should be a short, sharp exercise that determines relevance for all new and revised strategies, policies, services and functions. Completed at the earliest opportunity it will help to determine:

- the relevance of proposals and decisions to equality, diversity, cohesion and integration.
- whether or not equality, diversity, cohesion and integration is being/has already been considered, and
- whether or not it is necessary to carry out an impact assessment.

<b>Organisation: Roundhay School</b>	<b>Department responsible for the Policy: SLT</b>
<b>Lead Person: Liz Wren</b>	<b>Contact Number: 0113 3931200</b>

#### 1. Title: Equality and Diversity Policy

Is this a:

Policy

If other, please specify

#### 2. Please provide a brief description of what you are screening

Roundhay School has adopted the Equalities Review 2007 definition of an equal society which strengthens our approach to equality and diversity. This Policy covers the provisions of the Equality Act which became law in October 2010. As an employer, our obligations remain largely the same. The Act harmonises and replaces previous legislation (such as the Race Relations Act 1976 and the Disability Discrimination Act 1995) and ensures consistency to make the workplace a fair environment and to comply with the law.

This Policy has been adopted for use in Leeds schools having been agreed by the Leeds City Council HR Schools Team and trade union convenors following consultation

#### 3. Relevance to equality, diversity, cohesion and integration

All the school's policies affect service users, employees or the wider community. These will also have a greater/lesser relevance to equality, diversity, cohesion and integration.

The following questions will help you to identify how relevant your proposals are.

When considering these questions think about age, carers, disability, gender reassignment, race, religion or belief, sex, sexual orientation and any other relevant characteristics (for example socio-economic status, social class, income, unemployment, residential location or family background and education or skills levels).

Questions	Yes	No
Is there an existing or likely differential impact for the different equality characteristics?		X
Have there been or likely to be any public concerns about the Policy or proposal?		X
Could the proposal affect how services are organised, provided, located and by whom?		X
Could the proposal affect our workforce or employment practices?		X
Does the proposal involve or will it have an impact on: <ul style="list-style-type: none"> <li>• Eliminating unlawful discrimination, victimisation and harassment</li> <li>• Advancing equality of opportunity</li> <li>• Fostering good relations</li> </ul>	X	

#### 4. Considering the impact on equality, diversity, cohesion and integration

If you can demonstrate you have considered how your proposals impact on equality, diversity, cohesion and integration you have carried out an impact assessment.

Please provide specific details for all three areas below (use the prompts for guidance).

We have considered equality, diversity, cohesion and integration in relation to the following:

- Scope of the proposal – this Policy will apply to all staff employed within the school, governors, volunteers, contractors, job applicants, student placements, apprentices and trainees.
- Who is likely to be affected – see above.
- Equality related information – information is available from payroll and as part of the recruitment and selection process.
- Gaps in information and plans to address – the school intends to work to further improve processes relating to the gathering of equality related information.
- Consultation and engagement activities – the principles of this policy are applied in relation to consultation and engagement activities across the school.

- **Key findings**

We have considered the potential positive and negative impact on different equality characteristics in relation to the policy and do not believe any groups will be adversely affected.

We have considered the perception that the proposal could benefit one group at the expense of another and do not believe that the Policy could be perceived to be discriminatory with regards to its wording or format.

- **Actions**

The school will continue to promote positive impact and remove/reduce negative impact through the promotion of this Policy and its principles in relation to other policies, proposals and strategies employed within the organisation.

### **5. Governance, ownership and approval**

Please state here who has approved the actions and outcomes of the screening

<b>Name</b>	<b>Job title</b>	<b>Date</b>
Matthew Partington	Headteacher	29/01/2022

### **6. Publishing**

This screening document will act as evidence that due regard to equality and diversity has been given.

<b>Date screening completed</b>	26/01/2022
<b>Date agreed at Governing Body</b>	08/02/2022

## Appendix 2: The Roundhay Kindness Charter



### Roundhay is a kind school.

If you see any examples of anything unkind, unsafe or that goes against our values, always speak to a member of staff immediately.

Our staff will never ignore you when you report a concern.

We Are Roundhay.

## Roundhay School's Kindness Charter

### At Roundhay we:



are **kind** and **considerate to everyone** and treat others how we would like to be treated.



are **respectful of the ideas** and **beliefs** of others even if they are different from our own.



look out for, challenge and report others who are disrespectful, unkind or intolerant. **We are not bystanders.**



**do not use derogatory language, harass** or **name-call** - not to a person's face, behind their back, as a 'joke' or online.



**respect personal space, privacy** and **boundaries.**

Our promise to you is that members of staff at Roundhay will never dismiss, ignore or downplay your concerns.

We are RESPONSIBLE. We are RESILIENT. We are READY TO LEARN. We are ROUNDHAY.

