

## **Equality Information and Objectives Statement**

### **Rationale**

Stamford Park Trust is committed to the principle of equality of opportunity for all in employment and in the provision of teaching and learning. We take pride in our community and all the cultural richness that it brings with it.

The school fully understands the principle of the Equality Act 2010 and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the Act covers the groups listed below:

- Age;
- Disability;
- Race, colour, nationality, ethnic or national origin;
- Sex
- Gender reassignment;
- Maternity and pregnancy;
- Religion and belief;
- Sexual orientation; and
- Marriage and civil partnership (for employees)

This statement outlines our commitment to equality and diversity. It sets out our intention to create an environment in which everyone in our school community can take full part in the social and cultural life of the school. It also sets out our commitment to promote equality and diversity among our students, their families and our staff.

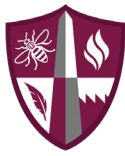
### **Statement of Intent**

Rayner Stephens High School recognises that certain groups in society have historically been disadvantaged on account of unlawful discrimination. We will put in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the school community we serve and our workforce. The school intends to achieve all its targets in respect of the equalities agenda and become recognised as a leader on equality.

In order to meet our general duties, the law requires us to do some specific duties to demonstrate how we meet the general duties.

These are to:

- Publish equality information
- Prepare and publish equality objectives. The data will be assessed across our Trust. This will include the following functions:
  1. Admissions;
  2. Attendance;
  3. Attainment;
  4. Exclusions; and
  5. Prejudice related incidents.



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## Our Aim

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

We expect that all members of the school community, and those who visit our premises including our strategic and informal partners, will promote equality, tackle all forms of discrimination and foster good working relationships between diverse groups.

Everyone, regardless of their background, will at all times be treated fairly, with respect and will value others equally thus preventing discrimination.

### **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

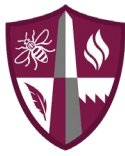
The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools. This document also complies with our funding agreement and articles of association.

As well as the specific actions set out in this section, the School operates equality of opportunity in its day-to-day practice in the following ways;

This policy covers all aspects of school business and relates to both staff and student activity including;

- Employment and selection procedures for staff
- Induction and probation for staff
- Staff appraisal
- Staff remuneration
- Staff promotion and training
- Staff disciplinarys and grievances
- Recruitment, selection and enrolment of students
- Curriculum content and development
- Course delivery and assessment
- Teaching and learning materials and methods
- External contracts
- Self-assessment
- Student disciplinarys.



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## **Roles and responsibilities**

### **The Trust 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 head of school

### **The Head of School will:**

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- To ensure that actions to promote equality, tackle discrimination and foster good relations are embedded into strategic planning and documentation

### **All Staff will:**

- Be aware of the Equality Scheme and its importance in improving the experience of students from all groups
- Be proactive in valuing, accepting and understanding different groups within curriculum design, planning and delivery.
- Implement appropriate actions to redress any imbalance highlighted by equality/academic data.
- Ensure that subject materials are proactively audited for bias, sensitivity towards disadvantaged groups and opportunities to promote equality, diversity and inclusion are utilised to full effect.
- To challenge discriminatory behaviour, including intolerant views, actions and language at all times, firmly embedding equality and diversity into all policies, practice and procedures.
- Support staff to proactively challenge any discriminatory behaviour and promote tolerance as relevant to their role

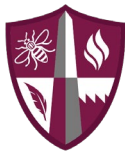
## **Advancing equality of opportunity**

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

Taking steps to meet the particular needs of people who have a particular characteristic

- Encouraging people who have a particular characteristic to participate fully in any activities



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

- Publish academic, attendance and behaviour data each academic year showing how students with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response
- Make evidence available identifying improvements for specific groups
- Publish information about any issues associated with particular protected characteristics, identifying any issues which could affect our own students

## **Promoting equality**

The prospectus and website are the first points of contact for potential students and their families. The prospectus, website and school social media accounts all embrace the opportunity to promote equality. This is done often with images of our students which reflect the diversity within our school community. The school website and social media accounts are updated regularly and highlights the schools celebration of national equality dates (for example LGBT month, Black History month, Anti-Bullying week) as well as local equality and diversity events and achievements of students from diverse backgrounds.

At the core of promoting equality is an inclusive curriculum offer for our students. To facilitate this, all staff receive annual equality and diversity training.

Every opportunity is taken to remove potential barriers to accessing the curriculum. The assembly and guest speaker programme, alongside the form tutor and PHSE curriculum further takes the opportunity to raise awareness with all students on a variety of current equality issues. The extensive offer of enrichment activities complements the curriculum.

Throughout the school, inclusive displays and events are organised to raise awareness and to foster good relationships linking to national celebratory dates. Opportunities are provided for students of all backgrounds to contribute to student voice surveys and focus groups.

## **Tackling discrimination**

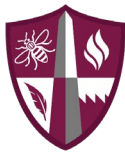
A key element of tackling discrimination is the analysis of data by protected characteristics. Where achievement gaps are identified, actions are put into place.

Incident reporting is continually developed to ensure that students and staff are confident to report any discrimination they may see or experience through a variety of formal and informal channels.

Where discrimination is reported, actions are taken to eradicate this as appropriate and the victim/perpetrator are supported in appropriate ways. Training for staff to develop confidence to recognise and challenge discrimination is updated regularly.

Policies, procedures and plans are equality analysed to minimise the risk of disadvantage to any group by new developments in any area.

Strategies are in place to actively recruit from under represented protected groups in staff.



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## **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, 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, 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 students 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.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

To maintain our harmonious school community, encouraging acceptance between the different student groups is a priority. Staff develop curriculum activities designed to encourage students to understand different groups in society and how they are disadvantaged as relevant to the subject area. Furthermore, a variety of group work features across the curriculum and in extra-curricular programme to encourage students to interact with each other. The work done within lessons is supported by school wide events and enrichment activities, including an annual community and diversity day.

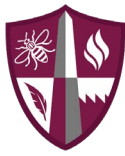
## **Equality considerations in decision-making**

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

## **Accessible services and partnerships:**

Where appropriate we will work with other organisations including local voluntary and community groups to provide teaching and learning to access employment which promotes equal opportunities to all by:



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- Building on good practice;
- Consulting with and involving our local community;
- Providing accessible information and ways for people to comment;
- Carrying out equality impact assessments of new and existing policies and practices to make sure they do not unlawfully discriminate against anyone
- Removing barriers which deny people access to our school community
- Using our powers to make sure that organisations providing services on our behalf work in line with this statement;
- Promoting an environment which gives;
- all students an equal chance to learn and be free of unlawful discrimination and prejudice,
- all staff to work and be free of unlawful discrimination and prejudice.
- Build an inclusive and cohesive school community.

## **Equal and appropriate treatment in employment, training and recruitment opportunities:**

We will put in place a range of actions aimed at tackling prejudice and celebrating diversity within our workforce.

This will be achieved by:

- Developing a workforce which reflects the community at all levels;
- Making sure that all employees understand their responsibilities under this statement;
- Making sure that all employees know about their rights of protection from unlawful discrimination, harassment, bullying or victimisation;
- Developing and promoting policies which give everyone equal access to employment and opportunities;
- Setting performance targets so we can measure our progress.
- Ensuring part-time staff receive the same protection, employment and training opportunities as full-time staff.

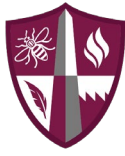
## **Objectives**

### **The School's Equality Objectives (Reviewed at least every 4 years)**

While aiming to improve continuously the implementation of equality related policies and procedures and ensuring that due regard is taken always of the impact of actions and decisions on student and staff with particular characteristics.

The school has established the following objectives for the period 2022-2026, the impact towards these objectives will be reported on annually:

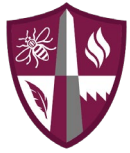
1. Promotion of cultural understanding and awareness between different groups within our school community.
2. Monitoring and promotion of the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities, especially students with special educational needs and disabilities and those who are disadvantaged



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3. Close the achievement gap by ensuring there is no significant difference in the progress made by different groups of students
4. Continue to improve accessibility across the school for students, staff and visitors with disabilities, including access to specialist teaching areas.
5. Endeavour to ensure that the staff body and representation of staff in leadership roles is reflective of our diverse community.
6. Continue to address and sanction the use of discriminatory language by students in the school.
7. Review the curriculum so that it represents our diverse culture and society and encourages tolerance and respect.



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| Equality Objective   | Strategy to achieve objective   | Annual Update<br>Dec 2023 | Annual Update<br>Dec 2024 | Annual Update<br>Dec 2025 |
|--|---|---------------------------|---------------------------|---------------------------|
| Promotion of cultural understanding and awareness between different groups within our school community | <ul style="list-style-type: none"><li>• Use the national equality and diversity calendars to ensure the school is actively celebrating/ commemorating these events, such as Black History Month, LGBTQ+ history Month, International Mens/Womens day, Ramadan, Holocaust Memorial Day</li><li>• Use displays, social media platforms and newsletters to raise the profile of these events</li><li>• Involve students in the design of events to celebrate/ commemorate named equality and diversity events</li><li>• Establish a cross-trust working party</li><li>• RE curriculum across KS3 is reviewed annually to reflect the local SACRE</li></ul> |                           |                           |                           |





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| <p>Monitoring and promotion of the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities, especially students with special educational needs and disabilities and those who are disadvantaged</p> | <ul style="list-style-type: none"><li>• Develop an in-house tracker to monitor engagement and attendance for all trips, enrichment and extracurricular activities</li><li>• Develop a half termly report on the above data</li><li>• Remove any barriers to attendance at above activities</li><li>• Ensure Student leadership has focused on widening the demographic of students applying for available positions and have create roles to embrace diversity and equality</li></ul> |  |  |  |
| <p>Close the achievement gap by ensuring the is no significant difference in the progress made by different groups of students</p>   | <ul style="list-style-type: none"><li>• Deliver a powerful, knowledge rich curriculum for all</li><li>• Whole school focus on literacy and numeracy development</li><li>• Staff CPD focuses on EEF principles: Effective use of TAs and 5-A day model</li><li>• Develop expertise at TA level with a particular focus on</li></ul>  |  |  |  |



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|  | <p>Literacy, Numeracy, SLCN, SEMH and ASC</p> <ul style="list-style-type: none"><li>• Develop an in-house mentoring scheme with a focus on DA and SEND</li><li>• Ensure that all academic and pastoral data is analysed on a termly basis and that targeted and swift intervention is put in place to close any gaps at subject/whole school level</li><li>• Develop key literacy interventions for our weakest readers (phonics and comprehension)</li><li>• Meet the targets set as part of the schools annual SEND audit</li><li>• Ensure the needs of students are accurately identified and correct provisions are in place to meet their needs</li></ul> |  |  |  |
| <p>Continue to improve accessibility across the school for students, staff and visitors with disabilities,</p> | <ul style="list-style-type: none"><li>• Complete a termly site audit for accessibility</li><li>• Use student and staff surveys to help</li></ul>   |  |  |  |



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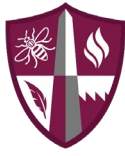
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| including access to specialist teaching areas   |  |  |  |  |
| Endeavour to ensure that the staff body and representation of staff in leadership roles is reflective of our diverse community. | <ul style="list-style-type: none"><li>• Use multiple platforms to reach a more diverse audience when advertising for vacancies</li><li>• Staff on appointing panels will have received relevant equality and diversity training</li></ul>  |  |  |  |
| Continue to address and sanction the use of discriminatory language by students in the school.                                  | <ul style="list-style-type: none"><li>• Develop an Antidiscrimination policy</li><li>• Develop an antidiscrimination student leadership body</li><li>• Track and report on all incidents of discrimination</li><li>• Ensure all staff are well trained in this area</li><li>• Develop our sexual harassment strategy</li><li>• Ensure our work on MHWB has a positive impact on student and staff reliance and wellbeing</li></ul> |  |  |  |



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| <p>Review the curriculum so that it represents our diverse culture and society and encourages tolerance and respect.</p> | <ul style="list-style-type: none"><li>• Taught topics across individual subjects' curricula contribute heavily to SMSC delivery</li><li>• Focus on widening the range of literature available within the library to support SMSC</li><li>• Continue to review the texts used both in English and Form lessons to ensure</li><li>• Guest speakers from a cross-section of backgrounds contribute to enriching the curricular and enrichment curricular across the school</li><li>• Ensure the PHSE, form tutor and assembly programmes are reviewed regularly and adapt to situations as and when they arise both at a local, national/ international level</li><li>• Ensure student surveys feed into curriculum reviews</li></ul> |  |  |  |
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## **Implementation and Evaluation**

The commitment will be implemented through our School Equality Action Plan which feeds into the Trust Equality Action Plan.

The plan sets out the arrangements for taking action on individual tasks that will help deliver the broad aims set out in this statement. We will set clear deadlines and give responsibility to named leaders/managers who will be accountable for implementation of the given tasks.

With the help of feedback from employees and the wider school and Trust community we will continue to develop arrangements to monitor, review and evaluate the effectiveness of our employment policies and provision of teaching and learning. If our monitoring reveals any gaps in our policies/provision, we will take necessary action.

## **Monitoring**

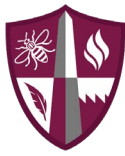
The Head of School will update the equality information we publish, at least every year.

This document will be reviewed and approved by Stamford Park Trust Board at least every 4 years.

## **Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment plans
- Anti-discrimination policy
- Complaints policy

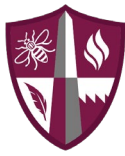


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## Appendix: Annual school data 2022-2023 Autumn Term Census

|                                       |     |
|---------------------------------------|-----|
| <b>Gender</b>                         |     |
| Male                                  | 229 |
| Female                                | 297 |
| <b>SEND</b>                           |     |
| EHCP                                  | 12  |
| SEN support                           | 68  |
| Non-SEND                              | 446 |
| <b>Ethnicity</b>                      |     |
| African Asian                         | 2   |
| Albanian                              | 1   |
| Asian and any other ethnic group      | 9   |
| Bangladeshi                           | 9   |
| Black - Ghanaian                      | 2   |
| Black - Nigerian                      | 3   |
| Black and any other ethnic group      | 7   |
| Chinese + any other ethnic group      | 4   |
| Greek                                 | 1   |
| Indian                                | 1   |
| Information Not Yet Obtained          | 29  |
| Kashmiri other                        | 1   |
| Other Asian                           | 7   |
| Other Black African                   | 9   |
| Other ethnic group                    | 1   |
| Other mixed background                | 9   |
| Other Pakistani                       | 12  |
| Portuguese                            | 3   |
| White - Cornish                       | 1   |
| White - English                       | 392 |
| White - Irish                         | 1   |
| White + any other Asian Background    | 3   |
| White and any other ethnic group      | 5   |
| White and Black African               | 3   |
| White and Black Caribbean             | 3   |
| White and Pakistani                   | 1   |
| White Eastern European                | 3   |
| White European                        | 2   |
| White Other                           | 2   |
| <b>Religion and belief</b>            |     |
| Buddhist                              | 1   |
| Christian                             | 82  |
| Hindu                                 | 1   |
| Information Not Yet Obtained          | 231 |
| Muslim                                | 30  |
| No Religion                           | 131 |
| Other Religion                        | 50  |
| <b>English as Additional Language</b> |     |
| Yes                                   | 70  |
| No                                    | 456 |
| <b>Disadvantaged</b>                  |     |
| Yes                                   | 247 |
| No                                    | 279 |



## Appendix B: Guidance on the Equality Act 2010:

### 1. An overview:

The guidance in this policy is provided by the school as a reasonable step to prevent individuals from engaging in any form of behaviour or conduct which is deemed unlawful under the Act. The guidance is also intended to create an awareness and understanding of the school's obligations and duties under the Act, including any exemptions and exclusions which may apply.

The Act provides a single, consolidated source of discrimination law, replacing all the previous UK anti-discrimination laws and it extends protection from discrimination in some areas.

The Act defines types of **unlawful behaviour** in relation to persons with **protected characteristics**. The Act applies to all schools and academies including maintained and non-maintained special schools.

The Act applies to schools as employers and also to the way schools treat their students and potential students, and in limited circumstances, former students. As employers, schools must not discriminate against potential employees in respect of whether to offer a job or the terms on which a job is offered. Schools must also not discriminate against existing employees in respect of benefits, facilities and services offered including training opportunities, promotion or dismissal.

In relation to students, schools must not discriminate against, harass or victimise a student or potential student in relation to admissions, in the way education is provided, in the way students are provided with access to any benefit, facility or service and by excluding a student or subjecting them to any other detriment.

The school's "Responsible Body" must ensure compliance with the Act. The Responsible Body is the Stamford Park Trust Board through the Local Governing Body. Any person acting on behalf of the Responsible Body, including school employees is liable for their own discriminatory actions. The Responsible Body is also liable unless it can show that it has taken all reasonable steps to stop an individual from doing the discriminatory action or from doing anything of that kind. Members of staff should understand therefore that they can be held liable for acts of bullying, harassment and unlawful discrimination in the course of their employment against fellow employees, students or members of the public.

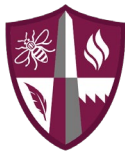
### 2. Types of unlawful behaviour and protected characteristics:

Types of unlawful behaviour under the Act are:

- direct discrimination
- indirect discrimination
- Harassment
- victimisation.

The protected characteristics under the Act are:

- age
- disability
- race



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- religion or belief
- sex
- sexual orientation
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity.

All the protected characteristics are covered by the employment provisions of the Act but the protected characteristics of **age, marriage and civil partnership do not apply to students**. It is not a breach of equality law therefore for schools to admit and organise students in age groups and to treat students in a way that is appropriate to their age.

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

**Indirect discrimination** occurs when a “provision criterion or practice” (PCP) is applied generally but has the effect of putting people with a protected characteristic at a disadvantage when compared to people without that characteristic. It is a defence to a claim of indirect discrimination if it can be shown that the PCP is a “proportionate means of achieving a legitimate aim and that it could not reasonably be achieved in a different way which did not discriminate. In the context of schools, examples of legitimate aims might be: maintaining academic or other standards or ensuring the health, welfare and safety of students.

Discrimination can include **associative discrimination** (when a person is treated less favourably because of their association with someone who has a protected characteristic) and **perception discrimination** (when a person is treated less favourably because it is believed they have a protected characteristic even if that is a mistaken belief).

**Harassment** has a specific legal definition in the Act based on the definition from the European Convention on Human Rights. 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”. This covers unpleasant and bullying behaviour, and potentially extends also to actions which, whether intentionally or unintentionally, cause offence to a person because of a protected characteristic.

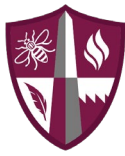
**Victimisation** occurs when a person is treated badly or treated less favourably than they otherwise would have been because they have done “a protected act” or because the school believes that a person has done or is going to do a protected act. A protected act might involve, for example; making an allegation of discrimination or bringing a case under the Act, or supporting another person’s complaint by giving evidence or information or doing anything else under or in connection with the Act.

### 3. Additional provisions relating to disability:

With regard to disability, there are two further types of unlawful behaviour, these are:

- Discrimination arising from a disability
- A failure to comply with the duty to make reasonable adjustments.





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**Discrimination arising from a disability** is when a disabled person is discriminated against because of something that is a consequence of their disability. This is unlawful unless the discrimination can be justified. **The duty to make reasonable adjustments** now extends to a **duty to provide auxiliary services and aids**. The duty to make reasonable adjustments means that where something a school does places a disabled student or member of staff at a disadvantage compared to other students or members of staff, the school must take reasonable steps to try and avoid that disadvantage. Auxiliary aids or services are things or persons which help. Whether a school should provide an auxiliary or service is a question of reasonableness in all the circumstances of the case.

The overriding principle of the equality legislation is one of equal treatment but schools may, and often must, treat disabled students and disabled members of staff more favourably than nondisabled students or non-disabled members of staff by making reasonable adjustments to put them on a more level footing with students and members of staff without disabilities.

Schools must also carry out accessibility planning for disabled students and members of staff under the Act. With regards to students, schools must implement accessibility plans which are aimed at increasing the extent to which disabled students can participate in the curriculum; improving the physical environment of school to enable disabled students to take better advantage of education, benefits, facilities and services provided; and improving the availability of accessible information to disabled students. With regard to staff, schools are under a duty to consider alterations to physical features of the school where it is reasonable to avoid disadvantage caused by disability.

#### 4. Positive action and positive discrimination:

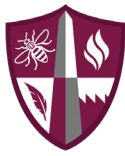
New provisions in the Act allow schools to take positive action in relation to students and members of staff with certain protected characteristics who may be disadvantaged for social or economic reasons to do with past or present discrimination. Any such action must be a proportionate way of achieving a legitimate aim. Positive action **is not** the same as positive discrimination. Positive discrimination is always unlawful except in the case of disability.

#### 5. Exceptions and exclusions:

There are some exceptions in the Act which apply to all schools and some which apply specifically to schools with a religious character (faith schools) and to single sex schools.

The daily act of collective worship is an exemption which applies to all schools in relation to the Act's religion or belief provisions. Schools are permitted to have acts of worship or other forms of collective religious observance and will not be acting unlawfully if an equivalent act of worship is not provided for other faiths. Schools are permitted to celebrate religious festivals.

The content of the school curriculum is excluded from the Act but the way, in which schools provide education, i.e. the delivery of the curriculum is not. Schools must ensure that the curriculum is not delivered in a discriminatory way and that it is delivered in accordance with the public sector equality duty. Schools should provide a broad and balanced curriculum for all students and should ensure that all students have equal access to all areas of the curriculum. When a school's Curriculum Policy is reviewed, due regard must be given to equality considerations.



# Rayner Stephens

H I G H S C H O O L

The Act does not deal specifically with school uniform or other aspects of appearance such as hair, jewellery and make up. The school's Governing Body determines uniform policy and the rules relating to appearance but must have due regard to equality law and to obligations under the Human Rights Act 1998 when making decisions in this regard. Governing Bodies should be sensitive to the needs of different groups and should act reasonably in endeavouring to accommodate those needs without compromising other school policies and requirements including requirements relating to health, safety and discipline.

## 6. The Public Sector Equality Duty and supporting specific duties:

The Act also introduced a single **Public Sector Equality Duty** (sometimes also referred to as the 'general duty'). The general duty applies to public bodies, including all schools and academies. The general duty is supplemented by separate **specific equality duties** which require schools to publish information to show how they are complying with their general duty and to prepare and publish equality objectives.

The general duty applies to all protected characteristics and requires schools, when carrying out their functions, to have **due regard** to the need to:

- eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Act
- advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it
- foster good relations across all characteristics.

Having due regard means that the Governing Body and the school's leadership team must ensure that whenever significant decisions are being made or policies developed, thought will be given to equality considerations. Equality will not just be an afterthought and will never be just a matter of ticking boxes. Decisions and actions will be made with an open mind and an assessment will always be made as to whether a particular decision or action may have implications for people with particular protected characteristics.

The Equality Act 2010 (Specific Duties) Regulations 2011 introduced new **specific equality duties** to help public authorities meet their obligations under the general duty. These specific duties apply to all schools. In order to comply with their specific duties, schools are required to:

- publish information to demonstrate how they are complying with their general duty
- prepare and publish equality objectives.

Schools are required to update published information at least annually and to publish objectives at least once every four years.