



# **Regents Park Community College**

## **Equality information and objectives**

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**Policy signed by: Chair of Governors**

**Policy to be reviewed: October 2025**

**Statutory**

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### 1. Aims

Regents Park Community College 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.

All members of the school community have the right to feel happy, safe and included and expect to work in an environment in which politeness, courtesy, mutual respect, equal treatment and individual rights are valued. We expect every member of our school community to make a commitment to create and maintain this environment and to ensure that it is conducive to effective teaching and learning. Within our wider school community, we promote tolerance and understanding of one another and value diversity, recognising everyone as an individual.

We are committed to advancing equality of opportunity for all and we work actively towards eliminating all forms of discrimination through our promotion of core values – Respect, Pride, Creativity & Challenge.

Equality does not simply mean treating everyone the same. It means providing equality of opportunities to all.

We recognise that certain individuals and groups in society experience disadvantage, prejudice or discrimination on account of their age, disability, ethnicity, gender, gender change, looked--after status, pregnancy or maternity, religion or belief, sexual orientation and socio-economic status or any combination of these.

We recognise the effects that discrimination can have on students' feelings of worth, on their school work and in the community. We actively foster good relations between diverse groups and individuals, and do not tolerate discrimination of any form.

### 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: The Equality Act 2010 and schools.

### 3. Roles and responsibilities

The governing 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 Headteacher

The Headteacher will:

Promote knowledge and understanding of the equality objectives amongst staff and pupils

Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils

Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have read this document and to work to achieve the objectives as set out in section 8.

#### **4. Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

The school has a designated member of staff for monitoring equality issues. They will regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

#### **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)

Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)

Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school activities)

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

Publish attainment data each academic year showing how pupils with different characteristics are performing

Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information

Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

#### **6. 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

Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

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

## **7. 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

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

## **8. Equality objectives**

### **Objective 1**

To promote positive relationships amongst young people, staff and the local community, recognising that the ethos of our school are all key to preventing discrimination.

### **Objective 2**

To monitor and analyse pupil achievement by niche group status and to act on any trends of patterns in this data.

### **Objective 3**

To challenge stereotypes that can deny opportunities to pupils through options, careers and wider PSHE guidance.

### **Objective 4**

To promote positive mental health and wellbeing in children and staff with protected characteristics.

## **9. Monitoring arrangements**

The Headteacher will update the equality information we publish, [described in sections 4-7 above], at least every year.

This document will be reviewed by Headteacher at least every 4 years.

This document will be approved by governing board

## **10. Links with other policies**

This document links to the following policies:

➤ Accessibility plan

➤ Risk assessment