



R I N G W O O D

— A NATIONAL TEACHING ACADEMY —

Ringwood School

Equality Information and Objectives

POLICY DETAILS

Policy Name	Equality Information and Objectives
Author	Leanne Symonds, Headteacher
Statutory, regulatory and/or contractual considerations	<p>Statutory</p> <p>To meet the public sector equality duty to:</p> <ol style="list-style-type: none">1. Eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act2. Advance equality of opportunity between people who share a protected characteristic and those who do not3. Foster good relations between people who share a protected characteristic and those who do not.
Equality assessment	<u>Positive</u> / Neutral / Adverse
Authorised By	Headteacher
Authorisation date	December 2019 Objectives reviewed December 2020 Objectives reviewed December 2021. Objectives reviewed December 2022. Full review December 2023 Objectives reviewed December 2024 Objectives reviewed December 2025
Implementation Date	December 2019
Next Review Date	Objectives revisited annually. Whole document to be reviewed by December 2027
To be reviewed by	FGB

Contents

1. Aims.....	2
2. Legislation and guidance.....	2
3. Roles and responsibilities.....	3
4. Eliminating discrimination.....	4
5. Advancing equality of opportunity.....	4
6. Fostering good relations.....	5
7. Equality considerations in decision-making	5
8. Equality objectives	5
9. Monitoring arrangements	7
10. Links with other policies	7

1. Aims

Ringwood School understands its responsibilities under the Public Sector Equality Duty and will promote the rights of all individuals to equality and respect through its ethos, processes and curriculum. We will, on every occasion, oppose all forms of prejudice and support positive attitudes towards an inclusive society.

Everyone has a right to an environment in which they feel comfortable, confident and are free to learn, with equal access to the opportunities available in the school regardless of race, religion, culture or gender.

Ringwood School recognises that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same. We recognise that for students that fall within the protected characteristics extra support is sometimes needed and to help them to achieve their full potential and be successful.

The Act requires us to publish information that demonstrates that we have 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

The Act has nine protected characteristics, it is against the law to discriminate against someone because of a protected characteristic. These are:

- | | |
|-----------------------|----------------------------------|
| ➤ age | ➤ sex |
| ➤ race | ➤ marriage and civil partnership |
| ➤ disability | ➤ sexual orientation |
| ➤ religion or belief | ➤ pregnancy and maternity |
| ➤ gender reassignment | |

As Ringwood School employs over 200 staff, the school has duties under the Public Sector Equality duty both as a service provider and as an employer.

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](#).

This document also complies with our funding agreement and articles of association.

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, 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.

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

All staff are expected to work in accordance with the principles outlined in this policy. They will:

- ensure that all students are treated fairly, equally and with respect, and will maintain awareness of the school's Equality responsibilities

- promote an inclusive and collaborative ethos in their practice
- strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images
- challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Senior Leadership Team
- support other staff members and encourage them to intervene in a positive way against any discriminatory incidents
- teach balanced views of other countries and identify similarities to ourselves.

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.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the Ringwood 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. the introduction of gender neutral toilets and a gender neutral uniform)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. we have a vibrant LGBTQ+ student group who meet regularly with a member of staff to discuss their needs)
- 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 clubs, giving opportunities to disadvantaged students where opportunities might be limited- access to The Brilliant Club for example)
- We take an equal opportunities approach to staff recruitment by ensuring information about the protected characteristics of applicants are not shared. Assistance is offered and provided to those with disabilities to enable them to attend interviews and where staff are recruited reasonable adjustments are made to facilitate equality and success.

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

- Publish internally and for the Governing Body 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 in the School's improvement plan.

- Make evidence available identifying improvements for specific groups and report these to the committees of the governing body as appropriate.
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own students or staff.

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 EP, tutor time 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, 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 an opportunity in Year 10 for students to visit a multi ethnic school in our region and for students of that school to visit Ringwood.
- Encouraging and implementing initiatives to integrate students across the school- the introduction of the House system in 2018/9 for example. The multi-discipline nature of the school production brings people together. All pupils are encouraged to participate in the school's activities, such as sports clubs and performing arts.
- Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach. For example EMTAS, Breakout Youth, Educational Psychologist service, PREVENT.

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:

- Is accessible to pupils with disabilities
- Is affordable to students from disadvantaged backgrounds.
- Has equivalent facilities for all students.

The school actively considers our equality duties and asks ourselves relevant questions during the trips and activities planning and risk assessment process. The colleagues that are involved in this are the Educational Visits Coordinator, Visit Leader, Safeguarding Team, Head of Year, and Medical Team, relevant support staff, 3rd party providers, external agencies, parents and students.

8. Equality objectives

Objective 1- To reduce the attainment and progress gap between boys and girls.

Why have we chosen this objective: Because we are worried about the underachievement of boys and their life chances. This gap, which we have seen over a number of years, despite trying different methods, is difficult to shift.

To achieve this objective we plan to: Highlight the gender gap at every Progress Check and use careers input and pastoral programme in Yr10 & 11 to motivate all students. Provide targeted intervention with literacy and numeracy and tailored career advice.

Objective 2- To reduce the attendance gap between disadvantaged and non-disadvantaged.

Why have we chosen this objective: Because our analysis is that lower attendance rates are at the source of significant disparity in outcomes between disadvantaged and non-disadvantaged students

To achieve this objective we plan to: Attendance, with a particular focus on disadvantaged students, is part of the school development plan. Cross referenced to the Pupil Premium strategy. There is high promotion of attendance, via communications home, parents' communication evenings, student assemblies, student rewards and close monitoring. In cases of persistent absence, student cases are subject to 'team around the family' meetings to support to improve attendance. Where attendance is slightly better the tutor may take the lead in encouraging attendance.

Objective 3- To improve the community's racial literacy to reduce the number of racially motivated incidents.

Why have we chosen this objective: Part of the school improvement plan to bring down the number of suspensions (there were 45 incidents of racial abuse last year) and to work towards students of a non-white heritage feeling as though they belong.

To achieve this objective we plan to: Train all of the community (students, staff and governors) in the Hemisphere programme over the next 3 years to improve racial literacy and to set pledges that the school community select individually and work towards. Year One (2025-6) is focused on the school experience of students from a Black heritage.

Objective 4- To eliminate materials and language which reinforces stereotypes or preconceptions.

Why have we chosen this objective: To meet the British Value of tolerance and to develop in our young people an acceptance of others. Our School is a 'monoculture' and is also quite isolated in the New Forest. It is critical that we seek to constantly promote 'difference' positively especially around protected characteristics.

To achieve this objective we plan to: Use PSHE, the Personal Development programme

(including assemblies, CCR, the vocabulary strategy, votes for schols), English and MFL lesson content to challenge stereotypes. To consider carefully material used by the school both in the curriculum (English for example) and the extracurricular opportunities (Production repertoire for example for both those who are in the Production and those who watch it). To respond robustly to any incidents which surround offensive actions or bullying around the protected characteristics. To create opportunities for students to listen to key speakers about this topic in order to create empathetic understanding. To use Anti-Bullying Ambassadors to help to promote anti prejudicial language disguised as 'banter'.

Objective 5- To promote positive attitudes towards excellence and achievement for every group.

Why have we chosen this objective: We want all of our students to have the highest ambition for themselves, regardless of background.

To achieve this objective we plan to: Use the careers and pastoral programme to increase motivation, use assembly and tutor times to promote aspirations/ ambition and being 'your best self'. Strong use of School Values and student leadership. Targeted use of programmes such as the Brilliant Club and Curious Minds. Use the scholar award and the rewards structure to reward students who are showing the positive attributes that we are trying to develop. To use alternative curriculum options (ASDAN) to motivate learners who are disaffected. Whole school focus of underachievement of particular groups – the High Prior Attainers for 2024/5 for example.

Objective 6 – To have in place reasonable adjustments for all staff that have conditions that fall under DDA to better meet their needs and ensure that any disadvantage they experience is addressed.

Why we have chosen this objective: We have recently had staff who have developed conditions that fall within the DDA and we want to ensure that we are conscious of any barriers for them and are overcoming these barriers.

To achieve this we plan for: the headteacher or senior leader to meet with each staff member in this category individually and regularly to ensure that they have any necessary equipment to undertake their role; staff have an appropriate amount of time off to attend medical conditions and that duties are amended where appropriate.

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 the Governing Body at least every 4 years.

This document will be approved by the Governing Body

10. Links with other policies

This document links to the following policies:

Accessibility Plan

Admission Policy

Behaviour for Learning Policy

Complaints Policy

Curriculum Policy

Equality and Diversity Policy

Equal Opportunities Policy

Governing Board Code of Conduct

Maternity, Paternity, Adoption Leave Policy

Anti-bullying Policy

SEND Policy and Report

Staff Conduct Policy and Code of Conduct

Trips and Educational Visits Policy