

# Royal Alexandra & Albert School



## Equality Policy

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**This policy was originated by Rea Mitchell, Deputy Head Academic**

**It was approved by the Pupil Matters Committee  
on 5 February 2019**

**It is next due for re-approval during the Autumn Term 2022**

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## **1. INTRODUCTION**

- 1.1 This policy sets out The Royal Alexandra and Albert School's approach to promoting equality, as defined within the Equality Act (2010). It covers sex, race, disability, religion or belief, sexual orientation, pregnancy, those undergoing or who have undergone gender reassignment and, in relation to staff only, age, and the school's statutory requirement to produce a Single Equality Scheme.
- 1.2 The Equality Act 2010 introduces a single equality duty on public bodies which will be extended to include all protected strands - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment. This combined equality duty came into effect in April 2011 and has three main elements. In carrying out their functions public bodies are required to have due regard to the need to:
- Eliminate conduct that is prohibited by the Act.
  - 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.

## **2. LEGISLATION AND GUIDANCE**

- 2.1 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. THE SCHOOL CONTEXT**

- 3.1 The Royal Alexandra and Albert School is a state boarding school in Reigate, Surrey teaching the age range of 7-18. The school serves the local Merstham, Redhill and surrounding communities for Flexi boarders and a national and international community of boarders entitled to a British education. There are 449 boarders, 103 day boarders, 502 flexi boarders and 10 day pupils. Day/ flexi boarders have access to an extended day from 7:30am to 9:00pm.
- 3.2 The School's charitable trust finances assisted boarding places for children who are without one or both parents or whose special circumstances make boarding desirable, collectively known as Foundationers. There are currently 58 boarder and 33 Day/Flexi

boarder Foundationers being supported in the School. The School is primarily a boarding school with an ethos of all round education.

3.3 As at January 2018 the School's population of 1064 currently includes:  
 532 boys ..... 50%  
 532 girls ..... 50%  
 of which, MoD children 122.....11%

3.4 Examination of the breakdown of the school community demonstrates a diverse school community. Indeed, ethnic diversity is greater than the Surrey average due to the background of the boarders

3.5 Special Educational Needs (SEN) figures:

	2014	2015	2016	2017	2018
School Action	96	Transferred to K code			
School Action Plus	97				
Statements	26	23	17	12	Now E code
Education, Health and Care Plan (E code)			2	9	12
SEN Support (New K code)		139	62	76	82
Registered disabled	2	2 (TBC)	2 (TBC)	0	0

Free School Meal (FSM)

FSM	2014	2015	2016	2017	2018
	41	32	36	39	39

Pupil premium is now allocated for any pupil who has received Free School Meals within the last 6 years and this figure is 47 making a total of 86 pupils who we currently receive FSM pupil premium for. This is an increase of 6 from last year.

3.6 Religion

The school's population describes itself as predominantly Christian (56%) with approximately 22% describing themselves as having "no religion" and 22% other religions including Buddhist, Hindu and Muslim.  
 Source: Sims data

2.8 Pupil stability is lower than the National average at 67% (due to the boarding nature of the school and the impact of having two standard years of admission of entry at Year 3 and Year 7.

3.7.1 The socio economic background of the pupils is very varied and cannot be easily categorised.

- 3.8 Current teaching staff: based on Workforce Census return  
 Teaching staff.....80  
 Female .....46  
 Male .....34

3.8.1 Ethnic groups of teaching staff:

	2014	2015	2016	2017	2018
White British	75	70	67	70	64
Irish					4
Any other ethnic background	8	14	12	12	12

- 3.9 Attainment levels of different groups of pupils:  
 2017-18 results indicated that boys do less well than girls in almost all areas. This is a key developmental area for the school. Disadvantaged students also do less well, however, this data is less reliable as a number of these students were educated off site. Similarly looked after children do less well, however, small sample sizes also make this data less reliable.

#### 4. AIMS AND VALUES

- 4.1.1 The school aims to provide equality and excellence for all in order to promote the highest possible standards. The school strives not only to achieve great results but also to create a balanced and rich environment enabling pupils and staff to flourish. These aims are supported through promoting a culture of respect for others; by recognising and celebrating differences between people; and working and living within a community where pupils are well prepared for life in a diverse society.

#### 5. THE SCHOOL'S APPROACH TO PROMOTING EQUALITY

- 5.1 The overall objective of the Equality Policy of The Royal Alexandra and Albert School is to provide a framework to pursue the equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.
- 5.2 The school seeks to ensure that no pupils, staff, parents, guardians or carers or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This includes the protected characteristics identified within the Equality Act 2010 of sex, race, disability, religion or belief, sexual orientation, pregnancy, those undergoing or who have undergone gender reassignment, and age (please note that age as a characteristic applies in relation to staff but not in relation to pupils within the school).

## **6. ROLES AND RESPONSIBILITIES**

- 6.1 School governors are responsible for:
- making sure the school complies with current equality legislation.
  - making sure that this policy and its procedures are delegated to the Headmaster to be followed.
- 6.2 The Headmaster is responsible for:
- making sure the policy is available and that the governors, staff, pupils and their parents/ carers know about it
  - making sure its procedures are followed
  - producing regular information for staff and governors about the policy and how it is working and providing training for them on the policy, if necessary
  - making sure all staff know their responsibilities and receive training and support in carrying these out
  - taking appropriate action in cases of harassment and discrimination
- 6.3 All school staff are responsible for:
- modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping
  - promoting equality and avoiding discrimination against anyone
  - keeping up to date with law on discrimination and taking advantage of training and learning opportunities
  - being aware of relevant policies such as the Complaints procedure & Whistle Blowing policy.
- 6.4 Line managers are responsible for:
- supporting all staff within their departments and ensuring that staff are aware of where to seek help and support
  - monitoring equality issues within their departments
  - reporting issues to the relevant people
- 6.5 Pupils are responsible for:
- keeping equality and diversity issues on the School Council agenda, through a shared input with staff on developing school / class rules which challenge discriminatory behaviour and developing policies relating to this area, for example the anti-bullying policy.
- 6.6 Parents/carers are responsible for:
- keeping equality and diversity issues on agendas of any relevant meetings, through a shared input with staff on developing policies relating to this area (for example, the anti-bullying policy) and the format and wording of the Home School agreement.
- 6.7 Visitors and contractors are responsible for:
- knowing and following the equality policy

- 6.8 Rea Mitchell, Deputy Head Academic, as the named member of staff and Jason Calder, as the named governor responsible for overseeing the equality practices in the school, have responsibilities for:
- Coordinating and monitoring work on equality issues.
  - Monitoring reports of harassment (including racist and homophobic incidents). Logs maintained by Deputy Head Pastoral and communicated to Governors at regular intervals.
  - Monitoring the progress and attainment of potentially vulnerable groups of pupils using termly data tracking and analysis completed by the Director of Inclusion (Pupil Premium coordinator), Heads of Department and whole school data.
  - Monitoring exclusions. Logs maintained by Deputy Head Pastoral and communicated to Governors at regular intervals.

## **7. ELIMINATING DISCRIMINATION**

- 7.1 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.
- 7.2 The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## **8. ADVANCING EQUALITY OF OPPORTUNITY**

- 8.1 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
  - 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 (including those featuring in the main school day, co-curriculum or boarding).

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

## 9. FOSTERING GOOD RELATIONS

9.1 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 through the tutor programme, 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 organising school trips and activities based around the local community
- 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

## 10. EQUALITY CONSIDERATIONS IN DECISION-MAKING

10.1 The school ensures it has due regard to equality considerations whenever significant decisions are made.

10.2 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
- Can be accessed by those who share a protected characteristic and people who do not share it

Has equivalent facilities for boys and girls

## 11. EQUALITY OBJECTIVES

***Objective 1: To narrow the attainment gap and improve outcomes for all students (regardless of special educational need, disability, race, ethnicity, socio economic group, sexual orientation, religion, health or gender reassignment) and, in particular, to narrow the gap between boys and girls.***



To achieve this objective we plan to:

- Undertake rigorous analysis and monitoring of achievement
- Ensure that intervention processes are accessible to all students
- To ensure that the Enhanced Learning Team are providing support needed to ensure the achievement of all groups of students
- To provide ongoing support and training for teaching staff to ensure full provision can be made within lessons for all SEND pupils
- To continue to ensure full and appropriate examination support provided for all pupils with SEND
- To continue to promote gender equality to track and monitor any attainment gap between boys and girls, providing intervention when needed
- To continue to track and monitor the attainment and progress of all ethnic groups, providing intervention when needed
- To continue to promote the school value and focus on “all faiths and none” while encouraging freedom of expression and open expression for faith and belief
- To promote school values where everyone is value equally regardless of actual or perceived sexual orientation
- To continue to form clear communication between the Academic and Pastoral leads so that attainment gaps are narrowed
- To ensure that staff are utilising the information available (e.g. through Class Charts) to ensure quality first teaching which effectively promotes progress for all students

***Objective 2: To continue to raise the attainment and achievement of every student so that they exceed national standards.***

To achieve this objective we plan to:

- As above and...
- Ensure students have access to literacy and numeracy support where necessary
- Ensure that students have access to academic revision sessions

## **12. MONITORING ARRANGEMENTS**

The Deputy Head (Academic) will review the equality policy annually. This document will be approved by Pupil Matters Academic/Pupil Matters Pastoral.

## **13. LINKS WITH OTHER DOCUMENTS**

This document links to the following documents:

- Accessibility Plan
- Cyber Bullying Policy
- Risk Assessment Policy

- School Trips and Visits Policy
- Rewards and Behaviour Policy
- Ending Bullying & Harassment Policy
- SEND Information Report
- Recruitment and Selection Policy
- School Development Plan