

Royal Alexandra & Albert School



Equality Policy

This policy was originated by Kate Ross, Deputy Head Academic

**It was approved by the Pupil Matters Academic Committee
on 9 May 2018**

It is next due for re-approval during the Autumn Term 2018

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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.
- 1.3 The Royal Alexandra and Albert School Equality policy has clear links with the Anti Bullying policy, the Special Educational Needs policy, and the Examination policy. The general principles of equality stated in this policy will apply to all other policies.

2. THE SCHOOL CONTEXT

- 2.1 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, 111 day boarders, 447 flexi boarders and 11 day pupils. Day/ flexi boarders have access to an extended day from 7:30am to 9:00pm.
- 2.2 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 26 Day/Flexi boarder Foundationers being supported in the School. The School is primarily a boarding school with an ethos of all round education.
- 2.3 As at January 2017 the School's population of 1018 currently includes:
- | | | |
|------------------------|-----|-----|
| 535 boys | 53% | |
| 483 girls | 47% | |
| of which, MoD children | 126 | 12% |

2.4 The breakdown of ethnic groups are as follows (noting that the ethnic diversity is greater than the Surrey average due to the background of the boarders):

Ethnicity Code	Description	Number of Pupils			
		2014	2015	2016	2017
ABAN	Bangladeshi			1	1
AIND	Indian	15	16	16	20
AOTH	Any Other Asian Background	50	56	58	54
APKN	Pakistani	3	2	4	3
BAFR	Black - African	81	94	105	129
BCRB	Black Caribbean	14	17	25	32
BOTH	Any Other Black Background	4	4	12	16
CHNE	Chinese	22	21	16	11
MOTH	Any Other Mixed Background	21	28	30	37
MWAS	White and Asian	28	32	30	30
MWBA	White and Black African	15	19	20	18
MWBC	White and Black Caribbean	20	24	21	23
OOTH	Any Other Ethnic Group	10	12	10	13
REFU	Refused	1	1	2	2
WBRI	White - British	587	564	547	511
WEUR	White European	45	54	46	60
WIRI	White - Irish	1	2	2	2
WOTW	White Other	40	33	36	34
WWEU	White Western European	11	16	22	22
TOTAL		968	995	1003	1018

EAL (English as an additional language)	2014	2015	2016	2017
	148 (15%)	139 (14%)	160 (16%)	181 (18%)

2.5 Special Educational Needs (SEN) figures:

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

Free School Meal (FSM)

FSM	2014	2015	2016	2017
	41	32	36	39

Pupil premium is now allocated for any pupil who has received Free School Meals within the last 6 years and this figure is 41 making a total of 80 pupils who we currently receive FSM pupil premium for. This is a decrease of 11 from last year.

2.6 Religion

The school's population describes itself as predominantly Christian (57%) with approximately 21% 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% (National average is 92%) 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.

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

2.9 Current teaching staff: based on Workforce Census return

Teaching staff.....82

Female50

Male32

2.9.1 Ethnic groups of teaching staff:

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

2.10 Attainment levels of different groups of pupils:

The Raise on line for 2016 showed that the majority of pupils attained levels at or above National expectations. Using Ethnic background there are no key groups that are dramatically out of line with any other in terms of attainment against national figures. In terms of pupil characteristics the groups that attain significantly above national averages in terms of attainment and value added are those who join in Year 7 with low prior attainment.

In 2016 the overall Progress 8 score of all pupils was 0.09. Girls achieved more highly with a Progress 8 score of 0.28; boys were slightly below average in terms of progress made with a Progress 8 score of -0.06. Pupils with low overall prior attainment were above the national average with a Progress 8 score of 0.56.

The Raise on line for 2016 showed that the progress of disadvantaged pupils was significantly below national average with a Progress 8 score of -0.58. Using Ethnic background, Black or Black British were also significantly below national in terms of their Progress 8 score for 2016.

3. AIMS AND VALUES

- 3.1 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.

4. THE SCHOOL'S APPROACH TO PROMOTING EQUALITY

- 4.1 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.
- 4.2 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).

5. ROLES AND RESPONSIBILITIES

- 5.1 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.
- 5.2 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
- 5.3 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.
- 5.4 Line managers are responsible for:
- supporting all staff within their departments and ensuring that staff are aware of where to seek help and support for example from the counselling team
 - monitoring equality issues within their departments
 - reporting issues to the relevant people
- 5.5 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.
- 5.6 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.
- 5.7 Visitors and contractors are responsible for:
- knowing and following the equality policy

- 5.8 Kate Ross, 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). Reports should be provided termly by Deputy Head Pastoral and Boarding to Governors at Pupil Matters Pastoral meeting.
 - Monitoring the progress and attainment of potentially vulnerable groups of pupils using termly data tracking and analysis completed by Assistant Head Inclusion, Pupil Premium coordinator, Head of Department and whole school data.
 - Monitoring exclusions. Reports should be provided termly by Senior Assistant Head to Governors at Pupil Matters Pastoral meeting.

6. MONITORING, REVIEWING AND ASSESSING IMPACT

- 6.1 The Royal Alexandra and Albert Equality Policy will be supported by a Single Equality Scheme. This scheme will be linked to the school development plan and will include targets for promoting equality. (See Single Equality Scheme appendix A).
- 6.2 The Single Equality Scheme will be monitored and reviewed termly by staff and governors to ensure that it is effective in eliminating discrimination, promoting access, participation, equality and good relations between different groups and that it does not disadvantage particular sections of the community. Any pattern of inequality found as a result of impact assessment will be used to inform future planning and decision making.
- 6.3 Monitoring reports will be provided annually for review by the Governing Body; these reports will refer to the school population, key initiatives and progress against targets and future plans.

APPENDIX A

A Single Equality Scheme - The Royal Alexandra and Albert School

2015 - 2016

The Single Equality Scheme requires schools to consider the 'General' and 'Specific' duties in promoting equality across the full range of protected characteristics, namely:

- Sex
- Race
- Disability
- Sexual Orientation
- Religion or Belief
- Gender Reassignment
- Pregnancy or Maternity
- Schools should consider age as a relevant characteristic in their role as employers, but not in relation to pupils

The General Duty

Public bodies have a 'General Duty' to

- Eliminate 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 Specific Duties

The school must, each year:

- Publish information showing that they have complied with the General Duty
- Publish evidence of the equality analysis undertaken

The school must also:

- Publish details of engagement undertaken with those with an interest in furthering the aims of the General Duty and the engagement they undertook in developing their Equality Objectives
- Set and publish Equality Objectives

The Specific Duties – Information Showing the School has complied with the General Duty

Duty	Actions Taken
<p>Eliminate conduct that is prohibited by the Act</p>	<ul style="list-style-type: none"> • The school has maintained a racist incidents log for a number of years and last year 2015-2016 2 such incidents were reported and followed up. The school continues to implement an Anti Bullying policy; this covers other forms of prejudice related bullying such as homophobic bullying. • The gap between the achievement of boys and girls continues to be highlighted by the new performance measures at Key Stage 4.. All departments have been asked to focus on the progress and achievements of boys to reduce this gap. • All school policies relating to equality have been reviewed and the Equality Policy now complies with the requirements of the Equalities Act 2010. • The school has started to raise staff awareness of the issues surrounding trans-gender and this and further training will be continued. A unit of work has been added into the Year 10 PSHE scheme of work and it is included in the Key Stage Three curriculum as part of the bullying and children’s rights sub-topics. It is also part of the sex and relationships education in Years 7 and 8. Relevant governor committees are researching the physical adaptations required to the building, particularly in relation to staff and pupil toilets and changing facilities. The main school building now has a new unisex toilet for pupils.
<p>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</p>	<ul style="list-style-type: none"> • The school has continued to develop and enhance the role of Citizenship and PSHE within the curriculum. All pupils have a 50 minute lesson per week, taught by trained departmental staff. The curriculum involves a diverse range of equality topics and themes and has been strengthened through the addition of lessons and units of work on sexual bullying, transgender, mental health, and active citizenship. Schemes of Work across the school include specific aims of eliminating discrimination, for example homophobic bullying (Y7), and human rights in relation to: sexual orientation (GCSE), gender (Y8 & GCSE), Pregnancy & maternity (Y8 & GCSE) Race (Y7, Y8, GCSE) gender identity (Y10). In addition schemes of work within Drama, History and English include issues related to discrimination. • The Junior school has a school council with pupils from each class voted for inclusion within the Junior school council. The Sixth Form Committee continues to operate and is active in its role and the Senior School Council continues to allow pupil voice and participation. The School Council has a link governor.

	<ul style="list-style-type: none"> • Student voice is the foundation of the Controlled Assessment for GCSE Citizenship. Students have to carry out an active Citizenship activity (Y10) & campaign (Y11) and assess the impact of their project. • Tutor and year groups have been active in their fund raising over the year for a variety of causes and charities.
<p>Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.</p>	<ul style="list-style-type: none"> • The school has a well established Peer Listening Programme with trained volunteers, part of whose role is to support vulnerable pupils and provide advocacy support. This highly effective provision has been acknowledged by Babcock and our staff have been invited to present at conferences and meetings about this work. • The school employs two counsellors who are available to all pupils by referral. This service is increasingly well used and indeed in response to a growing waiting list additional hours have been provided by the school. Additional staff, including the school Chaplain, also provide ongoing support and act as a support team across the school including bereavement counselling and other specific support. The services of an Educational Psychologists have been purchased by the school to support individual pupils and also to provide support with exam preparation and anxiety. • The Social Inclusion unit is used to provide immediate support and guidance for all pupils and issues are promptly dealt with and referred to the relevant areas such as the Key Stage Coordinators, Senior Pastoral support or the school Counsellor. Any bullying referrals are also dealt with via this team. The Social Inclusion Unit also provides a space for staff support and referral. • SEND pupils and other pupils who need a separate place to work for a short period of time can access support and working space in the Enhanced Learning Team (ELT). • Within the curriculum we have introduced six small nurture based literacy support groups within Years 7, 8 & 9. • Student voice is part of our school culture. The pupil body, school council and boarding student committees have been consulted on a number of issues including the anti bullying policy and the reward system, and will continue to be asked to specifically focus on and report on further issues relating to equality.

The Specific Duties – Publish Evidence of Equality Analysis Undertaken

Schools should consider how their policies and practices have furthered, or would further, the aims of the General Duty. This should include details of the information they considered in conducting that analysis.

Policy / Practice Considered	Outline how the policy / practice was evaluated	Outcome of analysis
<p>Equal Opportunities including Race and Disability Discrimination. Policy.</p>	<p>Current policies were reviewed by KRO and with consultation from the SLT</p>	<p>Policies were streamlined and updated to comply with the Equality Act 2010 (policy now includes the identified protected characteristics). There is now a single Equality policy rather than separate documents. The Equality policy was presented to governors for further discussion, refinement and adoption. The policy is updated and approved annually.</p>
<p>Behaviour</p>	<p>The boarding and school behaviour policies are now amalgamated as one whole school policy, with one behaviour matrix. The policy has been streamlined to ensure it is more user friendly.</p>	<p>There is a renewed focus on consistency, fairness and a clear progression of sanctions with an equal emphasis on rewards. School Council was asked to produce a pupil friendly version of the Behaviour matrix which is displayed in all classrooms.</p> <p>The Sixth form team, in consultation with SLT, produced an updated Sixth form Behaviour policy to ensure that it is in line with the main school, yet reflects the position of the students. The policy is designed to ensure that all students are supported to make or exceed expected levels of progress in an adult learning environment.</p>
<p>Anti Bullying</p>	<p>The policies relating to anti bullying, including cyber bullying and Youth Produced Sexual Imagery, were reviewed by MSK with consultation from SLT, Key Stage coordinators and Head of ICT.</p>	<p>Anti bullying policy has been streamlined and updated. There is now a single anti bullying policy rather than elements of anti bullying policy and practice appearing in a range of policies.</p>

		<p>Pupils were consulted via year group forums. An anti bullying email has been created. Posters are displayed in all Tutor group rooms with this information. An anti bullying governor has been appointed. There is a designated member of staff, MSK, in place responsible for anti-bullying. There has been an increased focus on the issues surrounding transgender and the transition of 2 transgender students.</p>
<p>Special Educational Needs</p>	<p>A new SEND policy is in place to recognise the changes with SEND 2014 requirements.</p> <p>A SEND consultant worked with the school to ensure that policy and practice met the new requirements and expectations.</p> <p>A new post of Assistant Head Inclusion has been in place since September 2015 bringing together SEND, Pupil Premium and English as an additional language (EAL) under one department to ensure that integrated support and challenge can be provided throughout the school career of pupils. Policies have been updated accordingly.</p>	<p>Learning coaches continued to be trained in areas of specialism such as emotional and social skill development to allow pupils to receive prompt in-house support.</p> <p>External behaviour support services are used to supplement internal provision.</p> <p>Learning coaches are now deployed in a variety of ways, utilising their specific skills and drawing more on targeted support for pupils rather than general class based support.</p> <p>Examination concession process has been refined. All staff are asked to keep an ongoing record of concerns with specific examples of work that can be used as evidence when applying for concessions. Full mock examinations have been included for Year 10, 11 and Sixth form with an increased emphasis and focus on formal examinations as part of the assessment weeks for years 7-9.</p> <p>The Activities Hut is now a school teaching area and is in full use as an examination hall for students requiring additional support; as</p>

		<p>well as Hi 1 and Hi 2 when necessary. In addition the examination team has continued to purchase screens to create smaller working spaces within the sports hall for the students who suffer from exam anxiety and find working in a larger space to be intimidating.</p> <p>The Inclusion Manager has completed the specialist assessor qualification and can now complete exam concessions testing in house and we have a further member of staff completing the training this year.</p>
Recruitment	SLT	<p>New requirements regarding health related questions during selection noted. Policy and procedures updated.</p>

The Specific Duties – Publish Details of Engagement Undertaken

Individual / Group engaged or consulted with.	Outline the nature of the engagement	Summarise outcomes from consultation
<p>Consultant for Equalities and RE Babcock 4S</p>	<p>RAAS was part of a curriculum equalities project led by Tamasine Bellaby, Head of Social Science 2011-2012.</p>	<p>RAAS has been provided with support for Equalities review and support in the creation and sharing of curriculum resources to provide ongoing support in this area.</p> <p>School cited as an example of excellent practice. Staff asked to present at a variety of forums. In addition two members of teaching staff were videoed teaching by Babcock as part of a County wide sharing of good practice and Continuing Professional Development (CPD) support.</p>
<p>Partnership for parents</p> <p>Parents</p>	<p>Monthly meetings with parents to discuss any issues raised by parents.</p> <p>Annual parental satisfaction questionnaires are administered electronically.</p> <p>Parental meeting workshops were held in Autumn 2015.</p>	<p>Wide range of issues identified by parents indicating that parents are willing to use this route to raise issues. Relevant issues are publicised to all parents via the weekly school newsletter or via targeted emails.</p> <p>Parents report continued satisfaction with the school on a large number of areas. RAAS will continue to use such feedback to inform the School Development plan.</p> <p>The Governors invited all parents to attend a series of listening workshops to allow for a full discussion about areas of strength and areas they felt required improvement. An action plan and follow up to these meetings is in place.</p>
<p>School Improvement Partner</p>	<p>Full annual review and analysis of external examination results. Report provided for governors.</p>	<p>Full written report provided along with attendance at full governors meeting. No overall concerns raised regarding any sub group of pupils.</p>

		Whole school focus on matching Maths and English achievement for targeted pupils. To continue to focus on disadvantaged pupils and their progress, along with SEND pupils. Whole school focus on maintaining and enhancing value added and levels of progress particularly for the high prior attainers.
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The Specific Duties – Set and Publish Equality Objectives

Characteristic	Objective	Success criteria	Date for review	Responsibility	Review 2017
Disability	To review offer and support provided to SEND pupils in light of the changing national policy and change in SEND leadership at RAAS	SEN policy reviewed and updated	Annual	AH inclusion ELG	Completed
		New methods of support and ways of working with SEND pupils continue to be developed, creating cohesion with other interventions provided across the school.	Annual	AH inclusion ELG	In place
		To provide ongoing support and training for teaching staff to ensure full provision can be made within lessons for SEND pupils	Annual + ongoing	AH inclusion ELG	Ongoing: Focus on Quality First Teaching and ensuring all teachers have access to the relevant information and strategies to support the pupils within their classrooms.
	To continue to develop LSA specialism to allow a wider range of in house provision and an enhanced LSA role working with individual and small	All LSAs to have range of specialisms available for deployment. Ongoing training provided.	Annual + ongoing	AH inclusion ELG/ assistant SENCo	Ongoing weekly training for the Learning Coaches and key inclusion staff on new approaches to support pupils both academically and pastorally.

	<p>groups of SEND pupils.</p> <p>To ensure full and appropriate examination support provided for all pupils with SEN/ Disabilities</p> <p>To have internal Specialist assessors trained.</p> <p>To continue to develop staff use of the teaching & Learning handbook to ensure that all staff are able to apply a range of appropriate</p>	<p>All pupils prepared for and receive appropriate support in all examinations and controlled assessment. New protocol for assessing immediate and ongoing need throughout the year to be reviewed and updated in light of experience.</p> <p>Two members of staff to complete full specialist assessor qualifications</p> <p>Ongoing discussion re effective implementation of teaching & learning handbook.</p>	<p>Annual</p> <p>Annual</p> <p>Annual</p>	<p>Exams and data team /SEN Dept</p> <p>AH inclusion ELG</p> <p>AH inclusion ELG</p>	<p>Training in literacy support completed. Subject specific Learning coaches now in place. Ongoing</p> <p>Completed. Jcq review of exam concessions took place 14th April. Positive report received.</p> <p>Inclusion manager now fully qualified and a further member of staff undergoing training.</p> <p>Ongoing</p>
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	<p>strategies to support pupil needs.</p> <p>To ensure full information on Disability is collected and recorded on Sims.</p> <p>School access plan to be updated.</p>	<p>In place and pupil information circulated as appropriate in advance of arrival at the school.</p> <p>Current plan reviewed and updated</p>	<p>Annual</p> <p>Annual</p>	<p>Admissions, office administrator and Data manager</p> <p>Bursar and Estates' Manager</p>	<p>Ongoing</p> <p>Assistant Head inclusion completed teaching & learning access plan. Physical access to be added.</p>
Gender	To continue to promote gender equality and to track and monitor any attainment gap between boys and girls, providing intervention where needed.	Attainment gap is reduced from current position in line with Yellis predictions for each year group.	Half termly with data collections and Annually in September at examination review	KRO/ IS/ GB/ SK & HoD	Ongoing
Race	To continue to track and monitor the attainment and progress of all ethnic groups, providing intervention where needed.	All ethnic groups make or exceed the expected levels of progress.	Half termly with data collections and Annually in September at examination review	KRO/ IS/ GB/ SK & HoD	Ongoing
Religion and Belief	To continue to promote the school value and focus on "all faiths and none"	Continue actively to celebrate a diversity of faith/ belief events drawing on the variety of	Ongoing	School Chaplain and SLT	Ongoing

	while encouraging freedom of expression and open expression for faith and belief.	faith groups within the school.			
Sexual orientation	To promote school values where everyone is valued equally regardless of actual or perceived sexual orientation	Continued promotion of this issue in Citizenship / PSHE lessons; homophobic bullying (Y7), SRE (All years) & Human Rights (GCSE Citizenship) To continue to raise awareness of this issue among all staff.	Ongoing	Social Science Department & HoD TB & SLT	Ongoing
Pregnancy & Maternity	To ensure policies and practice relating to pregnancy and maternity relating to both Staff and students are reviewed and updated in light of the Equality legislation.	Policies and practice are reviewed	Annually	DB, KRO, IS & Claire Honey	Ongoing