

Royal Alexandra & Albert School



Equality Policy

This policy was originated by Kathryn Hobbs, Deputy Head

**It was adopted by the Governing Body and Board of Management
on 27 July 2012 and re-approved by the
Pupil Matters Academic Committee on 24 May 2016**

It is next due for re-approval during the Summer 2017

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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 446 boarders, 116 day boarders, 424 flexi boarders and 17 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 55 boarder and 21 day 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 2016 the School's population of 1003 currently includes:
- | | |
|------------------------|----------|
| 545 boys | 54% |
| 458 girls | 46% |
| of which, MoD children | 119% 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			
		2013	2014	2015	2016
ABAN	Bangladeshi				1
AIND	Indian	15	15	16	16
AOTH	Any Other Asian Background	62	50	56	58
APKN	Pakistani	44	3	2	4
BAFR	Black - African	54	81	94	105
BCRB	Black Caribbean	15	14	17	25
BOTH	Any Other Black Background	9	4	4	12
CHNE	Chinese	18	22	21	16
MOTH	Any Other Mixed Background	19	21	28	30
MWAS	White and Asian	25	28	32	30
MWBA	White and Black African	10	15	19	20
MWBC	White and Black Caribbean	16	20	24	21
OOTH	Any Other Ethnic Group	9	10	12	10
REFU	Refused	1	1	1	2
WBRI	White - British	622	587	564	547
WEUR	White European	39	45	54	46
WIRI	White - Irish	1	1	2	2
WOTW	White Other	39	40	33	36
WWEU	White Western European	13	11	16	22
		971	968	995	1003

EAL (English as an additional language)	2013	2014	2015	2016
	150 (15%)	148 (15%)	139 (14%)	160 (16%)

2.5 Special Educational Needs (SEN) figures:

	2013	2014	2015	2016
School action	95	96	Transferred to K code	
School action plus	97	97		
Statements	27	26	23	17
Education, health and care plan (E code)				2
SEN Support (New K code)			139	62
Registered disabled	0	2	2 (TBC)	2 (TBC)

2 Free School Meal (FSM)

FSM	2013	2014	2015	2016
	41	41	32	36

Pupil premium is now allocated for any pupil who has received Free School Meals within the last 6 years and this figure is 55 making a total of 91 pupils who we currently receive FSM pupil premium for. This is a decrease of 18 from last year.

2.6 Religion

The school's population describes itself as predominantly Christian (57%) with approximately 22% describing themselves as having "no religion" and 21% other religions including Buddhist, Hindu and Muslim.

Source: Sims data

2.8 Pupil mobility – is higher than the National average at 31% (National average is 8%) 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.....79

Female43

Male36

2.9.1 Ethnic groups of teaching staff:

	2013	2014	2015	2016
White British	77	75	70	67
Any other ethnic background	13	8	14	12

2.10 Attainment levels of different groups of pupils:

The Raise on line for 2015 showed that the vast 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 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.

Overall the value added of the school increased to 1012.3. Girls achieved more highly in terms of value added than boys in 2015. Girls 1028 and boys 1001.7. Low prior attainers had a value added of 1051.9.

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, Acting Deputy Head, 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 1 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 has widened over the last year. 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 this will be amended and included as part of the KS3 provision for the following academic year. Relevant governor committees are researching the physical adaptations required to the building particularly in relation to staff and pupil toilets and changing facilities.
<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 School 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. • The Junior school was visited by the Local MP and some children invited to 10 Downing Street to follow up on an email sent by a pupil drawing attention to the situation of Syrian refugees.
<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 counsellor’s 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, led by 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
Equal Opportunities including Race and Disability Discrimination. Policy.	Current policies were reviewed by KH and with consultation from the SLT	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.
Behaviour	The boarding and school behaviour policies have developed as separate policies and are now to be amalgamated as one whole school and boarding policy.	<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 can be 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>
Anti Bullying	The policies relating to anti bullying, including cyber bullying and sexting, were reviewed by GB with consultation from SLT, Key Stage coordinators and Head of ICT.	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>Pupils were consulted via year group forums. An anti bullying text number and email has been created. Posters are displayed in all Tutor group rooms with this information. An anti bullying governor has been appointed.</p> <p>An anti bullying coordinator is in place. There has been an increased focus on homophobic bullying via staff training with an emphasis on challenging inappropriate language used by pupils.</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 meet 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, English as an additional language (EAL) and Gifted & Talented 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. In</p>

		<p>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>An external specialist assessor has been employed this year to complete all required testing of Years 10-13 in preparation for mock and public examinations. In addition the ELT manager has completed the specialist assessor qualification and can completed 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. Whole school focus on matching Maths and English achievement</p>

		for targeted pupils. To continue to focus on Looked after children and Free School Meal pupils, 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 2016
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.	June 2016	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	June 2016 + ongoing	AH inclusion ELG	Ongoing
	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 groups of SEND pupils.	All LSAs to have range of specialisms available for deployment. Ongoing training provided.	June 2016	AH inclusion ELG/ assistant SENCo	Training in literacy support completed. Subject specific Learning coaches now in place. Ongoing

	To ensure full and appropriate examination support provided for all pupils with SEN/ Disabilities	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.	June 2016 and Annual	Exams and data team /SEN Dept	Completed. review of concessions place 14 th April. Positive report received.	JCQ exam took report
	To have internal Specialist assessors trained.	Two members of staff to complete full specialist assessor qualifications	June 2016	AH inclusion ELG	External assessor used this year. ELT manager now fully qualified and a further member of staff undergoing training.	
	To continue to develop staff use of the teaching & Learning handbook to ensure that all staff are able to apply a range of appropriate strategies to support pupil needs.	Ongoing discussion re effective implementation of teaching & learning handbook.	June 2016	KH/ AH inclusion ELG	Ongoing	
	To ensure full information on Disability is collected and recorded on Sims.	In place and pupil information circulated as appropriate in advance of arrival at the school.	Oct 2015	Admissions, office administrator and Data manager	Ongoing	

	School access plan to be updated.	Current plan reviewed and updated	June 2016	Bursar and Estates' Manager	Assistant Head completed teaching & learning access plan. Physical access to be added.
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	KH/ 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	KH/ IS/ GB/ SK & HoD	Ongoing
Religion and Belief	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.	Continue actively to celebrate a diversity of faith/ belief events drawing on the variety of faith groups within the school.	Ongoing	School Chaplain and SLT	Ongoing

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, KH, IS & Claire Honey	Ongoing

Characteristic	Objective	Success criteria	Date for review	Responsibility	Review 2017
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<p>Disability</p>	<p>To review offer and support provided to SEND pupils in light of the changing national policy.</p>	<p>New methods of support and ways of working with SEND pupils in place.</p> <p>To provide ongoing support and training for teaching staff to ensure full provision can be made within lessons for SEND pupils</p>	<p>Annual</p> <p>June 2017</p>	<p>AH inclusion ELG</p> <p>AH inclusion ELG</p>	
<p>Gender</p>	<p>To continue to promote gender equality and to track and monitor any attainment gap between boys and girls, providing</p>	<p>Attainment gap is reduced from current position in line with Yellis predictions for each year group.</p>	<p>Half termly with data collections and Annually in September at examination review</p>	<p>KRO/ IS/ GB/ ELG & HoD</p>	

	intervention where needed.				
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/ ELG & HoD	
Religion and Belief	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.	Continue actively to celebrate a diversity of faith/ belief events drawing on the variety of faith groups within the school.	Ongoing	School Chaplain and SLT	
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 raise awareness of this issue among all staff.	Ongoing	Social Science Department & HoD TB & SLT	
Gender Identity	To promote school values where	To raise awareness and provide ongoing training	Annually	MSK/ SKI/ Justine Stafford	

	everyone is valued equally regardless of gender identity	<p>for all staff, teaching and boarding, in issues relating to Transgender.</p> <p>To raise awareness and provide information to pupils via Citizenship/ PSHE lessons. Currently in Year 10 to now be introduced in KS3.</p> <p>To ensure physical adaptations are considered, costed and implemented.</p> <p>To put in place individual support where need is identified.</p>	<p>Annually</p> <p>Annually</p> <p>Annually</p>	<p>TB & SLT</p> <p>Bursar and Governors</p> <p>SLT/ HoY/ HoH</p>	
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	HR & SLT	