

RAINHAM MARK EDUCATION TRUST

SINGLE EQUALITY PLAN

Review Body:	MAT Board
Leadership Group Responsibility:	Assistant Headteacher/Pastoral
Type of Policy:	Statutory
Review Period:	Every three years
Reviewed:	June 2016
Next Review:	June 2019

Rainham Mark Educational Trust is dedicated to ensuring that all members of the school community and the wider community are treated equally, fairly, and with respect by the school and by each other. This applies to the school as a place of education, a business, and an employer. Prejudice, discrimination, and victimisation are not tolerated, and we work hard to instil in our pupils a strong understanding of right and wrong, including the importance of inclusion, acceptance, and compassion towards others. The school's main priority is to provide the best education and care that we can, and establish a cooperative working relationship between home and school, so as to aid the development, progress, and needs of all the children in our care.

This plan sets out how the school will promote equality of opportunity regardless of race, gender, transgender, disability, age, pregnancy and maternity, religion or belief and sexual orientation, in both the delivery of its services and the employment of its staff. It is created by Rainham Mark Educational Trust governing body with the help of the core team in line with the Equality Act 2010 and operates in conjunction with other Trust policies – particularly the **special educational needs policy, admissions policy, anti-bullying policy** and the **behaviour for learning policy**. These are available on the Web-site, The Staff handbook and within the Core. These policies are referred to within the new staff induction programme.

Through the creation of this equalities plan, we have been able to develop a better understanding of what the challenges to equality are within the school and how we can best deal with these. This policy will be reviewed every 3 Years or any time there is an update or change to equality legislation, to ensure that it is being effectively implemented and remains focused and up to date on issues surrounding equality both within the school and nationally.

School Context

Rainham Mark Grammar School has a total of 1292 (736 male, 554 female and 2 pupils identify as transgender pupils (June 2016), 57 are SEND, a total of 11% qualify for PPG.

Twydall Primary School has a total of pupils 506, 101 SEND and 19% are PPG

During 2015-2016 we have developed a whole school understanding of LBGTQ; there has been whole school staff training, assemblies and the creation of gender neutral toilets. We have worked with outside agencies such as Stonewall and parents. We have developed an information wall and placed posters around the school to improve pupil awareness of gender issues. We have reviewed our anti-bullying policy to reflect our growing awareness of this.

Roles and responsibilities

Creating a school environment that promotes equality and denounces discrimination is a whole-school responsibility and requires all members of the school community to be actively involved in breaking down barriers to learning and barriers to social and emotional development that prejudice can create.

All members of the Rainham Mark Trust are expected to help maintain an atmosphere of mutual respect and tolerance. All staff have been trained in Prevent and are expected to demonstrate British Values. **It is important to us that children should feel secure, valued and happy.** RMGS is a school with values founded on respect, and consideration.

Individuals in the school are expected to take responsibility for supporting and promoting equality in school above and beyond the responsibilities listed below. The Headteacher and Core Team including the SENCO have the day-to-day responsibility for coordinating the implementation of this scheme.

The governing body

The governing body will:

- create and approve this policy with the help of the Headteacher and ensure that is adopted correctly throughout the school
- ensure the school complies with all equality legislation and the school's equality objectives
- monitor and evaluate the effectiveness of the equalities plan annually and make any amendments to improve on the plan when and where necessary
- nominate a named governor to oversee the implementation of the equalities plan, monitor equality outcomes, and regularly report back to the rest of the governing body
- ensure that parents are informed of any incident related to this scheme which could directly affect their child
- report to parents, carers, and the wider community on the progress of the school's equality plan through the school prospectus, the school website, and the school's annual report.

The Headteacher and core team

The Executive Headteacher, with the support of the rest of the core team, will: promote the single equalities plan both within the school and externally to the rest of the community.

Designated person

- ensure that all staff are aware of their role and responsibilities regarding the promotion and delivery of equality in school
- report back to the governing body on how the plan is working and any amendments that they feel should be made, as well as feedback from staff, pupils and parents
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- take appropriate action where discrimination or victimisation occurs.

Staff

School staff will:

- ensure that they are up to date and aware of the contents of this plan and the school's policy towards all types of discrimination
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- work to promote anti-bullying strategies as outlined in the school's **behaviour and anti-bullying policy**
- show a commitment to undertake development and training within this area
- engage with the school in eliminating any discrimination and act as a good example to pupils
- promote a positive working environment
- report back to core team immediately on any incidents relating to discrimination or victimisation, either by staff, pupils, or any other member of the school community, so that these incidents can be reviewed and action taken where necessary.

Pupils

Pupils at the school will: engage with the school in eliminating any discrimination

- promote a positive work environment and a positive attitude towards equality when both in school and off the school site
- report to school staff any incidents of inappropriate language or behaviour, discrimination or victimisation that they know to have occurred
- work to promote the anti-bullying strategies outlined in the school's **behaviour and anti-bullying policy**
- set a good example regarding behaviour and social awareness to younger pupils and their peers.

Parents, carers, and visitors

Parents, carers, and visitors to the school are expected to: familiarise themselves with the school's single equality plan and support the scheme by promoting a positive attitude towards equality at home.

- attend any relevant meetings/awareness-raising sessions that they are invited to relating to the school's equality plan
- work with the school to resolve any incident relating to discrimination or victimisation that their child is involved in
- respect and follow our equality when visiting the school.

Key groups at risk

While the school recognises that any person or group of people can become victim to discrimination, victimisation or unfair treatment, people may be more at risk of becoming victims of inequality due to:

- **Race**
- **Disability**

You can find all the information about our school's SEN provision including our provision for inclusion in the school's **SEN policy** and the school's **accessibility plan**.

- **Gender and transgender**
- **Religion or belief**
- **Sexual orientation**

Promoting equality and social awareness in school and within the local community

Community cohesion

The school expects all of its students and staff to act respectfully towards members of the wider community that the school is part of.

Inclusion

Promoting and practising inclusion in school lessons, around the school site, during all school activities and into the wider community is a key part of developing a positive attitude towards equality and people from different backgrounds. You can find more information regarding our provision for and policy on inclusion for SEN in the school's **SEN policy**.

Pupil voice

Through our support of student voice we encourage our pupils to have confidence in voicing their opinions and taking responsibility for the world around them. It is important that we teach our children how to engage in mature social interactions and get along with a variety of different types of people. This is developed through our student council by interactions between pupils from different year groups, and Houses.

Student Voice is well represented at RMGS. There is a Head Girl and Head Boy and a team of prefects who assist with the daily running of the school. Each house has a House Captain and team of Prefects, RMGS gives Leadership opportunities to the students. These Prefects and others have also supported pupils in the RMET by supporting Literacy, numeracy and Sporting activities.

Ambassadors act as representatives for each year group, bring the views to the student council. Pairs of ambassador's research a project, results of which are reported to core and Governors and discussed for further action. For example outdoor furniture has been bought and is well used by pupils. Students have also participated in Action Research Projects. Bi-annually pupils views are sort via the Kirkland Rowland Questionnaire.

There is always a pupil panel during the recruitment of staff.

Recruitment

RMET is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status, pregnancy and maternity or sexual orientation. RMET acknowledges that unfair discrimination can arise on occasion and so will ensure that the equal opportunities policy outlined in this plan is the foundation for all its activities.

Where a candidate is known personally to a member of the selection panel it will be declared before shortlisting takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to.

More information about our recruitment procedures can be found in the school **recruitment policy**.

Equal opportunities for staff

As part of our commitment to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment, the school will ensure that:

- all staff appointments and promotions are made on the basis of merit and ability and in compliance with the law;
- staffing of the school reflects the diversity of our community wherever possible;
- as an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce;
- we respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice;
- we ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Staff discipline and suspension

RMET is committed to ensuring that all school staff are treated fairly and consistently and this is held to account through our **staff discipline, conduct, and grievance policy**.

The education and wellbeing of our pupils is our main priority. Any member of staff who creates a barrier to learning for our pupils will be disciplined. The **school's staff appraisal policy** provides more information on how the school monitors staff performance. We hope that staff will feel confident to voice complaints and grievances in the confidential environment of the school and that they will trust the school to deal with their grievances fully, promptly, and fairly. The school puts great faith in all its employees, and hopes never to have to discipline anyone as a result of misconduct.

Behaviour, exclusions and attendance

The schools **behaviour for policy** takes full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustments for pupils with special educational needs and disabilities. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups, and will take action to address any concerns that arise in this area.

Read our schools **attendance, behaviour and exclusions policies** for more information on the processes surrounding these topics.

The curriculum

All staff are expected to demonstrate British Values. In RE we have posters on religious attitudes to diversity and gender issues. Disability, discrimination and diversity are covered within PSHE. Opportunities within other subject areas are also taken to address SMSC issues and in particular develop an understanding of social equality and also promote British values in particular in English, Drama, History and Geography schemes of Work.

Monitoring and review

This single equality plan will be reviewed every 3-years by the governing body, unless there is specific reason for it to be reviewed earlier (for example an incident involving members of the school community or new legislation). Governors will review how effective it is in tackling discrimination, promoting access and participation, equality and good relationships between different groups, and that it does not disadvantage particular sections of the community. Governors will also review evidence that it is being put into practice in school by staff and pupils, and whether there is any need for extra training or development sessions across the whole school to ensure it is promoted and implemented as much as possible.

Information will be gathered through:

- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet security of information requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- pupil attainment and progress data relating to different groups;
- children's and young peoples' views, actively sought and incorporated in a way that values their contribution;
- information about how different groups access the whole curriculum and how they make choices between subject options;
- sports and activities choices of all groups;
- uptake of the extended school offer by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development, and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

At regular intervals throughout the year the Headteacher/senior leadership team will provide **monitoring reports** for review by the governing body. These will include:

- progress against targets relating to equality and future plans
- school population
- recruitment and retention
- key initiatives.

Outcomes

One of the most important indicators of how successful we are as a school in promoting equality and eliminating discrimination are the outcomes for various individuals and groups. Where robust analysis of outcomes reveals poorer outcomes for any particular groups, an impact assessment will be carried out and an action plan put in place to aid these outcomes. Action plans will outline:

- objectives and specific actions to be taken
- expected impact and indicators of achievement (success criteria)
- clear timescales
- who has lead responsibility
- resource implications
- specified dates for review

Equality impact assessments

Impact assessments are carried out as part of the review of all school policies and assess whether school policies or plans are having a negative or adverse, or positive impact on groups and individuals within the school community.

Reporting on our progress

Progress on the implementation on this policy will be shared via the school website and reviewed every three years.