



Tring School

## Equalities Scheme

<b>Policy Review</b>	
Review Schedule	Annual
Reviewed by:	Local Governing Body
Accepted by:	Trust Board
Reviewed:	November 2020
Date of Next Review:	November 2021

Tring School is committed to equality of opportunity for all pupils, staff, parents and carers. Policies have been written and reviewed with due regard to the Equalities Act 2010.

### **Introduction**

We believe that students thrive in a happy, secure and caring environment. It is an essential part of a school ethos that the values of peace, love and caring for others should be core values that we respect and agree.

### **Scope**

The RLP is at the heart of the community delivering an inclusive education to students of all ages. Our mission is to embrace challenge and to celebrate success in all that we do by striving for every learner to reach their full potential. The culture that we have in our schools means that they each retain their distinctiveness but learn and grow together and remain collectively responsible for providing all students with exciting and inspiring opportunities.

### **For Church Schools in the Ridgeway Learning Partnership the following biblical narrative applies:**

*'For the Lord your God is God of gods and Lord of lords, the great God, mighty and awesome, who shows no partiality and accepts no bribes.'* Deuteronomy 10:17

*'May the nations be glad and sing for joy, for you rule the peoples with equity and guide the nations of the earth.'* Psalm 67

**Linked Policies - [Accessibility Plan](#), RLP Equality Policy**

## **School Vision**

Our work in secondary school is actually very simple. In seven years, we need to teach, to listen, to learn, and to care to make sure that those children who arrived at 11, full of energy, hopes and dreams, leave at 18 or 19 as adults ready to take their place in the world. They will need academic qualifications, ones that are suited to each individual child, that will equip them for the 21st century with its staggering pace of change, social, technological, economic and environmental.

We want them to leave possessing a self-understanding and a deep-rooted confidence, creativity, resilience and entrepreneurial skills. We want them to know their gifts and talents and skills and how to use them for the good of those around them, and for themselves. Above all we want them to be well rounded human beings, rooted in care for others and their environment and these characteristics must be values-based.

The passage in I Corinthians teaches us that there should be no division in the body and that we should all have concern for each other. "If one part suffers, every part suffers with it; if one part is honoured, every part rejoices with it". We all work together, secure in the knowledge of God's love, to make sure we experience life in all its fullness.

## **School Values**

### **Our Motto is:**

### **Live to learn - Learn to live**

In addition to securing the highest standards of achievement, our motto underpins our belief in creating successful learners (wisdom), confident individuals (hope) and responsible citizens (comprehensive community) whom we are privileged to serve for their formative seven years here at Tring School.

## **Our Christian Inspiration**

Our deepest inspiration is our Church of England tradition of Christian faith and practice. This has been part of education in England for many centuries, and we are committed to sustaining and renewing it, alongside and in conversation and in collaboration with all stakeholders, so that it can be creative and responsible contributor to twenty first century education.

**'Concerning Spiritual Gifts' (Corinthians 12:1)**

*'There are different kinds of gifts, but the same Spirit distributes them. There are different kinds of service, but the same Lord. There are different kinds of working, but in all of them and in everyone it is the same God at work.'*

Our Christian values are reflected in our students:

### **Wisdom – Successful learners**

Wisdom is insight into the way life works: a proper understanding of the consequences of our thoughts, words and actions and an awareness of the true value of things. It is rooted in proper reverence for God, who is the source of all life and all values.

### **Hope – Confident individuals**

Christian hope means trusting in the loving purposes of God: trusting that the foundations

of the world are good because they spring from God. It means believing that, ultimately, we are destined to share in that goodness because of what Jesus has done.

### **Koinonia (Community) – Responsible Citizens**

*Koinonia* means 'that which is in common' and is often translated as 'fellowship' or 'community'. A central element of being a family is interdependence: all are needed and valued and each person is important to the whole. The same message is found in Paul's image of the Christian community as the body of Christ. Each member of the body shares the joys and sufferings of others and each depends upon everyone else.

Woven into our values are 'dignity' and 'respect' which is evidenced across our school.

### **Policy Statement**

We are committed to ensuring equality of education and opportunity for all students, staff, parents and carers receiving services from the school, irrespective of age, disability, ethnicity and race, gender, gender identity and reassignment, pregnancy, maternity and breastfeeding, religion and belief or sexual orientation. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in school life.

### **School Context**

#### **A converter Academy with a Christian ethos.**

As a traditionally Voluntary Controlled School we have strong links with the local churches, and Christian values underpin our ethos.

#### **Social and Economic background**

- a) The school serves the small market town of Tring and the surrounding villages.
- b) The intake reflects a largely middle class area with many 'commuting' parents.
- c) Support for and interest in the education of their children is very high among the majority of parents, as is their level of expectation (attendance at consultation and other events, in house questionnaires).
- d) The majority of our students are White British (91%) with the next significant group being White Other (1.40%).
- e) The percentage of Pupil Premium is 13.2%.
- f) Student mobility is low.

#### **Attainment on Entry**

- a) Standards of achievement on entry are generally above average yet some variability in ability has been identified in some of our present year groups.
- b) The percentage of students with special educational needs is well below the national average while the percentage of those with statements is below the national average.
- c) The percentage of students whose first language is not believed to be English is low.

#### **Community links**

Partnership with other local groups such as Friends of Tring Church Heritage, Tring Museum and Local History Society and the Walter Rothschild Museum.

#### **Enhancement Provision**

Tring has many learning features which go beyond the classroom

## **Current situation**

### **The standard procedures and processes of our school – disability**

- a) The school has an accessibility plan which drives ongoing changes and adaptations of the school site to allow greater access for students and staff (i.e. adjustable height working spaces in practical areas, installation of a hoist in the pool area, laptops & specialist software, installation of three lifts, serviceable ramps to most areas).
- b) The Special Educational Needs policy (in line with the SEND Code of Practice 2015) incorporates the needs of students with a range of disabilities including access to the curriculum and specialised support from outside agencies e.g. Speech, Hearing, and Physical and neurological impairment services, specialist teacher support.
- c) The school provides support for personal care (where outlined in an EHCP) and support on school trips including residential.
- d) Parents of students with disabilities are kept informed with regular personal contact from the SENCO and the Learning Support Department.
- e) The Learning Support Department raises awareness of barriers to learning and involves students in supporting peers with disabilities and learning difficulties across all phases.
- f) Familiarisation visits to the school are arranged prior to induction day and Yr7 transition for students identified as needing significant additional support.
- g) After the completion of examinations in Yr11, Familiarisation Visits to—Further Education Institutions are organised for those students who will be leaving Tring School and have been deemed as vulnerable, have SEN or a disability, in accordance with SENDA Code of Practice 2014 and Equality Act 2010 as amended.
- h) School data and interventions offered are analysed carefully to ensure maximum advantage to all student groups (please see the SENCO if you would like clarification).
- i) Regular escorted visits offsite for familiarisation in town and for shopping take place, where required.
- j) Specific visual and audio logical resources including ICT software is prepared and provided for students with a range of impairments at appropriate levels across the curriculum and key stages.
- k) Lunch Lounge is organised daily for students who find interaction during unstructured time difficult, safe spaces also available during break. Both these spaces are staffed daily.
- l) Breakfast Club is offered to PP students, but open to all.

### **The standard procedures and processes of our school – gender**

- a) This is a co-educational school and this is reflected in our school's admissions policy.
- b) All areas of the school's curriculum are accessible to all students regardless of gender and gender identity.
- c) The school scrutinises student performance, attendance, detentions and exclusions by gender, to detect trends and address any issues.
- d) School data and interventions offered are analysed to ensure maximum advantage to all student groups – race/gender, learning difficulties and disabilities.

### **The standard procedures and processes of our school – race**

- a) The school recognises that its student population and the area it is situated in is not culturally diverse. This is addressed through the school's Lifeskills programme.
- b) This is a multi-racial school and this is reflected in our school's admissions policy.
- c) All areas of the school's curriculum are accessible to all students.
- d) The school has clear guidelines on how it will deal with incidences of racist behaviour.
- e) The school reports termly to the LA regarding racist incidents – one leadership team member has overall responsibility for monitoring this.
- f) The school scrutinises student performance by race, to detect trends and address any

issues.

## **The standard procedures and processes of our school – community cohesion**

### **Teaching, Learning and Curriculum**

- Teaching and curriculum provision supports high standards of attainment, promotes common values and builds understanding of the diversity that surrounds them.
- Lessons promote common values and help students to appreciate differences and challenge prejudice and stereotyping, specifically PRS; English; Humanity subjects and Life Skills sessions.
- A programme of curricular based activities where fieldwork, visits and meetings promote interactions with members of different communities includes: World Challenge, Biology and Geography field trips, debating competition, Fair Trade, Able and Ambitious opportunities such as university visits, Oxbridge speakers coming into school, specific ELD events, Science Big Bang visit (to name but a few), West Herts College, working with Tring Churches Together and morning prayers and a range of musical activities and events.

### **Equality and Excellence**

- To ensure high standards of attainment for all students from all ethnic backgrounds and of different socio-economic status. To quote the school motto, 'Live to Learn, Learn to Live'.
- Effective approaches to deal with, and monitor, incidents of prejudice, bullying and harassment. Refer to the appropriate policies for further detail.
- Admission arrangements that promote community cohesion and social equality eg KS2/3 transition, primary school visits, work shadowing, induction, SEN visits, Open Evening.

### **Engagement, extended services and ethos**

- Providing opportunities for children, young people, their friends and family to interact with others who have a variety of different perspectives eg:  
**School based engagement** such as Year 13 UCAS interview preparation with local business people, Holocaust Speaker, assembly programme, charity and fundraising events, Year 12 Work Experience, Year 7 Skills Day, Extended Learning Days, Tring Youth Town Council, School Travel Plan, School Council, Tring Tornados Football Club, RE Mothers Union  
Strong links and multi-agency working between the school and other local agencies such as Connexions, youth support service, the police and social care and health professionals; and  
**Engagement with parents** through curriculum information evenings, Life Skills evenings, subject evenings, parent and child courses.

### **Legal Background**

Our school is committed to meeting its public sector equality duties (PSED) as detailed below. We understand our General Duty under the Equality Act 2010 (as amended) and SEND Code of Practice 2015.

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.

- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED)

The specific duties require schools to:

- Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in the Equality Act 2010 (as amended) and the SEND Code of Practice 2015.
- Set every three years one or more specific measurable equality objective/s that further the aims of the equality duty.

### **Protected Characteristics**

The protected characteristics for school provisions are:

- Age (for staff only)
- Disability
- Ethnicity and race
- Gender (sex)
- Gender identity and reassignment
- Marriage & civil partnership (for staff only)
- Pregnancy, maternity and breastfeeding
- Religion and belief
- Sexual orientation

### **General duties**

Under the Equality Act 2010 (as amended) and SEND Code of Practice 2015 the school recognises it has a statutory duty to carry out our functions with due regard and to ensure that all groups prosper including:

- Boys and girls, men and women
- All minority ethnic groups including travellers, refugees and asylum seekers
- Students or families with different religions or beliefs
- Students and others with special educational needs
- Students and others with a range of disabilities
- Children looked after and their carers
- Children and/or staff, who are gay or lesbian,
- Students who are pregnant or have just given birth
- Transgender students or staff undergoing gender reassignment

### **Disability**

We have a statutory duty to carry out our functions with due regard to the need to:

- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life
- take steps to take into account people's disabilities

### **Gender**

We have a statutory duty to promote gender equality with due regard to the need to:

- eliminate unlawful sex discrimination; and
- promote equality of opportunity and good relations between women and men, girls and boys, transgender.

### **Race**

We have a statutory duty to promote race equality with due regard to the need to:

- eliminate unlawful discrimination;
- promote equality of opportunity; and
- promote good relations between people of different racial groups.

### **Community cohesion duty**

In addition to addressing the duties outlined above, our school is committed to working hard to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action. We are committed in providing:

- teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds students' understanding of the diversity that surrounds them
- lessons across the curriculum that promote common values and help students to value differences and challenge prejudice and stereotyping
- a programme of curriculum-based activities whereby students' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
- support for students for whom English is an additional language to enable them to achieve at the highest possible level in English.

### **Roles and Responsibilities**

The LGB, supported by the Head of School and staff, is responsible for ensuring the implementation of this scheme.

The school operates equality of opportunity in its day-to-day practice in the following ways:

#### **Teaching and learning**

We aim to ensure that all pupils have access to a broad and balanced curriculum with the opportunity to succeed, and to reach the highest level of personal achievement.

#### **Admissions and exclusions**

Our admissions arrangements are fair and transparent and do not discriminate on race, gender, disability, gender identity and reassignment, religion and belief, sexual orientation. Exclusions are based on the school's Behaviour Policy.

#### **Equality and staff**

Equality of opportunity on grounds of age, gender, race, disability, sexual orientation, gender re-assignment and faith or religion, pregnancy, maternity or breastfeeding is afforded when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

*See the RLP Trust's Equality Policy*

### **Commitment to implementation**

Headteacher/CEO – Sue Collings - retains overall responsibility for ensuring that the Equality Objectives are delivered effectively.

Leadership will report to the Head of School on actions and progress as part of the Whole School Development Plan Review.

The Leadership Team will report annually on equality and diversity to the Local Governing Body.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

<b>Responsibility for</b>	<b>Key person</b>
Single equality scheme	Headteachers in the Trust
SEN	SENCO - CJL
Accessibility and Accessibility Plan	Business Director
Equality and diversity - curriculum	Assistant Headteacher - NB
Equality and diversity - pupil achievement	Assistant Headteacher - NB
Equality and diversity – behaviour and exclusions  (including)	Assistant Headteacher - HG
Participation in all aspects of school life	Enhancement Leader - LJO
Impact assessment in each school	Headteachers
Stakeholder consultation	Business Director - RG
Policy review	Chair of Governors
Communication and publishing	Head of School/CEO - SAA/SC

### **Commitment to review**

The school Equality Scheme will be aligned with the Accessibility Plan and School Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

### **Commitment to publish**

At Tring School we are committed to sharing information about our equality scheme as broadly as appropriate. To this end, we will publish (via website, minutes and newsletters) a summary document, plus an annual update consisting of impact assessment results, progress made, refinements, amendments and new actions. We will also publish the results of a full scheme review every three years – in which we will make proposals for future action.

### **Commitment to action**

#### **Governors will:**

- |                       |  |
|-----------------------|--|
| Policy Development    | ● Provide leadership and drive for the development and regular review of the school's equality and other policies                                  |
| Policy Implementation | ● Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies |

- Highlight good practice and promote it throughout the school and wider community
  - Provide appropriate role models for all managers, staff and students
  - Congratulate examples of good practice from the school and among individual managers, staff and students
  - Ensure a consistent response to incidents, e.g. bullying cases and hate incidents
- Behaviour
- Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the Academy)
- Public Sector Duties

**Head of School and Leadership Team will:**

- Policy Development
- Initiate and oversee the development and regular review of equality policies and procedures
  - Consult students, staff and stakeholders in the development and review of the policies
- Policy Implementation
- Ensure the effective communication of the policies to all students, staff and stakeholders
  - Ensure that managers and staff are trained as necessary to carry out the policies
  - Oversee the effective implementation of the policies
  - Hold line managers accountable for effective policy implementation
- Behaviour
- Provide appropriate role models for all managers, staff and students
  - Highlight good practice from departments, individual managers, staff and students
  - Provide mechanisms for the sharing of good practice
  - Ensure a consistent response to incidents, e.g. bullying cases and hate incidents
- Public Sector Duties
- Ensure that the school carries out its statutory duties effectively

**Line managers will:**

- Policy Development
- Respond to consultation requests by creating opportunities for students and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
- Policy Implementation
- Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary
  - Be accountable for the behaviour of the staff team, individual members of staff and students
  - Use informal and formal procedures as necessary to deal with 'difficult' situations
- Behaviour
- Behave in accordance with the school's policies, leading by example
  - Respond appropriately to the behaviour of students and staff, as a whole, and individuals (praising/challenging as necessary)
- Public Sector Duties
- Contribute to managing the implementation of the school's equality scheme

### **All staff: teaching and support will:**

Policy	● Contribute to consultations and reviews
Development	● Raise issues with line managers which could contribute to policy review and development
Policy	● Maintain awareness of the school's current equality policy and procedures
Implementation	● Implement the policy as it applies to staff and students
Behaviour	● Behave with respect and fairness to all colleagues and students, carrying out the letter and spirit of the school's equality scheme
	● Provide a consistent response to incidents, e.g. bullying cases and hate incidents
	● Promote positive attitudes towards diversity in society
Public Sector	● Contribute to the implementation of the school's equality scheme
Duties	

See the RLP Trust [Equality Policy](#)

### **Engagement – Participation and Involvement**

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We will involve staff, students, parents and others with particular interests in the development of this scheme. We will continue to consult various stakeholders on this scheme and on our policies (see our Action Plan Appendix 1).

Consultation (and impact measurement) tools will include;

- Parents Questionnaire
- Parent View
- School Council
- Staff Meetings
- Life Skills Programme
- Parental questionnaires
- Staff Opinion Survey
- Evaluations forms
- External Companies to carry out independent audits of our work
- Exit Interviews conducted by Governors
- Governors committees
- Schools'/RLP Website

### **Impact Assessment**

Equality Impact Assessment statement (EIAs)

EIAs help us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). EIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted.

- We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability, gender and transgender.
- We value more qualitative information which may be given to us through a variety of mechanisms. We conduct student voice activities such as anti-bullying questionnaires.

- The Local Authority provides us with a range of services which support the equality agenda and helps us to identify our strengths and those areas requiring action.

### **Commissioned services (procurement)**

When procuring goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed procurement affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?
- If so, is there a need to include some equality requirement within the contract and what would this be?

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any sub-contractors.

All school policies will be equality impact assessed at the time of review and issues arising will be carried forward into the equality action plan. Additionally, in Section 4 (Roles and responsibilities) of our equality scheme a detailed table can be found showing staff responsibilities for gathering and monitoring data on an ongoing basis. A full report of outcomes will be sent to the Governors every summer term.

### **Our School's Equality Objectives**

We continue to develop our self-evaluation techniques; having a thorough understanding of the school's strengths and weaknesses based on rigorous evaluation of evidence is essential if we are to move forward and plan effectively. While we have made much progress on this issue in recent years we continue to refine procedures and to create the necessary open learning culture.

Our Equality objectives are in line with the individual School Development Plans and Accessibility Plans.

Our Equality objective-setting process has involved gathering evidence as follows:

- Collecting information through Parental Questionnaires
- Listening to students' views through the School Council
- Listening to the views of staff through consultations and staff opinion survey
- Inspection Data Summary Report ISDR
- Ofsted reports
- Racial, hate and bullying incidents reports

## **Appendix 1**

### **Equality Objectives Action Plan:**

<b>Equality Objectives</b>	<b>Protected Characteristic</b>	<b>Measurable Success Factor</b>	<b>Timing</b>	<b>Review Date</b>
Continue to reduce the gender gap in attainment at GCSE.	Sex and Gender	Results similar between boys and girls	Autumn 2020	Summer 2021

Continue to reduce the number of bullying incidents, particularly cyber-bullying.	All	Successful Feedback from parents and Heads of House	Autumn 2020	Summer 2021
Continue to raise attainment and achievement in boys of all abilities.	Sex & gender	Improved Results/ Data reports	Autumn 2020	Summer 2021
Continue to encourage more high achievers for both boys and girls.	Sex & gender	Improved Results/ Data reports	Autumn 2020	Summer 2021
Continue to diminish the differences for disadvantaged students.	All	Improved Results/ Data reports	Autumn 2020	Summer 2021
Continue with appropriate and flexible curriculum for all students in line with SEND Code of Practice 2015, in particular expand vocational and academic opportunities for both all students	All	Continue to increase Sixth Form Roll	Autumn 2020	Summer 2021

[Accessibility Plan](#)