



**ROBERTSBRIDGE**

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**COMMUNITY COLLEGE**

**Robertsbridge Community College**

**Equality Policy**

**Created      September 2016**

**Review      September 2017**

**Ratified By Governors    September 2016**

# Robertsbridge Community College

## Equality Policy

### Why we have developed this Equality Policy

This Equality Policy for Robertsbridge Community College brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments.

Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

- Equal opportunities policy, including racial equality
- Accessibility plan
- SEND policy
- Anti-bullying policy
- Inclusion policy
- Equality Impact Assessment Framework
- Equality Impact Assessment – initial screening
- Equality Impact Assessment - guidance

Our Equality Policy is inclusive of our whole school community – pupils, staff, parents/carers, visitors and partner agencies - who we have engaged with and who have been actively involved in and contributed to its development.

<sup>3</sup> See *Appendix A* for further information about legislation

<sup>4</sup> <http://www.unicef.org.uk/Education/Rights-Respecting-Schools-Award/Childrens-rights/>

## Our school within the wider context

The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation. The tables below show some of the main aspects of our community.

	2013	2014	2015	20th percentile	40th percentile	60th percentile	80th percentile
<b>Number on roll</b>							
School	648	638	634				
National	978	957	945	20	595	828	1,040
<b>% girls</b>							
School	50.0	48.0	47.9				
National	49.6	49.7	49.7	0.0	45.7	48.1	49.7
<b>% of pupils known to be eligible for free school meals (FSM)*</b>							
School	19.6	20.7	20.7				
National	28.2	28.5	28.7	0.6	14.7	22.2	31.1
<b>% of pupils from minority ethnic groups</b>							
School	7.0	7.4	8.4				
National	24.5	25.6	26.9	0.0	5.4	9.8	19.2
<b>% of pupils first language not / believed not to be English</b>							
School	0.8	0.5	0.5				
National	13.6	14.4	15.1	0.0	1.8	3.9	8.9
<b>% of pupils with SEN support</b>							
School	-	-	2.7				
National	-	-	12.4	0.0	6.8	10.3	14.0
<b>% of pupils with an SEN statement or EHC plan</b>							
School	-	-	3.3				
National	-	-	1.8	0.0	0.8	1.3	1.9
<b>% stability</b>							
School	86.4	87.5	89.3				
National	92.4	92.1	91.9	17.2	88.3	91.5	93.5
<b>School deprivation indicator</b>							
School	0.16	0.16	0.16				
National	0.22	0.22	0.22	0.03	0.12	0.16	0.23

## Overall aims of our Equality Policy

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, sexual orientation, cultures, faiths, abilities and ethnic origins.

In order to ensure that equality and inclusive practice are embedded across all aspects of school life the Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes.

Issues relating to adults within the school community can be embraced under these themes and reflected in the action plan.

## **Our approach**

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life.

### **We actively seek out opportunities to embrace the following key concepts:**

**Shared Humanity.** Identifying commonality and shared values, aspirations and needs underpin our approach to equality. We value our fundamental similarities and universality

**Valuing difference and diversity.** We appreciate the richness within our differences and look for ways of celebrating and understanding them better

**Interdependence, interaction and influence.** We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other

### **Social cohesion within our school and within our local community**

**Excellence.** We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere

**Personal and cultural identity.** We will provide opportunities to explore and value the complexity of our personal and cultural identities

**Fairness and social justice.** We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

The key concepts above are embodied in our school values of:

Respect - Being fair and caring towards yourself, others, and the environment

Integrity - Being honest, trustworthy, and true to yourself

Responsibility - Accepting the consequences of your choices and actions, and those of your community

Participation - Working together to achieve individual and common goals and being proud of your contribution

Excellence - Striving for the highest personal achievement in all aspects of individual, community, and school life

Enjoyment - Having fun, loving, and sharing what you do and supporting others to do the same

## **Our vision statement about Equality**

Robertsbridge Community College seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same. For example, through the provision of examination access arrangements.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

## **Our duties**

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process in order to ensure better outcomes for all. We have due regard to the need to ensure that persons with a protected characteristic are not disproportionately, negatively impacted as a result of our decision or

policy making. We positively foster good relations between different groups of pupils and the wider school community.

We will consider whether to provide auxiliary aids that are directly related to disabled children's educational needs as a reasonable adjustment, particularly where the child is not provided for under an SEN statement, or where the statement does not provide the auxiliary aid or service.

We are also guided by the United Nations Convention on the Rights of the Child

**We will ensure that we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services.**

**These opportunities are likely to include all or some of the following, dependent on our current priorities and policies.**

- the engagement, participation and involvement of a broad and diverse range of children, young people, their parents and partner agencies
- preparation for entry to the school
- school policies
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment and accreditation
- exam arrangements
- behaviour management approach and sanctions
- exclusion procedures
- school clubs, activities and school trips
- the school's arrangements for working with other agencies
- preparation of pupils for the next phase of education
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of pupils
- homework
- access to school facilities
- activities to enrich the curriculum, for example, a visitor to the school or Theatre in Education (TIE).
- school sports
- employees' and staff welfare
- recruitment
- disciplinary procedures

### **The roles and responsibilities within our school community**

Our Headteacher will:

- ensure that staff, parents/carers, pupils and visitors and contractors are engaged in the development of and informed about the Equality Policy
- oversee the effective implementation of the policy
- ensure staff have access to training which helps to implement the policy
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information

- ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it

Our governing body will:

- designate a governor with specific responsibility for the Equality Policy
- ensure that the objectives arising from the policy are part of the School Development Plan (SDP)
- support the headteacher in implementing any actions necessary
- engage with parents and partner agencies about the policy
- evaluate and review the policy annually and the objectives every 4 years.

Our Senior Leadership Team will:

- have responsibility for supporting other staff in implementing this Policy
- provide a lead in the dissemination of information relating to the Policy
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy as detailed in the SIP.

Our pupils will:

- be involved in the development of the Policy and will understand how it relates to them, appropriate to age and ability
- be expected to act in accordance with the Policy
- be encouraged to actively support the Policy.

Our parents/carers will:

- be given accessible opportunities to become involved in the development of the Policy
- have access to the Policy through a range of different media appropriate to their requirements
- be encouraged to actively support the Policy
- be encouraged to attend any relevant meetings and activities related to the Policy
- be informed of any incident related to this Policy which could directly affect their child.

Our school staff will:

- be involved in the development of the Policy
- be fully aware of the Equality Policy and how it relates to them
- understand that this is a whole school issue and support the Equality Policy
- make known any queries or training requirements.
- challenge and record, as appropriate

Relevant voluntary or community groups and partner agencies will:

- Be involved in the development of the Policy
- Be encouraged to support the Policy
- Be encouraged to attend any relevant meetings and activities related to the Policy.

### **How we developed our Policy - Participation and Involvement**

The development of this policy has involved the whole of our school community. We've involved and listened to what they have to say, including people from broad and diverse backgrounds and of different abilities, taking account of all the protected characteristics listed under the Equality Act 2010.

## Our pupils

This document was presented to the Student Council for discussion as representatives of the pupil population. Student Council took this information to the wider school community.

## Our staff

All staff (teaching, support and administrative) have access to the school email. This policy was presented to staff through this forum and at whole school staff meeting for comment.

## Our school governors

School governors are presented with, discuss and review the content of policies prior to publication on the school website.

## Parents/carers

School policies are available on the school website. Parents and carers are able to contact the school by email, telephone or in person and all parents, including the hard to reach, are regularly surveyed for their opinions

## *Our partners in the community*

### *Ongoing:*

The policy will be reviewed with all stakeholders on an annual basis. Equal opportunity objectives are reviewed with the school development plan throughout the academic year. Members of the school community and parents/carers are able to provide comments regarding this working document throughout the year.

### **How we developed our Policy - Using information**

We have used data and other information about our school, and Equality Impact assessments (EQIAs) as a common sense measure to determine the effects of a policy, practice or project on different groups. EQIAs help us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). They help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. They help to ensure that we meet the diverse needs of our pupils and staff and that diversity, equality and inclusion run through all areas of school life.

Equality Impact Assessments have been carried out for trips both locally and internationally and performances within the school. These tell us that staff are carefully considering how best to provide inclusive opportunities for all students.

The engagement activities we undertook as outlined above told us:

- Staff are well aware of the duties they have and the protected characteristics individuals have in the school.
- In addition, we know our school well because we regularly collect information about ourselves in a variety of ways and other people help us to do this.
- We carefully analyse information provided to us through parental and student surveys, e.g. Safer Schools survey 2014, RAISEonline data, incident reporting data, attendance and rewards data.

The results tell us that pupils at Robertsbridge School feel safe and are engaged with challenging activities in lessons, behaviour on site is good and both overall absence and persistent absence is improving. The progress of vulnerable groups overall is good, although we would like to close the gaps in attainment and progress for pupils on the SEN register and those eligible for the Pupil Premium.

OfSTED inspectors visit us regularly and report on equality issues during our inspection. We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, faith, disability and gender.

We produce and review regular data regarding the make-up and progress of our students over a range of measures, including attendance, academic progress at data capture points throughout the year and group composition. The SENCO reviews the learning needs of students on an annual basis for each year group. PP students are supported by a range of strategies to meet their needs, using the pupil premium; their outcomes are assessed both at the end and during the year. Pupil Premium funding is used to support those pupils who are entitled to it in a range of ways.

We also value more qualitative information which may be given to us through pupil voice mechanisms, less formally or even anonymously.

Pupils, staff and parents can make less formal contributions to our policies and procedures through the Student Council, by telephone, in person and e-mail.

All contact with the school is directed to the person most appropriate by the school reception. Regular surveys are conducted with staff, parents/carers and pupils and their findings acted upon.

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.

We meet with the Behaviour & Attendance Service (ESBAS) on a regular basis and discuss referrals at this time. Our Care and Welfare team of non-teachers links with the health partners, TYS, Childrens' Services and other external support services in order to provide bespoke support for pupils most at need. Sussex Police is represented by a Police Liaison Officer who visits the school on a regular basis, the Traveller Education and English as an Additional Language Service (TEALS) has a teacher who supports the school for EAL pupils.

We have established good links with our local and our wider community. We welcome them into our school. From them, we learn about equality issues outside school and can establish mechanisms for addressing them within school.

By listening to those within our community and to our partners, we are able to identify new areas of work, improve existing approaches and focus our energy where it is required.

We invite the Gideons to deliver a Year 7 assembly to pupils. Pupils are invited to take a bible at the end of the assembly. Our assembly rota has opportunities for spiritual celebrations throughout the year of all denominations and faiths along with other spiritual involvement, e.g. Holocaust Memorial Day

### **Commissioned services**

Increasingly we are directly responsible for the purchase of goods and services. We work closely with the local authority on procurement – buying in services - to ensure that equality issues are given full regard. When buying 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.

Further information about procurement can be found on Czone

### **Our Staff**

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers and those not directly employed by the school but who work on the premises) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes), disciplinary procedures and membership or non-membership of a trade union. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made (5) or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.

We have installed a lift to allow access to upper storey floors for pupils with mobility difficulties. We have three disabled parking spaces.

Our staff team have undertaken training to help them understand their equality duties and the differing needs of protected groups within our school community.

We have mechanisms in place to identify areas for development.

Our staff (teaching and non-teaching) have completed a training needs audit to identify what training needs they have.

### **Responding to hate or prejudice-based incidents and bullying**

We recognise that hate incidents or prejudice –based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism.

We will take action to prevent, challenge and eliminate any such behaviour.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our school ethos and curriculum, we want our pupils to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We will record all hate incidents and prejudice based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

Robertsbridge School uses SIMS Behaviour Management module to record incidents of misbehaviour, including all hate incidents and prejudice based bullying

We will use lessons, tutor time discussion, school publications, themed events during the academic year and assemblies to raise pupil awareness of bullying issues. We will use trained teams of pupils and buddies to pick up, and react to, signs of pupil unhappiness caused by bullying. Our approach will take account of the needs of all parties concerned whether as victim or perpetrator. All pupils, parents, and staff should be aware of our intolerance of bullying, and of their responsibility to report all such incidents they encounter.

Pupils who have been bullied will be supported by:

Offering an opportunity to discuss the experience with their learning mentor, Care &

- Guidance leader, peer mediator, or member of staff of their choice to ensure they are heard and know how to report bullying

Offering an opportunity for mediation with the perpetrator reassuring the pupil to

- help them feel safe again
- Offering appropriate support

Pupils who have engaged in bullying behaviour will be helped by:

- Delivering sanctions and/or learning opportunities which hold them to account for their behaviour

Establishing the wrongdoing and need to change

- Discovering why the pupil became involved

- Enabling individuals to learn to behave in ways that do not cause harm in future by developing their emotional skills, where appropriate

Involving parents to help change the attitude of the pupil

- Offering an opportunity for mediation with the victim
- Parents/carers are fully communicated with following any incidents at school

### **Implementation, monitoring and reviewing**

This policy was published on 24<sup>th</sup> February 2016. It will be actively promoted and disseminated.

We intend to promote and disseminate the policy via our school website with parents groups and with our school council

Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

Our Student Council involves the whole school community in the process

### **Equality Objectives**

Using the views of pupils, parents, staff and community and analysis of the information as outlined above we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be reviewed and published every 4 years. See Section 3.

Equality objectives reflect the objectives in the School Development Plan

### Section 3

#### EQUALITY OBJECTIVES: 2014 - 2017

Link to Public Sector Equality Duty	Protected Characteristic	Objective	Target Group	Action	Responsibility	Timescale	Outcomes
To promote equality of access and opportunity within our school and within our wider community.	Gender	To increase the confidence of some female students in accessing sexual health services.	Targeted female students  Individual pupils with particular vulnerabilities due to SEN.	SAS groups delivered to targeted KS4 and year 9 girl groups in conjunction with the school nursing service.  Bespoke SAS programme appropriate to understanding and 1:1 meetings with sexual health professionals	Lynne Phillips	By April 2017	Reported increase in female students accessing local sexual health services.  Safeguarding of vulnerable individuals.
To eliminate discrimination, harassment and victimisation.	All protected characteristics	To prevent and respond to all incidents of discrimination.	All	Carry out an Equality Impact Assessment on anti-bullying procedures.  Procedures adjusted in line with findings.	Lynne Phillips	By July 2017	Strengthening of the established culture amongst pupils to report incidents of bullying.
To promote equality of access and opportunity within our school and within our wider community.	Disabled	Improve acoustics in the hall.	Hearing impaired	Investigate the potential for new sound system.	David Evans	September 2016	Hearing impaired adults and pupils are better able to access hall-based activities.

<p>To promote equality of access and opportunity within our school and within our wider community.</p>	<p>Disabled</p>	<p>Improve accessibility of information for parents and standardise visual practice in the classroom.</p>	<p>Visually impaired EAL</p>	<p>Email parents to invite comments regarding accessibility of information/forms etc (Including availability in languages other than English).  Establish guidelines for staff on the size, colour and choice of font for reading materials, IWB presentations and examination papers.</p>	<p>Danielle Kingsley</p>	<p>By Christmas 2016</p>	<p>Increased access to information and established VI friendly practices in the classroom.</p>
<p>To promote equality of access and opportunity within our school and within our wider community.</p>	<p>Disabled</p>	<p>Ensure that all disabled pupils can be safely evacuated.</p>	<p>Restricted mobility Hearing and visually impaired Physically impaired</p>	<p>Review the emergency evacuation plans for pupils with restricted mobility.  Consider and make explicit provision for pupils in lockdown procedures.  Modify the site to highlight step</p>	<p>David Evans Danielle Kingsley</p>	<p>December 2016</p>	<p>All disabled pupils and staff working with them are safe and confident in the event of an emergency.</p>

				edges and obstructions in differing colours  Installation of lift by pupil entrance and ramped access to rear and SEN department			
To promote equality of access and opportunity within our school and within our wider community.	Disabled	Increase accessibility at the main school entrance.	Restricted mobility  Hearing and visually impaired	Add a drop off point outside the front entrance.  Swap the disabled parking space in the front car park with Headteachers space	David Evans	September 2016	Parents and the local community report are confident in our commitment to meet access needs.
All three duties	All protected characteristics	Improve information and training available to staff.	All	Renew Equalities training for all staff including procedures for Equality Impact Assessments.	Carly Young	By April 2017	Staff report confidence in their ability to address the three duties in their roles.
To promote attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.	Race, religion or belief	Address diversity within the context of British Values.	Minority racial, cultural and religious backgrounds.	Review Ethics & Philosophy schemes of work in order to identify further opportunity to positively address cultural and religious differences within the context of modern Britain.	Craig Austen-White Abbi Skeet	Christmas 2016	Reduction in racist incidents and increased understanding of different cultures

'Closing the Gap' for all groups through intervention, enrichment and provision of appropriate resources	All protected characteristics	To provide appropriate & timely intervention	All	All teachers are aware of the vulnerable pupils in their teaching groups and are planning to meet their needs	HODs Accelerated progress coaches	Ongoing	Increased progress for vulnerable groups in line with all pupils
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## **Accessibility planning**

Accessibility planning is a statutory duty and can be incorporated into this policy. Schools must plan for:

Increasing access for disabled children and young people to the school curriculum  
Improving access to the physical environment of schools, and  
Improving the delivery of written information to disabled children and young people.

## **Auxiliary aids and services**

We acknowledge our duty to provide auxiliary aids as part of the reasonable adjustment duty for all schools as from September 2012.

The school and the Local Authority acknowledge our reasonable adjustment duties under the Equality Act 2010. We will consider whether to provide auxiliary aids that are directly related to disabled children's educational needs as a reasonable adjustment, particularly where the child is not provided for under an SEN statement, or where the statement does not provide the auxiliary aid or service.

The first plans were required to be in place by April 2003. Therefore as schools come to review their accessibility plans they should consider building these actions into their Equality policy

## Community Cohesion – Education and Inspection Act 2006 British Values at Robertsbridge Community College

Robertsbridge Community College has a very strong ethos that is underpinned by its own core values of respect, integrity, responsibility, participation, excellence and enjoyment. These values link with the teaching of and development of British Values which are respect and understanding of democracy, the rule of law, individual liberty, as well as mutual respect and tolerance for those of different faiths and beliefs. We take pride in making sure our young people can identify and challenge discrimination and that those who are victims of discrimination are supported.

Our young people are future leaders and so Robertsbridge ensures that they receive quality character education. We deliver this character education through the taught curriculum, particularly in Ethics and Citizenship, regular assemblies that are linked to values, in a structured tutor time programme and via the wealth of extra-curricular activities on offer.

## Democracy

To further our pupils' understanding of how democracy works we involve our pupils in the decision making of the school. We have a School Council made up of elected representatives of the pupil body. These pupils meet with the leadership of the school to discuss issues that pupils feel are important and implement change as needed; we also have a pupil leadership team in Year 11. The pupils are elected and want to influence and shape the Robertsbridge School experience. We want Robertsbridge pupils to know that their opinions matter and that their voice is listened to.

Our pupils also learn about democracy in the curriculum via Ethics and in Citizenship (which is taught within History in Year 9).

## The Rule of Law

Pupils learn about British law and how it is formed. They study 'Ethics of Laws' and how morality and law impact on their lives. Pupils learn about the aims of punishment and understand that the law is essential for wellbeing and safety. Pupils are taught about their

rights and responsibilities as British citizens. Our curriculum and behaviour management system also ensure that pupils understand the consequences of their behaviour and actions.

We have a close relationship with our local police and Targeted Youth Support who ensure that pupils understand the importance of the law and the potential consequences of actions.

Our Ethics curriculum encourages pupils to consider and express their own opinions on a range of 'ultimate questions' such as 'what does it mean to be good?' or 'what happens after we die?' In working through controversial topics pupils learn how to challenge different points of view in an articulate and respectful way. We provide a safe and supportive environment for pupils to learn; 95% of our pupils agree that they feel safe and supported. Pupils accept that people having different faiths or beliefs to their own (or having none) is accepted and tolerated, and were not the cause of prejudicial or discriminatory behaviour (Safer Schools Survey 2014)

Robertsbridge encourages pupils to know, understand and exercise their rights and responsibilities. Our pupils are encouraged to make choices and advised on taking risks and to consider their safety when making choices.

### Mutual Respect

Pupils learn about the importance of respect (one of the school's core values), tolerance and celebration of diversity through PSHE, Ethics and our whole school assembly programme.

In Ethics, pupils are taught the importance of equality and justice. Our school does not tolerate prejudice or discrimination and pupils and all incidents are logged and the appropriate sanction taken. Racial or bullying incidents are recorded to county and our policy clearly identifies how the school responds to both individual and repeated incidents.

### Tolerance of those of different faiths and beliefs

We promote religious freedom and respect for other faiths. Pupils undertake academic study of at least 6 major faiths. We do not promote any belief system but we do promote tolerance and harmony of different cultures and faiths; for example, the Giddions meet with Year 7 students, our assembly programme promotes religious and spiritual opportunities and, as indicated above, we have a clear school policy and practice which does not tolerate faith bullying.

## **Appendix A: Equality Impact Assessments (EQIA)**

### **What is an Equality Impact Assessment?**

An EQIA is a considered way of analysing the effect of a policy, practice or project on protected groups and whether it may have a disproportionate effect on one or more particular groups.

EQIAs should help us ensure we are not unlawfully discriminating against certain individuals or groups and that we are promoting our positive duties on equality. It is a way to ensure we are meeting the diverse needs of all our pupils and staff.

EQIAs should help ensure that diversity, equality and inclusion run through all areas of school life.

It is not about more paperwork. It is a common sense approach to thinking about what effect policies and actions will have on race, disability, sex and other protected groups.

The effect could be positive, neutral or negative.

If the effect on different groups is not justifiable, what solutions can we come up with to overcome this situation?

**Key questions:**

- What are the aims of the policy, practice or project?
- What are the specific outcomes you hope to see?
- Who are the intended beneficiaries of this policy or practice? (e.g. all staff and pupils?)
- Can you identify any potential adverse or negative effects/impacts in the implementation of this policy, practice or project for certain individuals or groups – on the basis of their ethnic origin, cultural background, faith, disability, SEN, sex, sexual orientation, age, and other criteria (for example EAL, asylum seekers)?
- Are there any positive effects/impacts? On whom and how?
- What evidence do you have to inform your thinking? This can include attainment data.

***If you think there may be a negative effect or impact on certain individuals or groups it is important to draw together relevant, reliable data and information.***

- Who can you involve in your policy/practice review or project proposal which will help you identify any differential effect/impact?

***Involving the children, young people, staff and members of the community who may be affected by your policy, practice or project will provide the best opportunity of identifying impact, exploring solutions and supporting implementation.***