

# ROYAL ALEXANDRA & ALBERT SCHOOL



## EQUALITY POLICY

The Governors and staff at The Royal Alexandra and Albert School are committed to providing a safe and happy learning environment, promoting equality and diversity and ensuring the well-being of all members of the community. It is their clear intention to promote good behaviour and to exercise their responsibilities in ensuring the safeguarding and welfare of all students and staff within the community.

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Policy applies to	Staff and students
Governing Body Approval Required	Yes
Accountable executive	Deputy Head: Achievement, Standards & Inclusion
Status & Review Cycle	Statutory Annually
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## 1. Aims

The Royal Alexandra & Albert School aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other 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

## 2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

## 3. Roles and responsibilities

The governing board and board of management will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, students and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Executive Headteacher

The equality link governor is Vice Chair of Governors. They will:

- Meet with the designated member of staff for equality bi-annually, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues The Headteacher will:
  - Promote knowledge and understanding of the equality objectives among staff and students
  - Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will be the Deputy Head -

Achievement, Standards & Inclusion:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and students
- Meet with the equality link governor bi-annually to raise and discuss any issue
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

#### **4. Eliminating discrimination**

Royal Alexandra & Albert School is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff, governors and trustees are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training during INSET throughout the year.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

#### **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. students with disabilities, or gay students who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities In fulfilling this aspect of the duty, the school will:
  - Publish attainment data each academic year showing how students with different characteristics are performing
  - Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
  - Make evidence available identifying improvements for specific groups
  - Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own students

## **6. Fostering good relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RS, personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, students will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues: the delivery of an assembly programme which reflects events and issues in broader society. To include student-led assemblies as well as relevant external speakers and agencies
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of students within the school. We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## **7. Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to students with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

## 8. Equality objectives

### **Objective 1**

To narrow the achievement gap and improve outcomes for all students

Why we have chosen this objective: Educational equity is of paramount importance. At RAAS we believe that all children should be given a distinctly different start in life, preparing them for the world.

To achieve this objective we plan to:

- Undertake rigorous analysis and monitoring of achievement.
- Ensure that intervention processes are accessible to all students.
- To ensure that the SEND team are providing support needed to ensure the achievement of all groups of students.
- To provide ongoing support and training for teaching staff to ensure full provision can be made within lessons for all SEND students.
- To continue to ensure full and appropriate examination support provided for all students with SEND and disadvantaged students.
- To continue to promote gender equality to track and monitor any attainment gap between boys and girls, providing intervention when needed.
- To continue to track and monitor the attainment and progress of all ethnic groups, providing intervention when needed.
- 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.
- To promote school values where everyone is valued equally regardless of actual or perceived sexual orientation or gender identity.
- To continue to form clear communication between the Curriculum, Teaching & Learning and Achievement, Standards & Inclusion leads so that attainment gaps are narrowed.
- To ensure that staff are utilising the information available (e.g. through Go 4 Schools) to ensure quality first teaching which effectively promotes progress for all students.

### **Objective 2**

We strive for a workforce that champions and reflects the diversity in both our student population and wider society. We respect and encourage diversity of thought and action.

Why we have chosen this objective: we aim to develop a culture where all staff feel valued and supported to thrive. Furthermore, we want our students to feel that they have staff representatives that reflect their heritage, background or personal characteristics.

To achieve this objective we plan to:

- Undertake an analysis of recruitment data and trends with regard to race, gender and disability, and report on this to the Staff Matters committee.
- Review our approach to recruitment, especially in regard to the representation of teachers and boarding staff from local black and minority ethnic communities.
- Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

## 9. Monitoring arrangements

The Headteacher and lead for equality will update the equality information we publish, [described in sections 4 to 7 above], at least every year.

This document will be reviewed by the Full Governing Body at least every 4 years.

This document will be approved by the Full Governing Body.

## 10. Links with other policies/documents

This document links to the following documents:

- Accessibility Plan
- Cyber Bullying Policy
- Risk Assessment Policy
- School Trips and Visits Policy
- Rewards and Behaviour Policy
- Ending Bullying & Harassment Policy
- SEND Information Report
- Recruitment and Selection Policy
- School Improvement Plan