



Equality Scheme and Objectives

 ASPIRATION	Aspiration: Dream Big <i>If your dreams don't scare you, they aren't big enough!</i>
 RESILIENCE	Resilience: Be Determined <i>Resilience is a skill, not an ability. It can be learnt.</i>
 RESPECT	Respect: Communicate with Kindness <i>Manners cost nothing but mean everything.</i>
 INITIATIVE	Initiative: Solve Problems <i>Every problem is a gift – without problems we would not grow.</i>
 REFLECTIVE	Reflective: Never Stop Learning <i>Never stop learning because life never stops teaching.</i>

1. Definitions

Royds School has adopted the Equalities Review 2007 definition of an equal society which strengthens our approach to equality and diversity. The definition is:

“An equal society protects and promotes equal, real freedom and substantive opportunity to live in the ways people value and would choose, so that everyone can flourish. An equal society recognises different people’s different needs, situations and goals and removes the barriers that limit what people can do and can be”

This policy covers the provisions of the Equality Act which became law in October 2010. The Act harmonises and replaces previous legislation (such as the Race Relations Act 1976 and the Disability Discrimination Act 1995) and ensures consistency to make the workplace a fair environment and to comply with the law.

2. Protected Characteristics

The school is committed to providing an environment free from discrimination, bullying, harassment and victimisation where all members of its community are treated with respect and dignity. The school aims to create a culture of diversity within its community, providing a dynamic working and learning environment, where all members are valued for their contribution.

The school’s aim is to ensure that these commitments, reinforced by our values (respect, resilience and responsibility), are embedded in our day to day working practices with the school community.

The school is committed to providing equality of opportunity for all irrespective of:

- Age
- Disability
- Race or racial group (including colour, nationality and ethnic origin or national origins)
- Religion or belief
- Sex
- Marriage and Civil Partnership
- Gender reassignment
- Pregnancy and maternity
- Sexual orientation
- Caring responsibilities
- Social class, or
- Trade union activity.

The school aims to promote equality of opportunity for all in line with the Public Sector Equality Duty, in line with Equality Act 2014 (Section 149):

- Complying with legal obligations.
- All existing and potential stakeholders are treated with dignity and respect.
- Partnership and contract arrangements promote equality of opportunity.
- Working with and between communities to help develop and strengthen relationships.
- A workforce that is reflective of all sections of society.
- Ensuring that both existing staff and students, as well as those who seek to apply to work or study with us, are treated fairly and that individuals are judged solely on merit and by reference to their skills, abilities, qualifications, aptitude and potential.

- Ensuring that all contractors and service providers operating on behalf of the school are aware of this policy and expected to adhere to it.

The Equality Act 2010 requires the school to publish information that demonstrates how the school has due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct 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 between people who share a protected characteristic and people who do not share it.

3. Information about the Student Population

The Equality Act protects people from discrimination on the basis of “protected characteristics”. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Gender	Number of Students
Male	502
Female	523
Total	1,025

Ethnicity	Number of Students
Any other Asian background	2
Any other Black background	1
Any other ethnic group	5
Any other mixed background	11
Any other White background	16
Black African	17
Black Caribbean	2
Chinese	3
Gypsy Roma	3
Other Asian	1
Pakistani	1
Refused to answer	4
Traveller of Irish heritage	3
White – British	915
White and Asian	12
White and Black African	6
White and Black Caribbean	23

First Language	Number of Students
Arabic	1
Bemba	1
Chinese	1
English	991
French	2
Herero	2
Hungarian	1
Italian	2
Kurdish	1
Lithuanian	3
Other than English	1
Polish	7
Portuguese	2
Romanian	3
Russian	1
Spanish	3
Swahili / Kiswahili	1
Turkish	1

Special Educational Needs	Number of Students
Autistic Spectrum Disorder	19
Hearing Impairment	11
Moderate Learning Difficulty	10
Physical Disability	10
Social, Emotional and Mental Health	33
Specific Learning Difficulty	89
Speech, Language and Communication Needs	16
Visual Impairment	2

Pupil Premium (Low Income)	Number of Students
Deprivation	409
CLA / Special Guardianship	10

Young Carers	Number of Students
Identified	22

3.1 Religion and Belief

The school has no religious denomination however as members of a multi-cultural, multi-faith society and all religions and beliefs are valued and respected. It is recognised that people of religion and belief may experience discrimination and harassment.

3.2 Gender Identity or Reassignment

Data is not collected on students who are planning to undergo, who are undergoing or who have undergone gender reassignment. All staff have received gender intelligence training and are aware of how to support students. It is recognised that people who are proposing to undergo, who are undergoing or who have undergone a process to reassign their gender may experience discrimination and harassment.

3.3 Sexual Orientation

Data is not collected on the sexual orientation of students. As a school we are aware that there may be a number of equality issues for gay, lesbian, bisexual and transgender students. A member of the Senior Leadership team has attended Stonewall Train the Trainer training and is able to lead in this area.

3.4 Information on Other Groups of Students

The Ofsted framework considers how schools help “all students to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support”.

4. Identified Equality Challenges

This is a summary of the issues that the school has identified and are developing strategies and interventions to address.

Key Stage 3

- Ensure all students have their chronological reading age regardless of their point of entry.
- As an increasing number of students with additional needs join the school, ensure the progress of SEN and disabled students and ensure disabled or impaired students (as opposed to SEN) make similar progress to their peers.
- Monitor the progress of boys in Maths and the number making expected progress in Maths and English.
- With an increasingly deprived intake, ensure there are strategies in place to ensure the gap between Pupil Premium students and their peers continues to close.

Key Stage 4

- Continue to address gender gap in five 5-9 good passes including English and Maths in boys' attainment through option choices, progress monitoring and targeted interventions.
- Continue to address across school variation where it exists for example, using progress measures at department level.
- Continue to narrow the gap for Pupil Premium students.
- Ensure adequate progress and outcomes for SEN students.
- Ensure the curriculum design continues to promote choice and opportunities for all students.
- Refine targeting of underachieving groups to improve outcomes for White British ethnic group.
- Drive forward literacy and teaching and learning initiatives to ensure further progress in all subjects and across all phases.

5. Due Regard for Equality

Schools are required to have due regard to the need to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010. The school is aware of the requirement of the Equality Act 2010 and understand that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage. Advancing equality of opportunity involves:

- removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have.
- 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.

The information below is a summary of how Royds School is aware of this particular requirement and the measures in place to respond to it:

- The Governing Body review the Equality Policy and Scheme. There is a nominated governor with responsibility for equalities.
- The school keeps accurate records, when possible and appropriate, of the protected characteristics of our students and employees.
- The Staff Code of Conduct and Safer Working Practices Policy addresses issues around being respectful and professional in behaviour to all staff and students.
- The Behaviour Policy ensures that all students are both rewarded and sanctioned appropriately, and it is viewed fairly and positively by the staff and students alike.
- There is an Anti-Bullying Policy and the school deals promptly and effectively with all incidents and complaints of bullying and harassment that may occur including cyber-bullying and prejudice-based bullying related to disability or special education needs, ethnicity and race, gender, gender re-assignment, pregnancy or maternity, religion and belief and sexual orientation.
- There are records of all such incidents and notify those affected of what action taken. Where necessary, incidents such as hate crimes are reported to the appropriate body.
- All staff are trained in relation to dealing with bullying and harassment incidents.
- The school curriculum provision is highly positive offering memorable experiences and rich opportunities that contribute very well to students' spiritual, moral, social and cultural development. Staff ensure that the student option interviews are primarily guided by student interests and ability rather than any gender, cultural or social stereotypes that students may have.
- The curriculum has been designed with a foundation curriculum pathway and an additional English and Maths options to reduce the barriers facing students with SEN.
- There are clear procedures for dealing with staff discipline.
- There is an Equality Policy and Community Cohesion Policy which outlines how bullying or harassment on the basis of protected characteristics is achieved by ensuring all incidents of this nature are logged and investigated fully. Appropriate sanctions are put in place and then parents are involved to ensure

they are aware of the nature of such incidents. Reconciliation happens between the parties involved so that the unacceptable nature of such incidents is made clear and incidents are suitably resolved. Records of incidents are reported to the Leeds City Council as appropriate.

- The school Grievance Policy sets out clear guidance for staff who wish to make formal complaints.
- The Equal Opportunity Policy covers the school's employees (permanent, temporary, casual, part-time and those on fixed term contracts), job applicants and individuals such as agency staff and consultants, and volunteers who are not employees, but who work at the school.
- The school observes and implements the principles of equal opportunities and non-discrimination throughout employment practices, especially during recruitment and selection.
- The school is a Bronze Stonewall Champion.
- The Admission Policy adheres to the guidelines as set by the Admissions Code and is strictly followed.
- Equality impact assessments are carried out on significant personnel policies or practices.
- Equalities impact monitoring is carried out on key actions such as gender and equality pay gap analysis.
- The Complaints Procedure sets out how the school will deal with any complaints and can be accessed online.
- All teachers use seating plans which mean that students' barriers to learning are documented, understood and supported. These can relate to equality characteristic (e.g. EAL or SEN) and so staff can discretely remove barriers.
- There is a Special Education Needs Policy that outlines the provision the school makes for students with special education needs. The school endeavours to offer all students access to the national curriculum, to teaching, and to assessment that is appropriate to their aptitude, attainment and any special need they might have. The policy was devised in light of the revised Code of Practice and Local Offer.
- The Medical Policy ensures that measures are in place to allow all students with long term conditions to participate fully in school life.
- The school has an Internet Access Policy that takes all online issues very seriously. Through assemblies and lessons, students and staff are made aware of suitable internet conduct. Subsequently "Acceptable Use" policies are signed and adhered to by all students.
- Through our Citizenship and PSHE education, the school works hard to eliminate discrimination, harassment and victimisation through its broad range of areas of study within its curriculum.
- The school has a comprehensive curriculum that addresses SMSC mainly through the teaching of RE, PSHE and Citizenship; students are encouraged to think about their responsibilities to the world in which they live. Students are encouraged to broaden their understanding of other's beliefs, cultures and faiths.

- The school has a well-represented Student Voice Leadership Team that ensures that students have a direct voice to discuss matters that relate to their concerns and overall well-being in school and the immediate environment. The school council is strong and articulate, contributing to whole school decision making with students.
- The school has a well-attended Friends of Royds group, which represents families across all key stages. Parents share initiatives and discuss concerns. There is an ACE parents group which has proved a successful strategy for engaging with our parents and carers, including those who might traditionally find working with the school difficult.
- There is an extensive Pastoral Team who support all students however they also support targeted groups of boys and girls with issues ranging from confidence, self-esteem, social skills, working with others, assertiveness, sense of achievement and life skills.
- The Pathways Centre is working to keep some students in school that are on the verge of permanent exclusion.
- There is a Safer Schools Officer from West Yorkshire Police who works with students and the school community.
- There is in-school careers support working with all students to ensure that they are able to access information about potential careers regardless of family background. There is a particular focus on Pupil Premium and potential NEET students to raise their aspirations.
- The school understands that attendance plays an integral part in students' achievement at school. Thus, through the Attendance Policy, any discrepancies that may occur are investigated and address inequalities appropriately.

Under the Equality Act 2010, the school is required to have due regard to the need to advance equality of opportunity and foster good relations. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of students.

5.1 Disability

The school is committed to working for the equality of people with and without disabilities. The following actions are in place to support students with disabilities:

- There are detailed policies and systems in place to ensure that students with SEN and disabilities are identified and supported.
- SEN students are targeted for appropriate intervention as identified by SENCO.
- ACE staff support high need students by liaising with class teachers, pastoral teams and parents/carers to ensure students' needs are understood and met. Families are regularly informed about forthcoming academic and non-academic events.
- There is a graduated provision map which ensures students receive all necessary interventions to allow them to succeed but with an emphasis on remaining in a mainstream classroom or setting for as far as possible.

- Students are provided with auxiliary aids as required.
- The relationship between disabled students and others is very positive. Students have responded positively and maturely and generally, students are very tolerant of students with SEN.

5.1.1 How the School Advance Equality of Opportunity for Disabled Students

- The school supports disabled learners by identifying and meeting their individual needs. Strategies include one to one interventions, withdrawal from certain lessons and specialist learning support staff. Additionally, individual programmes of study are devised to address students' learning needs and to enable access to mainstream curriculum, e.g. through adapted resources, multisensory learning programmes for students with specific learning difficulties, highly differentiated work for students working at below average national curriculum levels, etc.
- The school takes steps by reasonable adjustments to ensure that disabled students are not put at a disadvantage compared to other students, through the deployment and training of inclusion staff. The focus is on enabling students to access the curriculum as independently as they can by providing appropriate interventions and targeting adult support where it is most effective.
- The school has an accessibility plan and the site is modified as far possible required to meet the needs of disabled students. For example, there are ramps and yellow paint on steps around the site.
- There is additional support for those with disabilities: group interventions are run by trained learning support staff working in the school's Haven and inclusion unit as well as emotional support groups, etc. There are clubs run by inclusio to ensure students with disabilities or SEN can still access a rich and varied curriculum.
- Textbooks and hand-outs are adapted (e.g. re-typed and enlarged) for students with visual impairment. Specialised laptops are also provided.
- The school works closely with families and benefits from close relationships with them. Disabled learners and their families are involved in the changes and improvements made and their learning programmes. They are consulted on issues affecting them, rather than relying on people acting on their behalf, e.g. parental and student views are included in the statutory annual review documentation. Students have the opportunity to identify strategies / resources / staff which help them get on better and identify areas where they still require support.

5.1.2 How the School Fosters Good Relations and Promote Community Cohesion for Disabled Students

- The work that has been done to develop high aspirations and a culture of success in the school also contributes to students' SMSC development. Through the modelling of mutual respect and promotion of strong moral values (respect, resilience and responsibility)

within the school community, staff and governors are working hard to ensure learners receive consistent messages through all aspects of school life.

- The school continues to develop a curriculum that encourages all students to understand, respect and value difference and diversity.
- All students are enabled to learn about the experiences of disabled people and the discriminatory attitudes those with disabilities may experience, using themes within the PSHE and Citizenship programmes.
- Any incidents of prejudicial whether based on disability or other factor, are challenged and addressed promptly.

5.1.3 Impact and Future Developments for Disabled Students

- All disabled / SEN students feel safe, supported and included.
- Targeted literacy support has ensured disabled students are supported to chronological reading age.
- Parental feedback and relationships with inclusion are very positive.
- There has been successful inclusion of most ASD students into mainstream classes.
- The use of annotated seating plans and SEN student profiles ensure that all staff are aware of students' needs and factor this into their planning.
- There is further work with all departments to enhance differentiation.

5.2 Ethnicity and Race Including EAL learners

The majority of students in the school are from a White British background and this group underachieves compared to ethnic minority groups. The school is committed to working for the equality of all ethnic groups.

The primary challenge for the school is to address the underachievement within the White British group. However for non-White British or EAL students, the primary challenges are around them feeling safe, supported and included as part of the school community when the White British group is such a significant proportion of the school population.

Students from minority groups or with EAL are supported in the following ways:

- Ensuring high achievement and expectations for EAL students who are new to English and accelerating language learning by a variety of provisions.
- Ensuring wellbeing and enjoyment of EAL students attending school, especially those who are new arrivals to the country.
- Ensuring diversity is promoted and celebrated within the White British group.

- Ensuring support with all subjects via introducing structured and timetabled support for student with EAL.
- Working to involve parents and families with EAL e.g. consultation and support evenings for parents or particular student groups are arranged.
- Encouraging all students to become involved in student forums and promote diversity on the student executive.

5.2.1 How the School Advances Equality of Opportunity for EAL Learners and Ethnic Minorities

- The attainment and progress of all students is monitored and analysed by race and ethnicity through the data analysis process.
- Using CPOMS, all students are monitored against key safeguarding risks. This helps to ensure that no student is restricted or affected by cultural practices not consistent with British values e.g. FGM, radicalisation or forced marriage.
- Targets are set to improve the attainment and progression rates of all students. These are regularly reported on.
- Parents, carers and families are involved in initiatives and interventions to improve outcomes for particular groups, e.g. parent workshops and coffee morning initiatives.
- The school has a well-structured and embedded literacy intervention programme.
- Throughout the curriculum, schemes of work provide students with opportunities to learn about the experiences and achievements of different communities and cultures, e.g. in History students study Black History. This deals with important themes such as slavery, the abolition movement and civil rights.

5.2.2 How the school Fosters Good Relations and Promote Community Cohesion for EAL Learners and Ethnic Minorities

The school's vision, mission statement and aims reflect a desire to be a student-centered learning community where all students feel safe, supported and included. All school policies, procedures and practices are rooted in these values.

The slight increase in ethnic minorities in recent years has been welcomed positively as it has greatly enriched the school community. Student groupings, formal and informal, show students working well across different social and ethnic backgrounds. As a result reports of racial incidents are rare and are dealt with very effectively by senior staff. The fact that all ethnic groups appear to achieve well without any minority group appearing disadvantaged indicates that discrimination is not an inhibiting factor. Exclusion data also indicates that no ethnic minority group is being disadvantaged.

The RE and PSHE syllabus covers areas of personal integrity, human rights, mutual understanding and respect for all faiths. The RE scheme of work also includes understanding of other faiths.

5.2.3 Impact and Future Developments for EAL Learners and Ethnic Minorities

The literacy intervention programmes continue to have a positive impact across all areas of the curriculum.

There are schemes of learning to ensure that students have a sound understanding of the Fundamental British Values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of different faiths and beliefs

This links to the Royds values of Respect, Resilience and Responsibility which are embedded throughout school practices. They provide a structure for the assembly programme as well as the activities that take place during Form Time. Staff also refer to these values in their lessons to embed and further develop the understanding.

Students value their cultural differences and appreciate their many similarities. The school is proud that incidents of racist bullying are negligible but are not complacent.

The school will continue to:

- work to ensure that all students achieve their chronological reading age.
- address across school variation where it exists e.g. using progress measures at department level.
- refine targeting of underachieving groups to increase attainment for White British ethnic group.

5.3 Gender

The school is working to ensure that all students achieve well. There is a gap in boys' attainment to girls, however, it is recognised that this national trend. The school will continue to work hard to reduce any differences, in particular, by further refining the Key Stage 4 curriculum and looking at student grouping procedures, progress monitoring and targeted interventions.

There are marginally more boys than girls in the school. The curriculum is designed to ensure there are no gender bias or stereotypes in subject choices, careers advice and work experience is avoided.

Key Stage 3 monitoring shows a similar pattern of achievement gap between boys and girls. There is also a gap in the number of exclusions between boys and girls. Through positive reinforcement, the school works hard to reduce these gaps in future attainment between boys and girls.

Students are regularly consulted on issues that might affect their achievement or wellbeing, through a variety of Student Executive activities. In particular, each tutor group has a Student Executive representative and this ensures that both genders are represented at the Student Executive meetings and their differing views can be expressed equally. Consultation also happens through the school's student surveys which are carried out regularly.

5.3.1 How the School Advances Equality of Opportunity for Students of Both Genders

- The school monitors the attainment and progress of all our students and use gender in the data analysis process.
- Targets are set to improve the attainment and rates of progress of individual boys and girls.
- Barriers are identified and addressed to the participation of boys and girls in activities.
- Gender stereotypes in subject choices, careers advice and work experience are avoided.
- Parents, carers and families are given opportunities to contribute to aspects of the development, delivery and evaluation of the school's gender equality initiatives through formal, parent council meetings.
- An active STEM programme exists which encourages female participation.

5.3.2 How the School Fosters Good Relations and Promote Community Cohesion for Students of Both Genders

- The school's vision, mission statement and aims reflect the desire to be a student-centered learning community where all students feel safe, supported and included. All school policies, procedures and practices are rooted in these values.
- The school ensures the inclusion of positive, non-stereotypical images of males and females in all areas of our curriculum.
- There is a conscious effort made to promote strong female role models and address body confidence issues as it is identified that girls in school tend to have low aspirations and feel certain careers are open to them.
- In RE traditional and modern roles of males and females in society and religion are discussed and students encouraged to consider reasons for their views on the roles of males and females.
- There are very few incidents of sexist bullying or sexual harassment but they are all taken very seriously and dealt with according to the school's Anti-Bullying policy.

5.3.3 Impact and Future Developments for Students of Both Genders

- Continue to address gender gap in boys' attainment.
- Continue to drive forward literacy and teaching and learning initiatives to ensure further progress in all subjects and across all phases for all.
- Challenge further the stereotypes of gender within the current schemes of work to allow for greater depth of study within Citizenship and PSHE education.
- Develop monitoring systems using CPOMS for sexual harassment or violence against girls.

- If required from the above monitoring, develop a response and interventions to ensure to ensure female students are not disadvantaged wider social attitudes towards women.

5.4 Gender Identity or Reassignment

The school is committed to ensuring that students and staff who are proposing to undergo, are undergoing or have undergone a process to reassign their sex, are protected from discrimination and harassment. All staff have received gendered intelligence training and are aware of how to support students in this.

Data is not collected on students who are planning to undergo, who are undergoing or who have undergone gender reassignment. However, it is recognised that people who are proposing to undergo, who are undergoing or who have undergone a process to reassign their gender may experience discrimination and harassment.

Necessary adjustments are made on a case by case basis following the needs, wishes and feelings of the student concerns.

5.5 Pregnancy and Maternity

It is understood that students who are pregnant or who have recently had a baby can experience discrimination and barriers to accessing or continuing their education. The school endeavour to provide a personalised support package to ensure that such students are able to continue their education on a case by case basis.

5.6 Religion and Belief

The school is committed to working for equality for people based on their religion, belief and non-belief.

The Key Stage 3 RE / PSHE curriculum encourages students to reflect critically on their faith. By teaching modules on Islam, Judaism and Hinduism it is hoped to raise awareness of the faith and tradition of other religious communities in order to respect, value and understand them.

Through the activities in Form Time and centred about the Fundamental British Values, students are encouraged to learn about the wider world, ethical and philosophical issues and express and value their own opinion whilst showing respect and tolerance towards differing opinions.

The school site has been adapted as requested and has a prayer room.

5.6.1 How the School Advances Equality of Opportunity in Religion and Belief

In addition to learning about religion, students are also given opportunities to learn from religion. This enables students from all backgrounds to reflect on the questions / issues raised by religion and develop their own responses and ideas.

Students are supported in their development of their sense of identity and belonging through RE, PSHE and Citizenship study. Particular lessons on sense of self, decision making, emotional literacy, lifestyle choices and cultural identity directly support this aspect of learning. The Find Your Form programme of study builds on these aspects with the intended outcome of a

confident child with a positive sense of their own identity who is able to make healthy decisions.

Learning and undertaking activities in citizenship contributes to the achievement of all students to become successful learners, confident individuals and responsible citizens.

5.6.2 How the School Fosters Good Relations and Promotes Community Cohesion in Religion and Belief

The school mission statement is to be a student-centered learning community and there are community goals within the school's strategic planning. Students designed their own values which are respect, resilience and responsibility.

Promoting spiritual, moral, social and cultural education is at the heart of our curriculum.

The school has an Assistant Head for Community who works with the other local primary schools.

Students are given opportunities to take part in national and international opportunities whenever possible.

5.6.3 Impact and Future Developments in Religion and Belief

In general, students enjoy RE and are willing to learn about beliefs that are different from their own. The school has a growing involvement in the local community and with outside providers continues to impact positively in developing students' understanding of local community and wider global issues.

5.7 Sexual Orientation

The school is committed to providing a safe environment for all students. Any discrimination faced by students and staff who are lesbian, gay, bisexual or transgender is addressed promptly. A member of the Senior Leadership Team has attended Stonewall Train the Trainer training and is confident leading in this area.

The school does not collect data on the sexual orientation of students. However, the school is aware that there may be a number of equality issues for gay, lesbian, bisexual or transgender students.

6. Equality Objectives

The Equality Act 2010 requires the school to publish specific and measurable equality objectives. The school's equality objectives are based on the analysis of data and other information. The equality objectives focus on these areas where the school has agreed to take action to improve equality and tackle disadvantages.

Objective	Strategy	Who By	Monitoring	Impact
Improved consultation and understanding of equality issues within the school community.	Debate and discuss student voice, Friends of Royds and staff	Gavin Faulkner and Stuart Golton	Student executive and student / parent surveys	Students feel safe, supported and included. A hub of the local community
Use of regular central assessment data to scrutinise equality performance throughout the year and make appropriate interventions.	SLT, HODs, SENCO and LALs to use assessment data provided to develop specific planning for meeting equality gaps within class.	SLT, HODs, SENCO and Year Leaders	Assessment data analysed by vulnerable groups termly and at reporting points	Student outcomes. Assessment data analysed by vulnerable groups on a regular basis. Subject and Pastoral staff able to demonstrate how data is being used to ensure equality of opportunity.
Working with pupil premium students to close the gap	See PP plans and documentation.	AHT Raising Achievement and HODs	Reporting points	PP students' progress improves
Investigating barriers in Maths for boys at Key Stage 3	Maths Department analyse data and schemes of work	Head and Maths HOD	Reporting points	Boys' progress in Maths improves
Improving analysis of SEN data to ascertain whether students with physical issues make the same progress as their peers	Analyse attainment data for SEN students by recorded impairment.	SENCO and AHT for Curriculum	Reporting points	Analyse whether students with a physical disability (as opposed to SEN) make similar progress to their peers.
Improving the gender ratio of management staff to teaching roles.	Middle leader training, CPD and mentoring	Deputy Head	Appraisal points	More women feel able to apply for management roles.

7.0 Staff Information

The school has less than 150 employees and therefore is not required to publish information about them. In the interest of transparency this information aims to provide a profile of our school workforce, as well as employment practices and achievements.

7.1 Confidentiality

Guarantees of confidentiality are given to all staff who provide monitoring information or who take part in staff surveys. Names and data are anonymised and the school observe the convention not to report where there are 10 or fewer respondents in any grouping in identifiable numerical terms.

7.2 Sexual Orientation

The school does not collect data on the sexual orientation of our staff. However, the school is aware that there may be a number of equality issues for gay, lesbian, bisexual and transgender staff.

7.3 Gender Identity or Reassignment

The school does not collect data on staff that are planning to undergo, who are undergoing or who have undergone gender reassignment. It is recognised that people who are proposing to undergo, who are undergoing or who have undergone a process to reassign their gender may experience discrimination and harassment.

7.4 Pregnancy and Maternity

Staff who are pregnant are supported and it is ensured that they do not experience discrimination.

7.5 Recruitment and Selection of Staff

Recruitment procedures are reviewed regularly to ensure that individuals are treated on the basis of their relevant merits and abilities. Job selection criteria are reviewed as vacancies arise to ensure that they are justifiable on non-discriminatory grounds as being essential for the effective performance of the job.

The school takes steps to ensure that knowledge of its vacancies reaches a wide labour market to recruit from the widest pool of candidates reasonably practicable. Where relevant, the school may take positive action measures to attract applications from all sections of society, especially from those that are under-represented in the workforce.

Adverts include an appropriate short statement on equality and a copy of this policy is available on the school website.

The school takes steps to ensure that any recruitment agencies acting for the school are aware of its requirements not to discriminate and act accordingly in carrying out recruitment activities for and on behalf of the school.

To ensure that this policy is operating effectively, and to identify groups that may be under-represented or disadvantaged, the school may monitor applicants. Ethnic group, gender, disability, sexual orientation, gender reassignment, religion and age are monitored as part of the recruitment procedure. Provision of this information is voluntary and does not adversely affect an individual's chances of recruitment or any other decision related to their employment. The information is removed from applications before short listing, and kept in an anonymous format solely for the

purposes stated in this policy. Analysing this data helps us take appropriate steps to avoid discrimination and improve equality and diversity.

It is mandatory that any appointments of school staff are made by a recruitment panel which includes at least one person who has been trained in safer recruitment. Recruitment and selection training is covered in the safer recruitment training.

Consideration is given to ensure the interview panel is as diverse as possible

7.6 Grievance and Disciplinary Procedures

The school encourages all employees to settle complaints either informally or by formal mediation. Mediation is voluntary and will only take place with the agreement of both parties. Where mediation is agreed once the formal grievance procedure has been started, the formal procedure will be adjourned whilst the mediation takes place. In the event that no mutually acceptable solution is reached through mediation, the procedure will be reconvened at the point of adjournment.



Royds