



Rochdale Islamic Academy
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BOYS' SCHOOL

Equality & Diversity Policy

Reviewed: September 2024

Next Review: August 2025

Responsible: Mr Arif Pirbhai (Head)

Governing Body Approved: September 2024

Approved: Mr Sohail Ahmed (Chair of Governors)

This Equal Opportunities Policy Replaces:

- Race Policy
- Disability Equality Policy
- Gender Equality Scheme

Purpose

The purpose of this policy is to set out in detail how our school intends to comply with the Equality Act 2010 along with outlining the schools' approach to inclusion. In our school staff are committed to ensuring equality of education and opportunity for all pupils, staff, parents, and carers receiving services from the school, irrespective of age, disability, gender, gender identity, marriage, pregnancy and maternity, race, religion or belief and sexual orientation. We will adhere to the legal definitions of these protected characteristics as set out by the Equality and Human Rights Commission (EHRC) code of practice. We aim to develop a culture of inclusion and diversity, in which all those connected to the school feel proud of their identity and able to participate fully in school life. The achievement of students will be monitored by ethnicity, gender, age and disability and we will use this data to support students, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach, and visit here.

Mainstreaming Equality into Policy and Practice

Whilst the school operates equality of opportunity in its day-to-day practice, which is highlighted throughout this policy, specific actions are set out in the School Improvement Plan and School Evaluation Framework.

Teaching & Learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils.
 - Monitor achievement data by ethnicity, gender and disability and action any gaps, including providing targeted support where appropriate.
 - Take account of the achievement of all students when planning for future learning and setting challenging targets.
 - Ensure equality of access for all students and prepare them for life in a diverse society.
 - Use materials that reflect the diversity of the school population and local community without stereotyping and expose students to a range of thoughts and ideas.
 - Promote attitudes and values that will challenge racist, sexist, homophobic, biphobic, transphobic and
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other discriminatory behaviour or prejudice.

- Provide opportunities for all pupils to appreciate their own culture and celebrate the diversity of other cultures.
- Seek to involve all parents in supporting their child's education.
- Encourage classroom and staffroom discussion of equality issues which reflect on stereotypes to encourage social cohesion, expectations, and the impact on learning.
- Include teaching and classroom- based approaches appropriate for the whole school population, which are inclusive and reflective of our students.
- Seek to involve the community around the school in the celebration and raising awareness of cultural issues

Admissions & Exclusions

Our admissions arrangements are operated in conjunction with the City Council and are fair and transparent, and do not discriminate on the protected characteristics or socio-economic factors. Exclusions will always be based on the schools Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any disproportionate practice is identified and dealt with.

Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to our staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are committed to ensuring wherever possible that the staffing of the school reflects the diversity of our community.

Employer Duties

As an employer we need to ensure that we eliminate discrimination, victimization and harassment in our employment practice and advance equality across all groups within our workforce. Equality aspects such as age, gender, race, disability, sexual orientation, gender identity, marriage, pregnancy and maternity, religion and belief are considered when appointing staff and particularly when allocating Teaching and Learning (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff
 - Continued professional development opportunities for all staff, which are monitored as part of the performance management process.
 - Senior Leadership Team support to ensure equality of opportunity for all.
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Equality And the Law

Our school will ensure it does not unlawfully discriminate against its students, prospective students, staff job applicants or parents/carers in the performance of its duties, policies, and practices. Discrimination means treating someone less (or more) favourably than a “comparator”. Harassment (which is one form of discrimination) means violating someone’s dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. Victimisation means discrimination because of a previous complaint. We recognise that discrimination can occur in the following ways and will actively work to alleviate it:

- Direct discrimination
 - Indirect discrimination
 - Discrimination arising from disability including failure to make reasonable adjustments and provide auxiliary aids and services
 - Harassment
 - Victimisation
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Roles And Responsibilities

Roles of the Governors:

The governing body sets out its commitment to equal opportunities in this policy and it will continue to do all it can to ensure that the school is fully inclusive to students, and prospective students, and responsive to their needs. The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of the protected characteristics and will take all reasonable steps to ensure that the school environment gives access to people with disabilities and strive to make school communications as inclusive as possible for parents, carers and students.

The governing body welcomes all applications to join the school, whatever a child's socio-economic background, age, race, gender, disability, sexual orientation, marital status or pregnant, religion or belief or gender identity. The governing body is liable for any breaches of legislation. It is also liable for the actions of its employees and agents of the school, unless it can show that it took all reasonable steps to prevent discrimination, harassment or victimisation taking place.

The Role of the Headteacher

It is the Headteacher's role to implement the school's Equal Opportunities Policy and is supported by the governing body in doing so. It is the Headteacher's role to ensure that all staff are aware of the Equal Opportunities Policy and that teaching and non-teaching staff apply these guidelines fairly in all situations. The Headteacher ensures that all appointment panels give due regards to this policy, so that no-one is discriminated against when it comes to employment and training opportunities. The Headteacher promotes the principle of equal opportunity when developing curriculum and promotes respect for other people and other opportunities to participate in all aspects of school life. The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The Role of all Staff: Teaching & Non-Teaching

All staff will ensure that all students and members of staff are treated fairly, equally and with respect, and will maintain awareness of the school's Equal Opportunities Policy. All staff will strive to provide material that gives positive images and challenges stereotypical images. All staff will challenge any incidents of bullying, prejudice, racism, sexism, homophobia, biphobia, transphobia and record any serious incidents, drawing them to the attention of the Headteacher. Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discrimination incidents. Staff are personally responsible for their own acts of discrimination, harassment or victimisation carried out during their employment.

Our school will ensure that all staff fully understand our commitments to equality and inclusion and receive the necessary training and development to uphold their responsibilities.

REVIEW OF PROGRESS & IMPACT

This policy has been agreed by our governing body. Our school has a rolling programme for reviewing policies and their impact. In line with legislative requirements, we will review progress against our Equal Opportunities Policy annually as part of school improvement planning. Our school makes regular assessments of pupils learning and uses this information to track student progress. As part of this process, we regularly monitor achievement by race, gender, and disability, to ensure that all groups of pupils are making the best possible progress and take appropriate action to address any gaps.

ANNEX A: PROTECTED CHARACTERISTICS

The protected characteristics for the schools' provisions are:

- Disability
- Gender Identity
- Pregnancy and Maternity
- Race
- Religion or Belief
- Gender
- Sexual Orientation
- Age
- Marriage

Disability

Someone who has the protected characteristic of disability have a physical and/or mental impairment which has what the law calls 'a substantial and long-term adverse effect on their ability to carry out regular day to day activities'. There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause. In relation to physical impairment:

Conditions that affect the body such as arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses) diabetes, asthma epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs are covered.

HIV infection, cancer and multiple sclerosis are covered from the point of diagnosis.

Severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided the long-term requirement is met (see below)

People who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist, are automatically treated as disabled under the Act.

Mental impairment includes conditions such as dyslexia and autism as well as learning disabilities such as Down's syndrome and mental health conditions such as depression and schizophrenia. The other tests to apply to decide if someone has the protected characteristic of disability are:

- The length the effect of the condition has lasted or will continue it must be long term. 'Long term' means that an impairment is likely to last for the rest of the person's life or has lasted at least 12 months or where the total period for which it lasts is likely to be at least 12 months. If the person no longer has the condition but it is likely to recur or if the person no longer has the condition, they will be a disabled person.
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- Whether the effect of the impairment is to make it more difficult and/or time consuming for a person to carry out an activity compared to someone who does not have the impairment, and this causes more than minor or trivial inconvenience.
- If the activities that are made more difficult are 'regular day to day activities' at work or at home.
- Whether the condition has this impact without considering the effect of any medication the person is taking or any aids or assistance or adaptations they have, like a wheelchair, walking stick, assistance dog or special software on their computer. The exception to this is the wearing of glasses or contact lenses where it is the effect while the person is wearing the glass or contact lenses, which is considered.

Gender Reassignment

Gender reassignment is a personal process (rather than a medical process) which involves a person expressing their gender in a way that differs from or is inconsistent with the physical gender they were assigned at birth. This personal process may include undergoing medical procedures or, as is more likely for school pupils, it may simply include choosing to dress in a different way as part of the personal process of change.

A person will be protected because of gender identity where they:

- Make their intention known to someone – it does not matter who this is, whether it is someone at school or at home or someone like a doctor:
- Once they have proposed to undergo gender assignment they are protected, even if they take no further steps or decide to stop later
- They do not have to have reached an irrevocable decision that they will undergo gender reassignment, but as soon as there is a manifestation of this intention they are protected
- Start or continue to dress, behave or live (full or part time) according to the gender they identify as a person
- Undergo treatment related to gender reassignment, such as surgery or hormone therapy; or have received gender recognition under the Gender Recognition Act 2004

It does not matter which of these applies to a person for them to be protected, because of the characteristic of gender reassignment

Pregnancy & Maternity

The Act lists pregnancy and maternity as a protected characteristic.

Ethnicity

Ethnicity means a person's:

- Race
- Nationality (including citizenship), and/or
- Ethnic or National Origin

And a racial group is composed of people who have or share a nationality or ethnic or national origins.

A person has the protected characteristics of ethnicity if they belong to a particular racial group.

Racial groups can comprise two or more racial groups such as 'British Asians'.

Religion or Belief

The protected characteristic of religion or belief includes any religion and any religious or philosophical belief. It also includes a lack of any such religion or belief. A religion need not to be mainstream or well known to gain protection as religion. It must, though, be identifiable and have a clear structure and belief system.

Denominations or sects within religions may be considered a religion. Cults and new religious movements may also be considered religions or beliefs

Belief means any religious or philosophical belief and includes a lack of belief.

‘Religious belief’ goes beyond beliefs and adherence to a religion or its central articles of faith and may vary from person to person within the same religion.

A belief which is not a religious belief may be a philosophical belief, such as humanism or atheism.

A belief need not include faith or worship of a god or gods but must affect how a person lives their life or perceives the world.

For a belief to be protected by the Equality Act:

- It must be genuinely held
- It must be a belief and not an opinion or viewpoint based on information available at the moment.
- It must be a belief as to a weighty and substantial aspect of human life and behaviour.
- It must attain a certain level of cogency, seriousness, cohesion, and importance.
- It must be worthy of respect in a democratic society.
- It must be compatible with human dignity and not conflict with the fundamental rights of others.

Gender

A person’s gender refers to the fact that they are male, female, trans or gender- neutral. In relation to a group of people, it refers to either men, boys, women, girls, or those who identify as transgender.

Sexual Orientation

Sexual orientation means the attraction a person feels towards males, females and trans people, which determines who they form intimate relationships with or are attracted to.

- Some people are attracted to those of the same sex (lesbian women and gay men)
 - Some people are attracted to males and females (bisexual people)
 - Some people are attracted to males, females and trans people (pansexual people)
 - Some people are attracted to the opposite sex (heterosexual people)
 - Some people have relationships but not sexual relationships (asexual people)
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Everyone is protected from being treated poorly because of sexual orientation, whether they are bisexual, gay, lesbian, asexual, pansexual, or heterosexual.

Sexual orientation discrimination also covers discrimination connected with manifestation of that sexual orientation.

Health and Wellbeing Strategy

We feel that our staff's wellbeing is of vital importance. Wellbeing is an important factor in the job satisfaction and as such is a management issue. Our strategy will bring staff wellbeing to the forefront, whilst seeking to create a culture where negative wellbeing issues are identified, minimised, and managed before they affect the wellbeing of staff. We have a clear aim to promote the positive health and wellbeing of our staff.

The issue of staff health and wellbeing at work is recognised as part of our broader approach to health promotion that involves us all.

We aim to:

- Promote good practice in both health and wellbeing activities and share success
 - Provide relevant training for all managers
 - Ensure all necessary resources are provided.
 - Identify those circumstances that may contribute to inappropriate levels of work-related stress.
 - Consult with relevant trade union safety representatives and other stakeholders.
 - Provide confidential counselling for staff as necessary
 - Promote an emphasis on wellbeing
 - Provide central support, resources, and advisory services
 - Produce and disseminate guidance notes
 - Offer practical step by step procedures and guidance
 - Provide training to staff
 - Monitor the effectiveness of this policy through annual reporting.
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Responsibility of the Senior Leadership Team

Our Senior Leaders will:

- Ensure health and wellbeing are seen as priority.
- Establish effective monitoring processes
- Make recommendations following consultation with staff
- Ensure the promotion of the policy throughout the organisation
- Provide support and guidance for individuals
- Allocate resources necessaryAlso

we expect our senior staff to:

- Set an example to others
- Actively promote the principle of positive staff well being
- Be vigilant to employees' personal circumstances offering additional supportas necessary
- Ensure that communication is always effective
- Ensure that bullying, harassment, and discrimination are never tolerated.
- Refer employees (with their consent) to Occupational Health Service orcounselling services
- Work with managers to initiate staff well-being focus groups whereappropriate
- Conduct any investigation necessary to protect staff well being
- Ensure effective measures are in place for monitoring all sickness absencesfor stress-related absence

Middle Leaders:

Our Middle Leaders will:

- Monitor the wellbeing of their teams
 - Ensure staff are fully trained for their duties
 - Ensure staff are provided with meaningful developmental opportunities
 - Monitor workloads to ensure staff are not overloaded
 - Monitor working hours to ensure staff are not overworking.
 - Attend relevant training as required
 - Ensure any potential staff wellbeing issues are communicated to a memberof the Senior Management Team as soon as possible.
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- Ensure absence patterns are monitored and anomalies are reported to Senior Management

All Staff:

Are expected to:

- Look after the health and wellbeing of their colleagues
- Treat each other with dignity and respect
- Take advantage of training and information sources
- Uphold confidentiality (wherever safety is not at risk)
- Recognise the limits of what they can do and seek advice at the earliest opportunity
- Share ideas for promoting health and wellbeing in the workplace
- Raise issues of concern with their line manager
- Accept opportunities for occupational health review or counselling when recommended

RIAB will adhere to all equality's legislation, including the three duties outlined in the Equalities Act 2010:

- To eliminate conduct that is prohibited by the Act
- To advance equality of opportunity between people who share a protected characteristic and those who do not
- To foster good relations across all characteristics.

The way in which we seek to do this is explained below.

Principles of our approach

Understanding and tackling the different barriers which could lead to unequal outcomes for those people who have protected characteristics within school, while celebrating and valuing the achievements and strengths of all members of the school community is the key to our approach. Those people with protected characteristics are defined as those who may be susceptible to discrimination because of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy, or maternity, less able or socio-economic background. These include pupils, students, teaching and support staff, parents, carers, governors, multi-agency staff linked to the school, visitors to school and contractors.

We value diversity and believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

It is the responsibility of the Headteacher and governors to ensure compliance with and implementation of

the policy by the whole school community as well as eliminating all unlawful discrimination. Visitors to the site will be expected to follow the principles laid down in this policy.

The Deputy Headteacher – Progress has a role in promoting work in this area to ensure the achievement of the equality's objectives. Responsibilities include the monitoring and reporting of racist, disability and homophobic incidents to the senior leadership team and evaluation of progress towards these objectives, monitoring the operation of the policy and reporting back through the school's management structure.

A range of stakeholders have been consulted in drawing up this policy and the associated action plan. The action plan will be reviewed and updated on an annual basis with the continued help of pupils, students, parents, carers, governors, the community, and staff.

Over time all RIAB Policies will be reviewed to ensure that they are in line with the Equality and Diversity policy and amended when necessary.

Promoting Equality and Diversity at RIAB

Teaching and Learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, learning and teaching will endeavour to:

- Ensure equality of access to the whole school experience for all pupils and prepare them for life in a diverse society.
- Use materials that reflect a range of cultural backgrounds, without stereotyping.
- Promote attitudes, values and skills that challenge discriminatory behaviour.
- Provide opportunities for pupils to appreciate their own culture, religion and beliefs and celebrate the diversity of other cultures.
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions.
- Develop pupils' advocacy skills so that they can detect bias, and challenge discrimination, leading to justice and equality.
- Ensure that the curriculum covers issues of equality, diversity, religion, human rights, and inclusion.
- Prepare pupils for living in a multicultural society and promote good relations between different racial groups.
- Celebrate diversity and promote (where appropriate) the positive contribution of different ethnic minority groups to the curriculum area, as well as profiling the positive contributions made to society by other minority groups.
- Celebrate what we have in common.
- Seek to involve all parents/carers in supporting their child's education.
- Provide educational visits and extra-curricular activities that involve all pupil groupings.
- Take account of the composition of individual teaching groups.
- Take account of the different learning needs of different groups of pupils, using an appropriate range of teaching strategies to enable all pupils to progress.
- Utilise seating plans to foster effective learning.
- Take account of the current performance of all pupils when planning for future learning and setting challenging targets.
- Make best use of all available resources to support the learning of all groups of pupils.
- Identify resources that support staff development – see Teaching and Learning Toolkit to support staff in their planning for inclusion and equality.

Learning Environment

There is a consistently high expectation of all pupils regardless of age, gender, race, disability, ability, social background, and sexual orientation. To secure the best possible outcomes for all our young people, we recognise the importance of:

- Teacher commitment, expertise, and enthusiasm as a vital factor in achieving a high level of motivation and good results from all pupils.
- Adults in the school providing good, positive role models in their approach to all issues relating to equality and diversity.
- The school placing a high priority on the provision for those with special educational needs and disabilities. We strive to meet all pupils' learning needs, including the more able.
- The school providing an environment in which all pupils have equal access to all facilities and resources.

- Creating an environment where all pupils are encouraged to be actively involved in their own learning.
- Encouraging pupils and parents to create an appropriate learning environment at home and providing them with advice about how to do this.
- Providing opportunities for completing homework beyond the school day on the school site.
- Using a range of teaching methods throughout the school to ensure that effective learning takes place at all stages for all pupils.

Curriculum

At RIAB we actively recognise differences and aim to ensure that:

- Our planning reflects our commitment to equality in all subject areas and cross-curricular themes, promoting positive attitudes to equality and diversity.
- Pupils will have opportunities to explore concepts and issues relating to identity and equality.
- Steps are taken to ensure that all pupils have access to mainstream curriculum by considering the cultural and lifestyle backgrounds of all pupils, their linguistic needs, and their learning styles.
- All pupils have access to qualifications which recognise attainment and achievement and promote progression.

Ethos and Atmosphere

We are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community. To this end:

- There should be an 'openness' of atmosphere and mutual respect which welcomes everyone to the school.
- The pupils are encouraged to greet visitors to the school, and adults within the school, with friendliness and courtesy.
- The displays around the school should be of a high quality and reflect diversity across all aspects of school life and are frequently monitored.
- Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities.

Resources and Materials

The provision of good quality resources and materials within RIAB is a high priority. These resources will:

- Reflect the reality of an ethnically, culturally, and sexually diverse society.
- Reflect a variety of viewpoints.
- Show positive images of different ethnic groups, males and females in society, and people with disabilities.

- Reflect non-stereotypical images of all groups in a global context.
- Include materials to raise awareness of equality and diversity issues.
- Be equally accessible to all members of school community, consistent with health and safety
- Not promote, explicitly or implicitly, racist, anti-disability, sexist, homophobic or ageist views.

Language

We recognise that it is important that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes.
- Does not intentionally offend.
- Creates and enhances positive images of particular groups identified at the beginning of this document.
- Creates the conditions for all people to develop their self-esteem.
- Recognises the individuality and background of all members of the school community, with everyone endeavouring to spell and pronounce names correctly.
- Uses appropriate terminology in referring to groups or individuals.

Provision for Bilingual/Multilingual Pupils

We will make appropriate provision for all EAL/bilingual children/groups in Years 7-11 to ensure access to an appropriate curriculum. These groups may include:

- Traveller and Gypsy Roma children.
- Those from refugee families.
- Asylum seekers.
- Pupils for whom English is an additional language.
- Pupils who are new to the United Kingdom.

Personal Development and Pastoral Guidance

- Pastoral staff take account of disability needs, gender, religious and racial differences, sexual orientation, and the experience and needs of groups such as Gypsy Roma and Traveller, refugee and asylum seeker pupils.
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, or race.
- All pupils/staff/parents/carers are given support as appropriate when they experience or perceive discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore, where appropriate, remedial work is done to ensure that the actions do not occur again.
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Harassment and Bullying

It is the duty of the school to challenge all types of discriminatory behaviour. It will address this duty in several different ways, e.g.:

- Incidents where there are unwanted attentions (verbal or physical) will be tackled. The school has a clear, agreed procedure for dealing with incidents such as unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality, gender (or transgender).
- All bullying related to those with protected characteristics will be referred to an appropriate member of staff and be dealt with as a serious incident – and will be recorded and investigated thoroughly.

- Incidents involving those with protected characteristics – specifically incidents relating to race, disability, or homophobia – will be highlighted in behaviour logs to ensure effective monitoring. It will be the norm for parents/carers of the victim and the perpetrator to be notified of the incident, unless there are specific circumstances that make this inappropriate.

Partnerships with Parents/Carers and the Wider Community

We aim to work in partnership with parents/carers to help all pupils to achieve their potential. For example:

- All parents/carers are encouraged to participate in the life of the school; readathon, parents' evenings, transition events, Parent mail.
- Encouraging parents/carers to contact the school if they have any concerns about equality and diversity issues – the first point of contact should be the member of Senior Management with responsibility for Equality and Diversity.
- Encouraging members of the local community to regularly join in school activities e.g., for example parent forums.

Staffing and Staff Development

- We recognise the need for positive role models and distribution of responsibility among staff. This will include pupil access to a balance of male and female staff at different key stages.
- We undertake to encourage the career development and aspirations of all individuals.
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

Staff Recruitment and Professional Development

- All posts are advertised formally.
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure good practice which takes account of equalities through the recruitment and selection process.
- The school encourages applicants from all sections of the community.
- Access to opportunities for professional development is monitored on equality grounds.
- Equalities policies and practices are covered in all staff inductions.
- All supply staff are made aware of equalities policies and practices.
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.
- As part of the staff recruitment process all applicants are asked to complete an Equal Opportunities Monitoring Form. Summary information will be reviewed by the Governors Personnel committee.

Responsibility for the Policy

At RIAB, all members of the school community have a responsibility towards supporting the equality agenda. Responsibilities are laid out as follows:

The Governing Body is responsible for ensuring that:

- The school complies with all equality's legislation relevant to the school community.
- The school's Equality and Diversity policy is maintained and updated regularly.
- That procedures and strategies related to the policy are monitored, reviewed, and implemented.

The Headteacher and Senior Management along with the Governing body is responsible for:

- Providing leadership and vision in respect of equality.
- Overseeing the implementation of the Equality Act 2010 and its associated duties.
- Co-ordinating the activities related to equality and evaluating impact.
- Ensuring that all who enter the school are aware of, and comply with, the Equality and Diversity Policy.
- Ensuring that staff are aware of their responsibilities and are given relevant training and support.
- Taking appropriate action in response to racist incidents, discrimination against persons with disability and sexual harassment and discrimination.

All staff are responsible for:

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping.
- Not discriminating on grounds of any protected characteristic.
- Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority or recognised training provider.

Monitoring and Review

This will be carried out by the Equal Opportunities Group under the leadership of the designated member of Senior Management. They will report back through the school management structure and the School Improvement Plan evaluation. Amendments may be made to the policy and action plans in the light of the monitoring and review. The group will consider feedback from a range of sources including:

- Analysis of attendance and truancy figures.
- Analysis of exclusions.
- Incidents of racism, homophobia and sexism and all forms of bullying.
- Pupils' achievement data for groups compared to National and Local Authority data.
- Feedback from Parents, School Councils, and other attached groups e.g., Bangladeshi Support Worker.
- Any other information related to the Equality Act.

The Measurement of Impact of the Policy

Each policy, and any other relevant policies as outlined in the specific duties placed upon us by the relevant legislation, will be evaluated and monitored for their impact on pupils, staff, parents and carers from the different groups that make up our school. As part of this process an action plan will be drawn up to enable impact assessment to be undertaken.

RIAB will keep up to date records concerning the disabilities present within the school community and will collect this information through data collection annually.

The school will publish any objectives i.e., steps towards addressing concerns identified by this process annually.