



Roundwood Park School

The Single Equality Scheme 2020 Incorporating the Equality Objectives Action Plan

Reviewed: March 2020 (Students, Families & Community Committee)

Next review: March 2024

Equality Objectives Action Plan updated: September 2021

Equality Objectives Action Plan next review: September 2022

1. Introduction

This policy represents the commitment of the School Leadership Team and the Governing Board to meeting the requirements of the Equality Act (2010). The policy sets out how our practice and policies will have due regard for the need to:

- Eliminate unlawful discrimination harassment and victimisation
- Advance equality of opportunity for students, staff, parents and other stakeholders
- Foster good relations between persons who share a relevant protected characteristic and those who do not.

This policy incorporates and therefore replaces previous policies related to the school's public sector equality duties such as the Disability Equality Statement, Equal Opportunities Policy, Equal Employment Opportunities Procedure and its Race Relations Policy. It therefore encompasses the following protected characteristics:

- disability
- sex (gender)
- age
- ethnicity and race
- gender reassignment
- religion or belief
- sexual orientation
- pregnancy and maternity

Our Single Equality Scheme follows the Department for Education guidance on the actions that maintained schools need to take to comply with equality and diversity legislation and our definitions align with their guidance.

Most importantly the Scheme also supports the school's values and ethos as set out below, our vision is LIFE: **Learning, Integrity, Friendship and Excellence.**

Learning: Developing a passion for creativity and lifelong learning

Integrity: Demonstrating honesty and fairness

Friendship: Encouraging teamwork and mutual respect

Excellence: Achieving exemplary standards

Our focus on learning outcomes will enhance the life chances of all of the young people in our community to allow them to achieve economic wellbeing and take their place in society as active, global citizens. Our students achieve because they learn in a happy, friendly community where the contributions of all staff and students are valued. We will ensure that our students thrive by delivering high quality opportunities to learn and develop inside classrooms and around the school, on trips within the UK, on visits to global destinations and at home in a well-planned, well-implemented curriculum and super-curriculum. Academic excellence is of prime importance but it is not the measure of a human being's worth.

2. Policy Statements

- Roundwood Park School values diversity in its workforce, student body and wider community and is committed to recognising the contribution made by every individual, to challenging prejudice, stereotyping and intolerance and maintaining every individual's dignity and rights.
- The school will not discriminate in the employment of staff on the basis of a protected characteristic. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices. The school will also 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.
- The school will not discriminate against students on grounds of diversity. This includes discrimination in provision of teaching or allocating the student to certain classes, applying different standards of behaviour, dress and appearance, excluding students or subjecting them to any other detriment and conferring benefits facilities or services. The exception is where a reasonable adjustment means we are discriminating in favour of a disabled student. Our policies recognise our duty to increase the extent to which disabled students can participate in the school curriculum; and improve the environment of the school to increase the extent to which disabled students can take advantage of education and associated services.
- Any complaints of discrimination, harassment or victimisation on the grounds of diversity will be taken seriously, reviewed, recorded and if necessary progressed through the school's disciplinary procedure, or if there is a case for prosecution, passed to the police.

3. Responsibilities

Governors will:

- Provide leadership and drive for the development and regular review of the school's equality and other policies.

- Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies.
- Highlight good practice and promote it throughout the school and wider community.
- Provide appropriate role models for all managers, staff and students.
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents.
- Ensure that the school carries out the letter and the spirit of the statutory duties

Headteachers and Senior Staff will:

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

Line Managers will:

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

All Staff: Teaching and Support staff will:

- Contribute to consultations and reviews.
- Maintain awareness of the school's current equality policy and procedures. Implement the policy as it applies to staff and students.
- Behave with respect and fairness to all colleagues and students, carrying out the letter and spirit of the school's equality scheme.
- Provide a consistent response to incidents, e.g. bullying cases and racist incidents
- Contribute to the implementation of the school's equality scheme.

The following is taken from the *Home School Agreement* all students and parents/carers are asked to sign on joining Roundwood Park School:

All students will undertake to:

- seek to achieve the highest possible standards in all aspects of my school life.
- try to participate as much as possible in school life and events.
- be polite and respectful to all members of the school community and visitors.
- follow the rules and expectations of the school.
- reject any form of discrimination or bullying and abide by the school's "fair treatment for all" policies.

All parents/carers will undertake to:

- support our child in complying with the requirements of all school policies, listed on the school website.
- support all consultation and information opportunities to demonstrate our clear commitment with the school for our son/daughter's learning.
- support the school's code of conduct and behaviour, including detentions and internal/external exclusions where appropriate.
- support the school approach to online safety and not upload or add any text, image, sound or videos that could upset or offend any member of the school community, or bring the school's name into disrepute.
- ensure that my/our online activity would not cause the school, staff, students or others distress or bring the school community into disrepute.
- support the school's e-safety policy and help prevent my/our child/children from signing up to services such as Facebook, Instagram or Snapchat if they are underage (13 years plus in most cases).

4. Actions to promote and monitor equality.

The following actions form part of the school's standard procedures and ensure that the school meets its equality duty to actively promote and monitor equality.

1. The school's monitoring procedures include consideration of the progress of different groups of students, including students with protected characteristics. The following reports, which include analysis by gender, ethnicity and disability are produced on an annual basis:
 - Annual Report to Governors on Examination Results (report to Curriculum Committee and the Full Governing Board)
 - Periodic Reports on Attendance (report to Students, Families and Community)
 - Periodic Reports on Behaviour Exclusion figures (report to Students, Families and Community and the Full Governing Board)
2. All policies are subject to an equality impact assessment within the governor sub-committees and include an equalities statement.
3. The school collects, analyses and responds to information regarding incidents of harassment and bullying including those relating to racism, homophobia, disability and gender.
4. The school Accessibility Plan is reviewed every three years.
5. The school has planned opportunities within the PSHCE curriculum to specifically consider issues surrounding equality and discrimination.
6. The school is supportive of religious observance.
7. The school will consider whether a student may be unable to participate in a school event due to a protected characteristic and make reasonable adjustment whenever possible. The school will monitor representation of different groups in school events to ensure there is no under-representation of any groups.
8. The school gains the views of parents and students on safety, well-being and equality issues via parent and student surveys
9. The following documents support, and in many cases, specifically address the school's commitment to promoting equality
 - Curriculum Policy
 - Home School Agreement
 - SEND policy
 - Accessibility Plan
 - Anti-Bullying Policy
 - Medical Conditions Policy
 - Behaviour Policy
 - Attendance Policy
 - Prevention of harassment and discrimination procedure
 - Staff pay and performance appraisal policy

5. Publishing and Reporting Information on Equality

The Equality Scheme and the policies outlined in section 4 above are available on the school website. The School Equality Objectives will be aligned with the School Improvement Plan and shared with staff and governors. The objectives will form an appendix to this policy and will also be published on the website. Progress on the objectives outlined in the Equalities Action Plan will form part of the school's review of the School Improvement Plan and will be reported annually to the Students Families and Community committee.

This policy has undergone an equality impact assessment in accordance with the school's Public Sector Equality Duty under the Equality Act 2010.



The Single Equality Action Plan: September 2019-2022

The school's single equality action plan is a three-year strategy (which will be updated annually). The scheme shows how our school will promote equality and remove discrimination in all areas of school life.

Objectives and actions in progress – <i>Review of progress, scrutinised by Students, Families and Community Governors [SFC] September 2020</i>	Start Date	Led by	Review Date
<p>1. To develop an annual Bullying Log that records all incidents of harassment or bullying in school more accurately – and report the findings to governors and the resulting actions to respond to what the analysis tells us.</p> <p><i>Fully implemented in November 2019 which led to some immediate actions by HoYs and they each wrote an action plan to address the issues highlighted through the Bullying Log for their year groups, alongside the emerging matters from the Quality of Life Survey (QUALIS) which will be an annual process. Additionally, GPe strengthened the guidance for the HoYs using the Bullying Log day to day, to raise the bar again, including reducing the number of repeat perpetrators and to improve further victim support.</i></p>	Nov 2018	MMa	Nov 2020 Achieved
<p>2. To introduce a new Prevention of Harassment and Discrimination Procedure to strengthen the school position in eradicating and challenging such behaviours from the school community.</p> <p><i>Prevention of Harassment & Discrimination Procedure approved by SFC Governors [Jan 20] and implemented in school.</i></p>	Sept 2019	GPe	Nov 2020 Achieved
<p>3. The main outcomes of the annual Quality of Life Survey and the Bullying Log summary to governors will be analysed at Year group level and each Head of Year will write an action plan to improve on any emerging issues.</p> <p><i>Both of these actions have been achieved. However, due to school closures in 2020 we have been unable to establish how the actions of the HoYs Anti-bullying Development plans have had an impact on the ground with students, via assemblies, Form time activities, awareness raising campaigns, etc. Therefore, we will carry this objective forward to January 2022 – when the old [Nov 2019] and new [Nov 2020] QUALIS findings can be judged for impact, against the November 2021 QUALIS findings.</i></p>	Dec 2019	MMa	Nov 2020 Further Development Next review Jan 2022
<p>4. Calendar a Diversity Week to celebrate our differences and link to This is Us/RPUS.</p> <p><i>The refresh of the Assembly Rota took place, which meant that there was clearer signposting to assemblies linked to 'this is us' frameworks. Student Leadership Government [SLG] Diversity & Wellbeing</i></p>	Sept 2019	MMa	July 2020 Achieved

<p><i>Captains played a key role in promoting these themes through student voice and leading assemblies during focussed diversity and wellbeing weeks. This needs to continue this coming year, virtually now, to ensure it is fully embedded. Diversity Week did not occur due to school closure in March – but will in 2021.</i></p>			
<p>5. Link anti-bullying work to the Five Ways to Well-being [FWW] framework where ever possible e.g. during our annual Anti-Bullying Week in November. <i>A successful Anti-bullying Conference involving House Leaders and Diversity and Wellbeing Ambassadors took place in November 2019. This was then followed by a busy Anti-bullying Week in November 2019. Students led on house-based activities to promote respect and the celebration of diversity across the school community. Mental Health Lead and MMA led staff training to highlight the FWW framework. Posters were created for Form Tutors to display on their Form boards to further raise the profile of FWW amongst the student body.</i></p>	<p>Sept 2019</p>	<p>MMA</p>	<p>July 2020 Achieved</p>

Objectives and actions in progress: <i>Review of progress, to be scrutinised by Students, Families and Community Governors [SFC] October 2021</i>	Start Date	Led by	Review Date
<p>1. Ensure that diversity is well represented in the curriculum; so that each department will have reviewed their curriculum and considered how diverse it is, using subject associations for guidance and, if necessary, adjustments to the curriculum content will be made.</p> <p><i>Autumn term Subject review meetings questioned subject leaders on their work in this area. Each subject leader explained how adaptations to their curriculum area had been made. This has been achieved but is part of an ongoing cycle of review. One exemplar of student experience of learning within a curriculum that recognises diversity would be the History dept has been diversifying the KS3 curriculum in order to make it less British centric and to broaden students understanding of other countries such as Africa, China and Russia. e.g. Medieval Africa and China compared to life in medieval England, Black Tudors, The British Empire - focusing on India and the scramble for Africa including how the Empire treated the indigenous population through the evaluations of modern historians' interpretations about the empire, Transatlantic Slave Trade, abolition in the UK & Civil rights in USA up to the 1960s. Civil rights in Britain including the role of Black soldiers in WW1 & 2, Hitler and his racist attitudes – the department will emphasise that it was not only Jews who were victims of persecution. 1960s Britain - which will cover the Bristol Bus boycott, Notting hill riots etc. Student voice has also informed many of these changes, e.g. in November 2020 Diversity Ambassadors in KS3 and 4 met with the Head of Art to discuss how to make the curriculum more diverse.</i></p>	Sept 2020	KBa	July 2021 Achieved
<p>2. To develop a considered response to the Black Lives Matter movement as part of a whole school focus on diversity and equality of opportunity for all. To build on the work already started in the school around the celebration of our diverse community, with a continued focus on 'thisism' to allow all our students, whatever their protected characteristic, e.g. disability, gender, ethnicity and race, etc to feel they have a voice in the school. We will develop strategies to bring about systemic change to the school that will eradicate any unintended or potential for structural discrimination that might be prevalent in school - working with the Harpenden Secondary Schools Trust working group.</p>	Sept 2020	MMa	Sept 2023 Achieved to date and Ongoing

<p><i>In the Autumn term of 2020 the HR manager met internally with staff from differing ethnic backgrounds to ascertain their experience of being recruited to work at RPS and if we can improve our practice in any way.</i></p> <p><i>Implemented 'Equality Impact Statement' process, with these completed by senior leaders with every Policy review and then scrutinised by governors in committee meetings.</i></p> <p><i>In June 2021 RPS held its first Equality Conference in response to the 'Everyone's Invited' agenda and conducted a campaign entitled: 'Crossing the Line', educating students across the school on respectful relationships and the avoidance of harmful stereotypes.</i></p> <p><i>October 2021- SLG Diversity Ambassadors are co-ordinating activities for Black History Month, to include assemblies, promotion of black writers and Black History Film Week</i></p> <p><i>In November 2020 due to covid restrictions/year group bubbles, the Anti-bullying Conference did not take place but Diversity Ambassadors did prepare form time activities and led on the raising awareness of this year's slogan: 'United Against Bullying.'</i></p>			
<p>3. The main outcomes of the annual Quality of Life Survey [QUALIS] and the Bullying Log summary to governors will be analysed at Year group level and each Head of Year will write and implement an action plan to improve on any emerging issues – impact shown via inputs [assemblies, Form time activities] and the November 2021 QUALIS data.</p> <p><i>This objective has been met and the quality of the Head of Years anti-bullying actions plans are now much stronger and we have seen high quality assemblies and tutor time activities addressing issues raised in their plans – flowing from both the Bullying log and the student QUALIS survey.</i></p> <p><i>In support of this objective, Diversity Week took place in July 2021 with Diversity Ambassadors delivering assemblies and celebrating differences in the school community through the mediums of sport and literature</i></p>	Dec 2019	MMa	October 2021 Achieved

Objectives and actions in progress during 2021-22:	Start Date	Led by	Review Date
1. To further develop and embed our work on equality within the school, with a focus on respectful relationships (especially between boys and girls) and to provide opportunities for students to lead on a range of issues linked to diversity.	Sept 2021	MMa	Sept 2022
2. To develop a considered response to the Black Lives Matter movement as part of a whole school focus on diversity and equality of opportunity for all. To build on the work already started in the school around the celebration of our diverse community, with a continued focus on 'thisism' to allow all our students, whatever their protected characteristic, e.g. disability, gender, ethnicity and race, etc to feel they have a voice in the school. We will develop strategies to bring about systemic change to the school that will eradicate any unintended or potential for structural discrimination that might be prevalent in school - working with the Harpenden Secondary Schools Trust working group.	Sept 2020	MMa	Sept 2023 Ongoing
3. Train staff to be able to understand and implement consistently the school the Anti-bullying Policy and the Harassment and Discrimination Procedures, as well as to deliver and implement the equality and diversity issues within the new PSHCE curriculum.	Sept 2021	MMa & GPe	Sept 2023