



Roundwood Park School

The Single Equality Scheme 2020 Incorporating the Equality Objectives Action Plan

Reviewed: March 2024 (Students, Families & Community Committee)

Next review: March 2028

Equality Objectives Action Plan updated: October 2023

Equality Objectives Action Plan next review: October 2024

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 mission, values and ethos as set out by our "vision" for Roundwood Park School, '**A Place to Flourish**', which is underpinned by our school values **Potential, Excellence, Kindness, Inspiration, Integrity and Community** as outlined in the prospectus.

Potential: we help every student to love learning for life, to follow their passions and to reach their full potential.

Excellence: we deliver a rich education that stimulates curiosity, values diversity and offers challenge.

Kindness: we ensure our school is a happy place to learn, teach and work by caring for the wellbeing of ourselves and each other.

Inspiration: we provide a creative and inspiring learning and teaching environment where students feel confident and able to express themselves.

Integrity: we take, and expect, a principled, honest and sustainable approach to everything we do.

Community: we are an inclusive school at the heart of our community, working in partnership with our families and actively encouraging a community spirit.

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 – who contribute to making the world a better place. Our students achieve because they learn in a kind, 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 removal from lessons and suspensions 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 their 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.

| Objectives and actions in progress during 2022-23: | Start Date | Led by | Review Date |
|---|------------|--------|--|
| <p>1. To further Continuing to develop and embed our work on gender equality, with a focus on promoting respectful relationships between boys and girls and tackling harmful stereotypes by working with Bold Voices, the 'Rise' and EDI student voice groups along with House Leaders</p> <ul style="list-style-type: none"> - 'Rise' have continued their work to promote gender equality through the curriculum, with particular focus around the Science curriculum. In Science Week 2023, the Science Department have shared tutor time resources celebrating equality and 'smashing stereotypes' within science. - We have continued our relationships with Bold Voices and have now completed the initial plan for students and staff workshops; In 2023, year 8 students undertook a workshop on 'What is gender Inequality' and staff undertook a training session 'Model the Challenge'. - In both the Quality of Life Survey and the Sexual Harm Survey, we have seen a positive change in the day-to-day experiences of our students. - In 2022, all House Leaders took part in Diversity and Inclusion training, with emphasis on the protected characteristics and how to stand up to discrimination by educating others around impact of their words. This replaced the EDI student group to ensure a wider range of students are getting involved and leading in this area. - In 2023-2024, we are continuing to develop our relationship with Bold Voices and are taking part in their 'Ambassador Programme', where 6 students lead two school projects/awareness weeks around gender discrimination, supported by 2 staff members. As part of this, we hope to formally re-boot 'Rise' | Sept 2021 | HSe | Sept 2023 Complete and Ongoing |
| <p>2. By respecting and celebrating diversity at RPS, ensuring LGBTQ students, students from a diverse ethnic background and those students with disabilities are given increased leadership opportunities and feel safe and included in our school community.</p> <ul style="list-style-type: none"> - In 2022, all House Leaders took part in Diversity and Inclusion training, with emphasis on the protected characteristics and how to stand up to discrimination by educating others around impact of their words. This is being repeated annually as part of the House Leader training day. | Sept 2020 | HSe | Sept 2023 Complete and Ongoing |

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| <ul style="list-style-type: none"> - In 2022 a new student voice survey was launched for KS3 students: Intolerance and Discrimination Survey, placing a lens on incidents of intolerance. This will be continued annually, with the whole student body. <ul style="list-style-type: none"> o Following this, year 8 students undertook workshops run by 'Show Racism the Red Card' to ensure students could recognise racist incidents, understood the history behind racism and the impact it can have. - In 2022, ethnic data was not collected as part of the student voice surveys, so it is hard to analyse specific patterns. In 2023-2024, this will form part of our surveys (with the option not to provide this information too) - Due to ongoing teacher strikes Culture Week 2023 had to be postponed, and is now taking place this term alongside Antibullying Week, with a focus on 'Making Some Noise' and celebrating our wonderful diversity. - In 2023-2024, AHe and HSe are taking part in the Great Representation programme to work towards Racial Equity at RPS. This will see a real scrutiny of every aspect of RPS and enable us to produce a three-year action plan. - In 2023-2024, the LGBTQ+ group will be re-vitalised with the support of external agency 'Just Like Us'. This is planned to launch Aut2 and will see students running the group which will show case interests, discuss topical events and be a safe space for support. | | | |
| <p>3. Continuing to review and enhance the SRE curriculum at all key stages. Train staff to be able to deliver and implement the equality and diversity issues within the PSHCE curriculum.</p> <ul style="list-style-type: none"> - <i>The RSE curriculum has been audited this year using the PSHE association Audit Tools. The audit confirms we meet all statutory requirements with the RSE curriculum and shows that subjects beyond PSHCE lessons and drop-down days also tackle these issues.</i> <ul style="list-style-type: none"> o <i>Careful consideration around the timing of certain topics within our context has been taken and the curriculum rearranged in some places as a result.</i> - <i>New resources for RSE teaching within PSHCE have been embedded into lessons, which are constantly updated to ensure up-to-date information, giving teachers more confidence in delivering tricky topics.</i> | Sept 2021 | HSe | Sept 2023 Complete and Ongoing |

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| <ul style="list-style-type: none"> ○ We continue to utilise the support of external companies such as 'Show racism the Red Card'. 'Tip of the Iceberg' and 'Bold Voices' to support the teaching of more challenging topics. ○ RSE teachers have been provided with access to training videos from the PSHE association along with handbook <p>- The PSHCE RPS Ground Rules have been updated to remind students of the protected characteristics, ensuring we are taking care not to discriminate in our everyday lives.</p> | | | |
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| Objectives and actions in progress during 2023-24: | Start Date | Led by | Interim Review Date |
|---|------------|--------|---------------------|
| 1. To enable students to lead on our further development of work on gender equality, with a focus on promoting respectful relationships between boys and girls and tackling harmful stereotypes | Sept 2023 | HSe | Sept 2024 |
| 2. To continue to embed a culture of inclusivity and Race equity within the Roundwood community, working towards a culture where all students feel safe and happy at school, no matter heritage. | Sept 2023 | HSe | Sept 2024 |
| 3. Introduce a therapeutic approach to behaviour and learning through our pastoral and SEND provision: an approach to behaviour that prioritises the prosocial feelings of everyone within the dynamic at Roundwood Park. | Sept 2023 | HSe | Sept 2024 |