

The Anthony Roper Primary School



Single Equality Scheme 2020-2024

Introduction

The Anthony Roper School is a Foundation school, serving both the local villages of Eynsford and Farningham and also attracting pupils from the surrounding areas of Swanley and West Kingsdown. The school is popular and has been oversubscribed for many years.

We aim to provide our children with a balanced and inspirational education, encouraging each child to reach his/her full potential and to experience and explore all possibilities. We strive to broaden their horizons and strengthen their self-belief. The aims of the school embody the philosophy of Equality of Education for all and this is reflected in the provision and curriculum

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Our approach to equality is based on the following 7 key principles

1. All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.

2. We recognize, respect and value difference and understand that diversity is a strength. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.

4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.

5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development

6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential

7. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

Purpose of the policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties

The **Public Sector Equality Duty** or “general duty”

This requires all public organisations, including schools to;

Eliminate unlawful discrimination, harassment and victimisation

Advance equality of opportunity between different groups

Foster good relations between different groups

Two “specific duties”

This requires all public organisations, including schools to

1. Publish information to show compliance with the Equality Duty.
2. Publish Equality objectives at least every 4 years which are specific and measurable.

This policy describes how our school is meeting these statutory duties in line with national guidance and in accordance with English law. It includes information about how our school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

Appendix 1 is a checklist of key equality considerations

Appendix 2 shows the school’s Equality Objectives for 2020-2024 in an Equality Action Plan

Development of the policy

This policy was developed by the Equality Working Group in consultation with pupils, staff, governors and parents and carers.

When developing the policy we took account of the DfE guidance on the Equality Act 2010 and also the Ofsted inspection framework 2019, which continues to place a strong focus on improving the learning and progress of different groups and on closing gaps in standards.

We note that OFSTED has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

Links to other policies and documentation

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our school development plan, self-evaluation review, the school prospectus, school web site and newsletters.

There are also references in the positive behaviour, admissions, SEN and anti-bullying policies as well as minutes of meetings involving governors, the whole staff and the school council.

The Equality Act also applies to schools in their role as employers, and the way we comply with this are found in our recruitment policy.

What we are doing to eliminate discrimination, harassment and victimisation

We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.

We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.

The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.

We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day today life of the school.

We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

Our school mission statement is;

Learning to work together, Working together to learn

Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating any particular group less favourably.

Behaviour, Exclusions and Attendance

The school Policy on Behaviour takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs
- prejudices around race, religion or belief.
- prejudices around gender and sexual orientation.

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.

We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them.

What we are doing to advance equality of opportunity between different groups

We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.

We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions procedures.

We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.

We collect and analyse data:

on the school population by gender and ethnicity;

on the % of pupils identified as having a special educational need and/or disability and by their principal need or disability;

by year group – in terms of ethnicity, gender and proficiency in English;

on inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English

We analyse standards reached by different groups at the end of each key stage

We also collect, analyse and use data in relation to attendance and exclusions of different groups. Further information regarding equalities data is published nationally by the government.

We are aware that the legislation relates mainly to current but also to future pupils – the accessibility plan details the ways in which we seek to improve our accessibility to meet the needs of all pupils groups in the future.

We use a range of teaching strategies that ensures we meet the needs of all pupils regardless of disability, gender reassignment, race, religion or belief, sex, sexual orientation,

We provide support to pupils at risk of underachieving.

We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may arise between different groups of pupils.

We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

We are also implementing an Accessibility Plan 2020-24 designed to: increase the extent to which pupils with disability can participate in the curriculum; improve the physical environment and; improve the availability of accessible information to disabled pupils.

Positive Action

We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

What we are doing to foster good relations

We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.

We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE, RSE and citizenship and across the curriculum.

We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.

We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.

We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.

We learn about the contribution made by different cultures and societies throughout our studies of the National Curriculum.

We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.

We promote positive messages about equality and diversity in a number of ways such as through displays, assemblies, visits, visitors and whole school events.

Other ways we address equality issues

We have a rolling programme for reviewing all of our school policies in relation to equalities and their impact on the progress, safety and well being of our pupils.

The implications for equalities of new policies and practices are considered before they are introduced

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

review relevant feedback from the annual parent questionnaire, parents' evening, parent-school forum and/or focus meetings or governors' parent-consultation meeting

secure and analyse responses from staff surveys, staff meetings and training events

review feedback and responses from the children, groups of children and from the school council

analyse any issues raised in Annual Review meetings or reviews of pupil progress and address these through additional provision as needed

ensure that we secure responses and feedback at Governing Body meetings and from the governing body's working groups.

Publishing Equality Objectives (see Equality Action Plan/ School Improvement Plan)

The objectives which we identify represent our school's priorities and are the outcome of a review of and analysis of data and other evidence. They also take into account national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we **achieve improved outcomes** for the different groups.

Our Equality Objectives for 2020-2024 are

- To raise standards for all learners to promote equality of opportunity for all.
- To develop secure and effective relationships between all stakeholders.
- To recognise, respect and value cultural diversity both within our school and beyond.
- To continue to increase the accessibility of the school premises to meet the needs of people with physical disabilities.

We produce an Equality Action Plan that shows how we will achieve our objectives. This is part of our school improvement plan.

Monitoring and reviewing objectives

We review and update our equality objectives every two years and report annually to the governing body on progress towards achieving them. We involve and consult staff, pupils, governors and parents and carers.

We publish an evaluation of the success in meeting these objectives for parents and carers, on the school website.

Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

Governing body

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors annually review the Equality Policy and evaluate the success of the school's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys)

Headteacher and Leadership team

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

A senior member of staff has day-to-day responsibility for co-coordinating implementation of the policy and for monitoring outcomes. S/he will have expert and informed knowledge of the Equality Act.

Teaching and Support Staff

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender, sexuality and disability
- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work.

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure. We will go through the principal expectations and duties of the Equality Act at a whole staff meeting at the start of the school year. Staff will receive a certificate of attendance.

Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy.

Key contacts

Staff responsible for equalities: Mrs L Newton (Headteacher)

Lead governor: Mr Gareth Morgan (Chair of the Governing Body)

Equal Opportunities for staff

This section deals with aspects of equal opportunities relating to 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.

We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Monitoring and Reviewing the policy

We review the information about equalities in the policy annually and make adjustments as appropriate.

Disseminating the policy

This Equality Policy along with the Equality Objectives and data is available

- on the school website
- as paper copies in the school office
- as part of induction for new staff

We ensure that the whole school community knows about the policy, objectives and data through the school newsletter, assemblies, staff meetings and other communications.

We publish on the school's website copies of relevant policies and guidance, including those on behaviour, anti-bullying and special educational needs.

APPENDIX 1

Check list for school staff and governors

The school collects information on race, disability and gender with regards to both pupils and staff, e.g. pupil achievement, attendance, exclusions and staff training

This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides

The Equality Policy and Plan and Objectives have been shaped by the views, input and involvement of staff, parents, governors, pupils and other stakeholders. These documents will be published on the school website.

The school analyses Pupil achievement in terms of progress and standards for different groups and takes action when there trends or patterns indicate a need

The school sets Equality Objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives

A senior member of staff has responsibility for coordinating the implementation of the policy and monitoring outcomes

The school ensures that all staff understand and implement the key requirements of the Equality Policy

The school ensures that visitors to the school understand and follow the key requirements of the Equality Policy

The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference

All groups of pupils are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the school council

The school monitors bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern

Visual displays and multi-media resources reflect the diversity of world cultures

Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies

The school takes part in events to raise awareness of issues around race, disability and gender

The school environment is increasingly accessible possible to pupils, staff and visitors to the school

Open evenings and other events which parents, carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered

The accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information

The Governing Body is representative of the community it serves. Procedures for the election of parent governors are open to candidates and voters who are disabled.

The Anthony Roper Primary School

Equality Action Plan – promoting equality and accessibility for all groups 2020 - 2024

Equality Duty	Equality Objectives	Actions	Indicator of Achievement	Staff lead	Timeframes	Evaluation
<p>Raise standards for all learners to promote equality of opportunity for all.</p>	<p>To increase standards in KS2 so that all groups of learners make appropriate progress. <i>(Focus groups – more able pupils, Boys reading and achievement of pupils with SEND)</i></p>	<p>Monitor standards of teaching and learning through regular observations of teaching, data analysis and work scrutiny.</p> <p>Provide staff INSET and interventions for pupils as needed.</p>	<p>Increased % of more able pupils achieving accelerated of progress across KS2</p>	SLT	July 2020 onwards	2020 – 88% more able pupils made accelerated progress
			<p>Increased % of pupils with SEN attaining expected levels</p>	SLT	July 2020 onwards	Progress above expected
			<p>Increased % of teaching performance overall rated as Good to Outstanding</p>	SLT	On-going	100% teaching rated as good or above overall
	<p>To ensure that achievement, attendance and well-being of pupils in receipt of pupil premium funding compares favourably with all pupils.</p>	<p>Regular monitoring of achievement data, attendance figures and measures of well-being for pupils in receipt of pupil premium. Take action to address any areas where these factors may indicate that pupils are vulnerable to underachievement.</p>	<p>Indicators of achievement, attendance and well-being for pupils with pupil premium compare favourably with groups of all other learners.</p>	Inclusion Manager	On-going	Well-being award undertaken
			<p>Interventions are planned, implemented and evaluated.</p>	SLT		Results of improved well-being available.
				Inclusion Manager	September 2021 onwards	

<p>Develop secure and effective relationships between all stakeholders</p>	<p>To meet the demand for wrap around provision to meet the needs of working parents</p>	<p>Continue to maintain Breakfast club provision</p> <p>Establish systems/protocols</p> <p>Monitor and evaluate success</p>	<p>Breakfast club is established and viable</p> <p>After school club in place and providing support for working parents</p> <p>Hours extended until 6pm 3 nights a week</p>	<p>SLT Governors</p>	<p>September 2020</p>	<p>Breakfast club and After School clubs are securely established and viable (now Ofsted registered)</p>
<p>Recognise, respect and value cultural diversity</p>	<p>To increase pupil awareness and understanding of different countries, cultures, lifestyles and beliefs</p>	<p>Continuation into Year 6 of Round the World Project – focus on countries which pupils in school</p> <p>Annual visit from pupils from Bermondsey- arrange an exchange</p> <p>Harvest toilet twinning project</p> <p>Village twinning with Village in France</p>	<p>Pupils experience life, cultures and religion of a different country around the world 4 times a year</p> <p>Pupils from Bermondsey to visit ARPS</p> <p>Pupils from Camphin-en-Pevele to visit ARPS and exchange emails etc</p> <p>Pupils from ARPS to visit Camphin</p>	<p>SLT/ Round the World Govs</p> <p>MS</p> <p>ALL STAFF</p> <p>LN</p>	<p>On-going</p> <p>June 2020</p> <p>2021/22</p>	<p>Pupils now leading celebrations</p> <p>Annual visit</p> <p>Now a bi-annual event with twinning committee</p>

Accessibility - premises	To ensure site safety and accessibility is fit for the purpose of all users	Remote access vehicle and pedestrian gates fitted at wheelchair height	Gates are accessible to people with physical disabilities	HT	June 2019	
		Develop the lobby area to increase accessibility for all users	Lobby/ reception window is fully accessible to people with physical disabilities. Ensure portable ramp is readily available	HT Governors	July 2020	
		Provide low level bell for visitors with physical disabilities (Disabled toilet is installed and regularly maintained)	Bell fitted	HT	September 2019	

This Equality Plan sets out the Equalities Objectives 2020-2024 and is referenced in our school improvement plan