



Royal Free Hospital Children's School

Equalities Policy

July 2020

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Introduction

The RFHCS is committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, 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. For our school this means, not simply treating everybody the same but; understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils and adults in school; celebrating and valuing the equal opportunity achievements and strengths of all members of the school community.

Our aim is to ensure that all employees and job applicants are given equal opportunity and that our organisation is representative of all sections of society. Each employee will be respected and valued and able to give their best as a result.

This policy is drawn up in consideration of the Equality Act 2010 which protects individuals from discrimination and harassment based upon the nine 'protected characteristics'. The protected characteristics in respect of the pupils and staff are:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

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 have the highest expectations of all our children and young people. We expect that all pupils can make good progress and achieve to their highest potential. The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure that there is inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which promotes 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. We 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. We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all. Every member of the school community should feel safe, secure, valued and of equal worth.

Philosophy

We are committed to giving all members of our school community every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. We actively tackle discrimination against those with a disability, racial discrimination, sexual harassment and discrimination and promote equal opportunities and good relations between and amongst all. We aim to ensure that the school promotes the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender or background. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist. We aim to reflect the diversity of our local community and society and ensure that the education we offer fosters positive attitudes to all people.

Aims and Values

The school aims to provide equality and excellence for all in order to promote the highest possible standards. The core values on which the policy is based include:

- A culture of respect for others
- Promoting equality by recognising and celebrating differences between people
- A community where pupils are well prepared for life in a diverse society
- A day school where cooperation and consideration are valued and promoted

Equal opportunities Statement

Our aim as a school is to foster the development of identity, well-being and confidence of all pupils and to create a climate which positively demonstrates our commitment to equal opportunities to all.

- a) We believe that equal access to education for all pupils can only be achieved in an environment where pupils do not feel threatened by sexist or racist attitudes, as these are incompatible with good educational practice. This has special resonance in the school, where children and young people experience significant mental health challenges that can be a barrier to achievement
- b) We aim to provide equal access to the curriculum and all school facilities, irrespective of gender, ability, ethnicity and social background and every attempt will be made to offer equal provision, care and education to all our pupils
- c) We value people from all cultures, respect individual differences and encourage an understanding of society that is free from stereotyping and give pupils the confidence to reject discriminatory attitudes
- d) We endeavour to enhance our pupils own self esteem and understanding of cultures other than his or her own by using resources that reflect and celebrate London's rich multi-cultural heritage
- e) We aim to ensure our displays reflect and celebrate the diverse population of our school and that all teaching materials support our commitment to equal opportunities
- f) We will provide resources for all our students that are interesting and stimulating and so give access to a differentiated and appropriate curriculum
- g) We are opposed to discrimination in all its forms and are aware that prejudice can stem from ignorance and stereotyping any of this behaviour which breaks this policy will be constructively tackled either in the class or by referral to head teacher
- h) We use the opportunity afforded through National Curriculum to tackle ignorance, which leads to negative stereotyping, information about other cultures is introduced in subjects across the curriculum. The effects of prejudice on people's lives is appropriately tackled in many subjects but especially in RS, PSHE, English and Collective Time, which includes the use of external visitors which support diversity role models

Finally, as a staff team we are fully committed to Equal Opportunities in all its forms both in the classroom, with parents and hospital personnel as well as our professional relationships with the LA.

The Royal Free Hospital Children's School approach to promoting Equality

The School's Equality Policy provides a framework to pursue its equality duties to have due regard to:

- Eliminate unlawful discrimination, harassment and victimisation
- Foster good relations and positive attitudes between all characteristics and different groups in all of its activities

Behaviour, Exclusions and Attendance

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

Addressing prejudice and prejudice based bullying

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 both temporary and long term disability and special educational needs
- Prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum
- Prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

We treat all bullying incidents equally seriously.

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, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets
- Ensure equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Seek to involve all parents in supporting their child's education
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

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 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 include the contribution of different cultures to world history and that promote positive images of people
- 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 through displays, assemblies, visitors, whole school events e.g. Black History Month

Consultation and involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following:

- Regular pupil voice meetings with headteacher
- Feedback from the annual parent questionnaire, parent-school forum meetings
- Feedback from the parent support group meetings held twice a term
- Input from staff surveys or through staff meetings / INSET
- Feedback from PSHE lessons, whole school surveys on children's attitudes to self and school
- Issues raised in annual Education and Health Care reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support
- Feedback at Governing body meetings

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

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 is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community
- The school's Equality Policy is maintained and updated regularly
- Procedures and strategies related to the policy are implemented
- Aspects of the school's commitment to the Equality Duty are reviewed regularly for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment
- The named Equality Governor will have an overview, on behalf of the governing body, on all racist incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to all said incidents

The Head teacher and Senior Management are responsible for:

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

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

All staff are responsible for:

- Promoting an inclusive and collaborative ethos in the classroom
- Challenging prejudice and discrimination and knowing how to identify and challenge bias and stereotyping
- Not discriminating on grounds of race, disability, or other equality issues
- Dealing fairly and professionally with any prejudice-related incidents that may occur
- Planning and delivering curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- Maintaining the highest expectations of success for all pupils
- Supporting different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult or challenging
- Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority or recognised training provider
- Modelling good practice, dealing with discriminatory incidents and being able to promote equality and avoid discrimination against anyone

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.

The Pupils are responsible for:

- Supporting the schools equality ethos
- Sharing concerns or issues with a member of staff
- Keeping equality and diversity issues on the Pupil Voice agenda, which will recognise good practice and enable review and development

This may include:

- The anti-bullying policy and specifically racist and homophobic bullying
- Developing school/class rules which challenge discriminatory behaviour

Parents/Carers are responsible for:

- Supporting the schools equality ethos
- Sharing concerns or issues with senior staff

Visitors and contractors are responsible for:

- Following our expectations regarding equality

Key contacts

Staff responsible for equalities

Alex Yates

Lead governor

Nicky Rogal

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

The plan has been agreed by the Governing Body. We have a rolling programme for reviewing school policies and their impact. In line with legislative requirements, we will review progress against our Equality Action Plan annually and review the entire policy and accompanying action plan on a three year cycle.

The policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in eliminating discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor individual achievement by making comparisons against National data and schools of a similar type, to ensure that all pupils are making the best possible progress and take appropriate action to address any gaps.

Publishing the plan

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish our plan on the school website

- Raise awareness of the plan through staff meetings and other communications
- Make sure hard copies are available

Date updated: July 2017

Date updated: July 2020

Date of next review: July 2023

Date approved by the Governing Body: 9/7/2020

Appendix A

ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION

The school will ensure that:

- Opportunities are available for all pupils to experience extra-curricular activities such as, activity week, theatre trips, study club and lunchtime activities subject to a successful risk assessment where required
- Pupil achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed
- All staff are aware of the school's Equality Plan
- The talents of pupils with a disability are recognised and represented in Gifted and Talented programmes, and representation on the programmes fully reflects the school population in terms of race and gender
- There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in collective time meetings; fund raising etc
- Children with a disability can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities
- Staff, pupils, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings and meetings with parents

The school will provide:

- Additional support for all pupils to enable progress in their learning and personal well-being, accessible texts; 1:1 support in core subjects as needed
- Additional support for parents of under-achieving children (e.g. reporting progress; discussing needs)
- Additional support for parents/carers with a disability and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a parent with a hearing impairment ; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users)

PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS

The school will:

- Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in collective time, newsletters, books, publications and learning materials and in classroom/corridor display
- Actively encourage recruitment of people with disabilities to the school and support them in their work and career development, and try to reflect the diversity of the school community in its workforce
- Actively encourage recruitment of people with disabilities to the governing body and make reasonable adjustments to ensure that they can fully participate and contribute
- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities
- Provide opportunities for pupils, families and the wider community to take part in activities which build positive interaction and achievement for all groups
- Support pupils with a disability in the period of transition back into their home-school to ease the stress of moving and increase familiarity with new surroundings
- Helping children and young people to understand others and value diversity
- Promoting shared values, awareness of human rights and how to apply and defend them
- Developing skills of participation and responsible action – for example through the new 'Identity and Diversity: living together in the UK' strand of citizenship education

ELIMINATING DISCRIMINATION AND HARASSMENT

The school will:

- Support staff to challenge and address any bullying and harassment that is based on a person's race, gender or ethnicity
- Keep a record and report how these incidents are dealt with to the governing body and local authority on a termly basis
- Review the Annual Equality Plan (race, gender and disability bullying and harassment) whenever it reviews its policy on behaviour

Appendix B

3 YEAR ACTION PLAN

Included in this plan is the duty to report racist incidents and the publication of the Equality Plan to meet the Disability and Gender Equality legislation.

The plan is cross referenced with actions in other documents e.g. School Improvement Plan/Accessibility Strategy/Special Educational Needs Policy.

Strand	Action	Monitoring impact	Responsibility for implementing	Timeframe	Success indicators
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Question about parent awareness of Equality Scheme in annual survey?	Headteacher / designated member of staff	Ongoing	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays. Parents are aware of the Equality Plan
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Increase in pupils' participation, confidence and achievement levels	Review of PSHE and Citizenship SOW	Ongoing	Notable increase in participation and confidence of targeted groups
All	Recognise those children and young people who are gifted and talented and provide stretch and challenge as appropriate	Gifted and Talented register monitored by race, gender and disability	All staff	Ongoing	Analysis of school population through CAF's, my cognition and reading assessment screening indicates it is changing to reflect the school's diversity
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity – monitor through PSHE	Headteacher	Ongoing	More diversity reflected in school displays across all Key Stages
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through Pupil Voice, Collective Time meetings, fund raising etc.	Pupil Voice representation monitored by race, gender, disability	Member of staff leading on Pupil Voice	Ongoing	More diversity in Pupil Voice representatives

Strand	Action	Monitoring impact	Responsibility for implementing	Timeframe	Success indicators
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.	Headteacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Headteacher / Governing body	Reporting: December, April, July	Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Governing Body
Gender Equality Duty	Introduce initiatives to encourage girls to take up sport outside the curriculum requirements, including offering twice weekly sessions at the gym to make participation rates more reflective of the school population.	Increased participation of girls in sports clubs and out of school sport activities	Member of staff leading on Life and Leisure / Sports activities	Ongoing	More girls take up after-school sports clubs
Disability Equality Duty	Promote Governor vacancies with leaflets in accessible formats, by involving young people / parents with a disability in design and specifically welcome applications from candidates with a disability.	Monitoring of applications by disability to see if material was effective	Lead Governor on Special Educational Needs & Disabilities	Ongoing	More applications from disabled candidates to be School Governors
Community cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	PSHE assessments	Member of staff leading on PSHE	Ongoing	Increased awareness of different communities shown in PSHE assessments

Appendix C

CHECK LIST FOR SCHOOL STAFF AND GOVERNORS

- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through Collective Time meetings/ Pupil Voice?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as P4C and collective time?
- Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?