



The John Roan School
The best in everyone™
Part of United Learning

Equalities Policy

Dated: September 2022

Approved by Governing Body: December 2022

For Review: September 2024

Equality statement

The John Roan School seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence. We expect all members of our school community to commit and model to our school values of PRIDE.

We believe that the Equality Act 2010 (and 2015 updates) 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.

To ensure that equality and inclusive practice are embedded across all aspects of academy life, the Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes.

Overall aims of our Equality Policy

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.
- To eliminate low aspirations due to social and financial inequality.

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life.

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

- **All members of our community 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.
- **We recognise, respect and value difference.** We take account of this and strive to remove barriers and disadvantages that people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected, embraced and celebrated by all those who learn, teach and visit here.
- **We actively promote positive attitudes,** mutual respect and relationship building between groups and communities different from each other.
- **We foster a shared sense of social 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.
- **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.
- **We have the highest expectations of all our students.** We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere..

- **We work to raise standards for all students, with a distinct focus on the most vulnerable and disadvantaged.** We believe that improving the quality of education for the most vulnerable groups of students raises standards across the whole school.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities. We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of academy life, including the provision of extended services.

PART ONE – EQUALITY ANALYSIS

Protected Characteristic	Group	<u>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</u>	<u>What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?</u>	<u>What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?</u>	What action do we need to take?
Race	All:	Whole school PRIDE values, Equality Guidelines, translation of key documents, Complaints procedure, Safeguarding policy, Bullying Policy.	SEND & EAL policy, celebrate diversity, promotion of British Values.	School activities to promote positive attitude to support protected groups, community activities, celebrate diversity, provision of translators, School Vision Statement.	Sufficient evidence
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, record of cases, recruitment monitoring, 121 meetings with line managers, advice sought from HR.	Those with protected characteristics included in Equality Steering Group and policy development, Fair/safer recruitment processes, documents translated.	Include staff with protected characteristics in activities, culture of academy, teamwork. staff briefings, monitoring of workforce EAP Scheme.	Sufficient evidence

	Pupils:	Admissions Policy, racial incident reporting, SIB/Governors minutes, comparable attainment data, Arbor records, analysis of 'micro population groups' as defined by Ofsted.	RE & PSHE Curriculum, Character Education programme, extended school activities, anti-bullying policy, use data to identify groups and implement planned interventions to meet needs, extended school activities to include all groups, EAL Learning Coach and bespoke resources, review exam results to determine actions and interventions, Student mentoring. School Counselling Service, Student Council/Voice.	Monitor types of bullying, content of graffiti, taking seriously reasons for school refusal, celebration assemblies, support national events, display flags from all countries, culture weeks, displaying student photos. School Counselling Service, Student Council/Voice. PSHE & PRIDE programme.	Further analysis of behaviour data to identify and monitor trends/inform intervention.
Disability	All:	Equality Guidelines, Staff code of conduct, Bullying Policy, complaints procedure.	Equalities statement, DDA Compliance. DDA compliance – reasonable adjustments made.	Forums and Newsletters. Communications record with parents of children with disabilities and provision for staff under DDA, Academy Vision Statement.	Sufficient evidence
Disability	Staff:	Equal Opportunities Statement, school PRIDE values, Recruitment & Selection Policy, Grievance Procedure, HR data, recruitment and promotion data, support plans and info on phased returns, data on staff registered disabled.	CPD access, dialogue with unions and other forums, staff welfare committee, EAP scheme, staff survey, fair recruitment procedures.	Fair and transparent HR processes, Occupational Health screening, work station assessments, reasonable adjustments made, EAP scheme, staff briefings.	Sufficient evidence

	Pupils:	SEND Policy, SEND achievement data, data on disabilities and adjustments made , evidence of exam access, interviews with parents, DDA compliance, student support from School, Disability & Access Policy, SEND EHCP/SEND K (Support) / Admissions Policy, analysis of ‘micro population groups’ as defined by Ofsted.	Assemblies, RE & PSHE curriculum, assemblies, parent’s forums and workshops, discussions on tolerance, School Counselling Service, Student Council/Voice, student action groups.	Supporting students with disabilities, staff advised via Medi-Alert booklet, Student Individual Learning Plans, strategies and interventions in place, School Counselling Service, external agency support. CPD for all staff, SEND champions, SEND learning coaches, SEND bulletins. Student Council/Voice.	Sufficient evidence
Sex	All:	Equality Guidelines, Whistleblowing policy, staff code of conduct, Complaints procedure, Bullying Policy.	Equality Guidelines, SEND & Safeguarding Policy.	HR policies and procedures,	Sufficient evidence
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, tribunals, 121 meetings. Equal pay claims, cases of whistleblowing, recruitment and promotion data.	CPD access, EAP scheme, Staff survey.	Fair and transparent processes, training availability and attendance, staff briefings, Occupational Health screening, EAP scheme.	Sufficient evidence
	Pupils:	Admissions Policy, Pupil results, evidence of improvement, pupil data, incident forms, Governors minutes, Arbor, PSGE & assembly programme, analysis of ‘micro	Inclusion, curriculum, assemblies, behaviour policy, School Counselling Service, Student Council/Voice.	Curriculum, syllabus data, training availability and attendance, assemblies, School Counselling Service, Student Council/Voice.	Sufficient evidence

		population groups' as defined by Ofsted.			
Gender Reassignment	All:	Examples of supporting transition, Equality Guidelines, monitoring forms and surveys, staff code of conduct & Bullying Policy.	Inclusions Policy. Easy access to informed, relevant advice.	Awareness of nationally recognised support groups who provide info e.g. GIRES and MERMAIDS. Forums and Newsletters, EAP scheme, School Counselling Service, Academy Vision Statement.	Promote awareness of nationally recognised support groups who provide info e.g. GIRES and MERMAIDS
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment and promotion data for transgender.	Staff training, clear recruitment processes, EAP scheme.	Awareness, EAP scheme, staff briefings.	
	Pupils:	Achievement data on gender dysphoric pupils, recording all equalities incidents, incident reports, Governors minutes, comparable attainment data, Arbor, Student network groups, Admissions Policy, analysis of 'micro population groups' as defined by Ofsted.	Anti-bullying to include specifically transgender (see Home Office booklet). PSHE or PRIDE focus on transgender, School Counselling Service, Student Council/Voice, Students Policy.	Monitor type of bullying, content of graffiti, taking seriously the reasons for school refusal and being bullied if gender related, assemblies to promote ethos & diversity, School Counselling Service, Student Council/Voice, links and sign posting to external services.	Develop pupil transition guidance and procedures for staff
Pregnancy & Maternity	All:	Equality Guidelines, Bullying Policy, complaints procedure.	Compliance with Guidelines and Policies, Inclusion Policy.	Ongoing communication and support, regular monitoring reviews, school Vision Statement.	Sufficient evidence

	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Recruitment and promotion data, rate of return post maternity leave, HR policies and procedures, Adoption Policy, Grievance Procedure, tribunals.	Compliance with legislation, maternity entitlements, Flexible Working Requests / adjustments made.	Celebration of pregnancies and births, KIT days, invitations to academy events, paternity leave granted, Staff Briefings.	Sufficient evidence
	Pupils:	Behaviour & Safeguarding Policy, SEND Policy, students with medical needs policy, data available, information sharing with teachers, reasonable adjustments, PRIDE/PHSE programme, Admissions, Policy, achievement data, adjustment to timetable.	Adjustments to support learning, liaison with other agencies, flexibility over curriculum and exams, results analysis, specialist centres, School Counselling Service Student Council/Voice.	Support network from Inclusion/ pastoral team, student encouraged to maintain links with school during any absence and kept informed of student activities, ongoing communication and support, curriculum, liaison with parents, assemblies, School Counselling Service, Student Council/Voice.	Sufficient evidence
Age	All:	Equality Guidelines, Bullying Policy, Complaints procedure.	Compliance with Guidelines.	Academy Vision Statement.	Sufficient evidence
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment and promotion data, age profile of staff, HR policies/procedures and guidance, CPD availability and attendance.	Compliance with legislation.	All events inclusive, CPD inclusive of all age ranges, community volunteers, guest speakers.	Sufficient evidence
	Pupils:	PSHE & PRIDE programme, pupil curriculum, assemblies.	School Counselling Service, Student Council/Voice.	All events inclusive, school work experience, community volunteers,	Sufficient evidence

				<p>curriculum progression, guest speakers, assemblies</p> <p>Principals assembly, School Counselling Service, Student Council/Voice.</p>	
Religion and Belief	All:	Equality Guidelines, Bullying Policy, complaints procedure.	Authorised time off for religious observance, Inclusion Policy, designated Faith space available, promotion of British values.	Community involvement.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment and promotion data, 121 meetings with line managers.	Fair recruitment processes, documents translated, facilities for washing, Faith space available, fair recruitment processes.	Assemblies, awareness and community involvement, Faith space available, time off for religious observation, staff briefings, school's calendar adapted to meet the needs of majority religious group, school Vision Statement.	
Religion & Belief	Pupils:	Equal Opportunities Statement, Admissions Policy, PSHE, PRIDE & RE Curriculum.	RE curriculum, use data to identify groups and implement interventions, extended school activities for all, School Counselling Service, Student Council/Voice.	<p>Students provided with time and space to observe, assemblies, community involvement, Faith space,</p> <p>time off for religious observation,</p> <p>School Counselling Service,</p> <p>Student Council/Voice, School calendar adapted to meet the needs of majority religious group.</p>	Provide an appropriate designated faith room

Sexual Orientation	All:	Equality Guidelines, & Bullying Policy, Complaints procedure.	Safeguarding & Inclusion Policy.	School Vision Statement, briefings, staff bulletins.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, 121 meetings, recruitment data, grievance outcomes.	Fair recruitment processes, engage staff in policy development, EAP scheme.	Staff briefings, EAP scheme, TD days, 121's, assemblies.	
	Pupils:	Admissions Policy, Tutor time, incident forms, Governors minutes, comparable attainment data, Arbor, pupil population data – benchmarked against local population data, pupil suspensions for discriminatory behaviour, analysis of 'micro population groups' as defined by Ofsted.	RE & PSHE curriculum, data to identify and implement interventions, School Counselling Service, Student Council/Voice.	Team work, any needs identified and strategies put in place to support students, assemblies/ guest speakers, School Counselling Service, Student Council/Voice.	Acquire data where appropriate and in a sensitive manner. Use information to inform policies/ strategies for supporting students requiring support

PART TWO – EQUALITY OBJECTIVES

Equality Objective 1 *To improve the outcomes of students with protected characteristics, so that they make progress at least in line with expectations based on their prior attainment and ability.*

We will complete this by: July 2024, with a progress review in July 2023

Why we have chosen this objective:

As a school we recognise that some students with protected characteristics do not make the same rate of progress as students without protected characteristics. As a school we acknowledge a clear gap in progress for SEND students, of which some of these students have a disability. In some subjects, there is a gender gap with progress rates differing between male & female students. A similar pattern is observed within behaviour data where male students & SEND students are overrepresented. Suspension data suggests that Black Caribbean students are overrepresented with 25% of suspensions (6% of school roll) Attendance data also demonstrates gaps between different ethnicities. The John Roan school has a duty to ensure that these students achieve their potential and that any attainment or progress gap is removed.

To achieve this objective, we plan to:

- Analyse the progress of all students regularly, looking at the progress of groups with protected characteristics and other groups, which are not protected, for example, FSM/PP
- Report the progress of those with protected characteristics and implement timely interventions where required. If the progress of a particular protected group is a cause for concern work will be done with this cohort as a group.
- Carry out regular quality assurance checks through the school's monitoring, evaluation and review processes, ensuring that all colleagues who are a part of this process give due regard to those groups with protected characteristics.
- Where applicable use external examination results and internal data analysis to set up interventions to improve outcomes, reviewing outcomes for any groups for whom intervention has occurred, whether they are protected or not.
- Continue to develop and deliver high quality CPD to all staff with a specific focus of those with protected characteristics.
- Analyse the Options choices at GCSE and into KS5 by protected characteristics to ensure that our curriculum offer is one that meets the needs of all students

Progress we are making towards achieving this objective:

- Improved identification of those associated with protected characteristics.
- Effective and impactful interventions and support packages for those with protected characteristics
- Improved examination outcomes at Key Stage 4 and Key Stage 5 for all students with protected characteristics, in line with those pupils with no protected characteristics.

- All students with protected characteristics make progress in line with their prior attainment and their ability regardless of their ethnicity, their gender, special educational needs and disability, or sexual orientation.

Equality Objective 2 To provide increased opportunities for staff and students with protected characteristics to make a positive contribution to the wider school life.

We will complete this by: July 2024

Why we have chosen this objective:

The John Roan School is an inclusive and diverse learning community that contributes to the wider community of Greenwich and that of United Learning. We wish to foster warm, welcoming and respectful environments where all students and staff feel a sense of belonging to the school community. We endeavour to support social cohesion within our school and provide equal opportunities for students with protected characteristics in aspects of school life, including extracurricular, educational visits, and wider opportunities within the school such as CIAG.

Staff development, especially for those with protected characteristics should be a continuous journey, through a robust personal development review system, accessing opportunities for training and CPD to support progression and promotion to the highest levels.

To achieve this objective, we plan to:

- Ensure that the John Roan student PRIDE activities provide opportunities for students with protected characteristics to receive and experience enrichment activities.
- Analyse school attendance data and school behaviour data to identify students or groups of students where interventions will support their involvement in school life.
- Ensure that all attendance and behaviour data (including suspensions data) is reported regularly to Governors, specifically data relating to student within groups with protected characteristics
- To report to parents, via the school newsletter and website, all activities that take place giving students' positive experiences, especially where these relate to equality and diversity.
- Increase the ways in which student voice is heard around equalities issues, particularly, gender, sexuality and ethnic origin.
- Increase the number of students who have the leadership opportunities within the student body, regardless of ethnicity, special educational needs, gender, or sexuality.
- Review the school PDR process to ensure there is greater understanding of staff with protected characteristics. Monitor CPD and training requests to ensure that equal opportunities are provided to those with protected characteristics.
- Develop the school marketing strategy to promote the John Roan school as an inclusive place to work, where those with protected characteristics experience equal opportunities to progress and develop within their roles/careers.

Progress we are making towards achieving this objective:

- PRIDE & PSHE programme in place providing a suitable curriculum.
- Improvement in the attendance for those with protected characteristics.
- The school newsletter and website contain information for parents on activities that all students across the school have participated in, including those activities used to raise awareness of equalities and diversity issues
- Student surveys/Student voice show that students have a voice in decision making and that they help to shape policy and process in relation to gender, sexuality and ethnicity.
- Regular reviews of students attending educational visits and trips to ensure fair representation.
- Review and monitoring of staff CPD and training.
- Review of leadership positions, promoting those with protected characteristics to apply.

Equality Objective 3 To provide an environment that promotes and embeds a positive approach to mental health and well-being, with support in place to remove barriers to accessing The John Roan as a school or workplace.

We will complete this by: July 2023

Why we have chosen this objective:

Mental health is a significant factor in poor attendance of students and therefore the decline in positive student outcomes. Over recent years the school has seen a substantial demand in the need for mental health support, with increased demands on school mentors, counsellors and external agency support. The school has a few students who are unable to attend school due to mental health needs, or access alternative provision to support their needs.

Staff are also affected by mental health difficulties which the school recognises its duty to support and protect against. Over recent years it has been noted that mental health is an increasing factor in the attendance of staff and the impact is has on the quality of work completed. Well-being is a crucial factor in supporting staff and providing an appropriate working environment. Having structures in place to support staff is required staff to provide mental health support.

To achieve this objective, we plan to:

- Develop an ethos where all members of the community respect each other, work together and embrace the diverse nature of their school community.
- Design a broad and balanced PSHE and PRIDE curriculum that will focus and support the students' well-being and give them the relevant skills to stay safe and happy in school and in their wider lives, regardless of their ethnicity, gender, sexuality, religion and special educational needs and disability.
- Develop a staff Well-being Charter and committee to ensure the well-being of staff is a high priority.
- Ensure that all students across the school have equal access to group and 1:1 intervention/counselling services provided as part of the school offer.
- Monitor referrals to counselling and other services to do with supporting well-being through our student inclusion meetings
- Develop links with the school CAMHS outreach worker.
- Develop a positive working model with the Family and Adolescent Support Service to effectively sign post and support vulnerable families.
- Analyse referral data to internal and external services to ensure that any specific issues related to a group with protected characteristics are picked up and acted upon.
- Appoint a senior mental health lead to drive policy and practice.
- Appoint a senior leader to chair the staff wellbeing committee
- Ensure that all line managers receive training on how to hold a line management meeting and how to support colleagues through excellent line management
- Train senior staff in the use of the Pressure Risk Assessment
- Monitor staff absences closely and ensure that all return-to-work meetings are completed fully and in a timely manner
- Be mindful of the needs of those staff on maternity and paternity leave and those who have recently returned

Progress we are making towards achieving this objective:

- Student Attitude Surveys reflect increases in students reporting that they are happy and feel supported in school.
- Analysis of referral data and reports from counselling services show a positive impact for students referred, regardless of their special educational needs and disability, ethnicity, gender, sexuality or religion.
- Counselling services increase in line with need as indicated by referrals data from student highlighting panel and cover all students across all years.
- The creation of Specialist Social & Emotional Mental Health Learning coaches, who offer bespoke interventions and support for students.
- Staff Wellbeing committee established
- Weekly HR meetings with Principal to monitor attendance and ensure early interventions as necessary
- Adoption of the Pressure Risk Assessment from United Learning
- Fully embedded PSHE programme that includes topics on well-being and mental health.