



# Rokeby School Equalities Objectives 2024-2028

Written September 2024 - Due for review September 2025

**Equality Objective 1: Ensure that Rokeby School is a school where neither students, nor staff face discrimination.**

**To achieve this objective we plan to:**

- Ensure any peer on peer discriminatory behaviour is dealt with quickly and effectively with particular emphasis on a restorative approach to learning as outlined in our behaviour policy.
- Organise annual training for staff and governors to remind them of their responsibilities under the Equality Act 2010.
- Appoint an equality link governor to work alongside the designated member of staff for monitoring equality issues.
- Remind staff annually of how to report any acts of discrimination as outlined in the whistleblowing policy and ensure that any allegations of discrimination are taken seriously and are dealt with in line with 'Newham Model Disciplinary Policy and Procedure for Schools'.
- Ensure where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

**Progress towards this:**

- A pastoral curriculum taught through form time, assemblies, extended registration and Philosophy 4 Children (P4C) which addresses how we should treat others. This is under constant review.
- An RSHE curriculum which teaches students about protected characteristics under the Equality Act 2010. This is under constant review.
- Clear sanctions and interventions for perpetrators of peer on peer discriminatory behaviour.
- Annual inset day training focuses on staff expectations under the staff code of conduct which include the whistleblowing policies.
- Frameworks in place to ensure that allegations of discrimination are investigated and dealt with appropriately in line with relevant policies.
- Annual inset day training focuses on staff expectations under the staff code of conduct.
- Continue Rokeby's award winning collaboration with external agencies such as Tender.
- Continue to ensure the student equalities group are given a platform to educate other students in Rokeby and the wider NCL student community.
- Leadership to encourage and support staff in joining the NCL equalities working group.

**Rokeby School Equality Objective 2: Foster good relations between all members of the school community so that each and every member of the school community is able to feel valued and safe and thus participate fully in school life.**

**To achieve this objective we plan to:**

- Regularly review our RSHE and SMSC curriculums to ensure that we are maximising opportunities to encourage tolerance and respect for our diverse school community.
- Ensure effective use of assemblies, tutor time and P4C programmes to promote whole school celebrations of national and international celebrations.
- Ensure that student equality is a standing item on school council meeting agendas to support the functioning of a cohesive and democratic school community.
- Strengthen links with parents and re-establish links with the local community lost during the Covid-19 pandemic.

Progress towards this:

- RSHE calendar is reviewed annually by the Deputy Head and Designated Safeguarding Lead to ensure that we are maximising opportunities to encourage tolerance and respect for our diverse school community.
- Assembly schedule reviewed annually to ensure we continue to promote whole school celebrations of national and international celebrations.
- Parental workshops with focus on RSHE and regular opportunities to meet with senior leaders are embedded. A weekly newsletter is sent to parents.
- Continue collaboration with external agencies such as St Giles Trust to promote cohesion within communities.

Rokeby School Equality Objective 3: Advance equality of opportunity for both students and staff.

To achieve this objective amongst staff we plan to:

- Continued engagement with the NCL SCITT programme to encourage diversity within the school and the wider teaching workforce.
- Offer a wide range of professional development opportunities to all staff.
- Regularly review the application and recruitment process to identify any ways to promote absolute equality of opportunity at the point of application e.g. ensuring that the 'Equalities and Diversity Monitoring Information' Form is removed from all completed application forms before handing it to senior colleagues for shortlisting.
- Endeavour to ensure diversity in the staff body, especially in leadership roles.

To achieve this objective amongst students we plan to:

- Ensure that the pastoral system effectively explores a wide range of intervention for students in order to eliminate the gap between groups of students who receive internal exclusions, suspension or permanent exclusions.
- Ensure monitoring and accountability systems are in place to track and monitor progress of all students and therefore narrow the progress gaps between groups with protected characteristics and those without. Especially for vulnerable groups: pupil premium, looked after, previously looked after, students with social workers and or students with special educational needs and disabilities.
- Ensure a high quality and consistent approach to teaching and learning, underpinned by the 'Rokeby Lesson'. Monitoring and accountability systems will be used to ensure that where teaching is not at least good appropriate action is taken.
- Ensure teachers are aware of the needs of their learners and plan carefully in order to meet these needs.
- Work with external partners in order to provide assessment for exams access arrangements.
- Eliminate the attendance gaps which exist between key groups of students.

Progress towards this with staff:

- A wide range of professional development opportunities are offered to staff including NPQs, coaching, joint planning time, a varied twilight programme and specialist courses offsite.
- Staff are provided with opportunities to develop whole school remits or roles to support their professional development.
- All staff roles are supported by the appraisal process.
- We have a diverse staff body and diversity within the leadership team

Progress towards this with students:

- A wide range of internal and external intervention is used with students.

- Our internal exclusion unit is now only open for 3 days a week due to decreasing incidents of poor student behaviour.
- Line management structures and progress meetings mean monitoring and accountability systems are in place to track and monitor progress of all students with the aim of reducing the progress gaps between key groups including those with protected characteristics and those without.
- Annual training sessions and shorter student spotlights ensure teachers are aware of the needs of their learners and plan carefully in order to meet these needs. This is under constant review.
- External assessors are used to ensure students receive the necessary access arrangements for exams.
- The school promotes and encourages students to attend events outside of school which celebrate their protected characteristics e.g. Rights and Equalities In Newham workshops and CAMHS LGBTQI+ youth groups.