

"Responsible Caring and Secure, preparing you for your future"

Roehampton Church School



Equality Scheme Objectives and implementation criteria 2020-2021

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Objectives	Actions to implement	Success criteria
<p>1. To ensure equal access to opportunities for all children</p>	<ul style="list-style-type: none">• Differentiated curriculum and learning• Monitoring of all provision by senior leaders• Reporting to the Local Authority of exclusion and racial incident information.• Monitoring of absences and lateness• Implementation of school development priorities to constantly enhance provision for the children• Effective safeguarding procedures are in place for all groups within the school to maintain access to equal opportunities.	<ul style="list-style-type: none">• Children develop both academically and socially throughout their time at RCS.• They attain above or at least in line with their predicted targets.• Monitoring records of incidents show that all issues are dealt with according to school policy and that a positive way forward is found.• Safeguarding is high priority and all systems and structures are reviewed and updated regularly. All safeguarding procedures facilitate the quality learning of the children.

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<p>2. To develop a learning culture of inclusion, diversity and respect.</p>	<ul style="list-style-type: none"> • Curriculum reflects the diversity of the children's heritage and celebrates this. • A culture of risk taking and respect is developed through our 'BASICS' approach • Lesson observations and monitoring by SLT ensure the Rights Respecting culture of the school is followed • Thorough assessment of all children's needs develops an inclusive culture and inclusive learning provision 	<ul style="list-style-type: none"> • Risk taking is seen in the children's learning and is evident when observing in classrooms • Children's attainment is positive. Inclusive and developmental learning opportunities are provided throughout the school. • The curriculum is relevant to the children's lives and offers 'real' learning experiences.
<p>3. Provision offered by the school is flexible and developmental to the children's needs</p>	<ul style="list-style-type: none"> • The teaching and learning policy sets out the schools expectations for offering a differentiated curriculum • The schools accessibility plan sets out actions that make the school site as conducive to learning as possible • The schools tracking programme ensures that the next steps in the child's development are highlighted and accurate provision is offered • A specific disadvantaged strategy shows provision that is aimed at maximising the achievement of those children from disadvantaged backgrounds 	<ul style="list-style-type: none"> • Learning opportunities are seen to be differentiated in line with all the children's needs whenever reasonably possible. These are progressive and facilitate the child's academic and social development. • The building is seen to be evolving to ensure that the site provides acceptable accommodation for the children's learning needs. • Children from disadvantaged backgrounds achieve as well as those from non disadvantaged backgrounds.
<p>4. To provide a secure learning environment built on Christian principles.</p>	<ul style="list-style-type: none"> • The Governing body monitors all core provision and ensure its Christian nature whilst being inclusive of all world faiths. • A programme of Religious Education and Personal, Social, Health Education provide the children with a framework to develop their spiritual and moral understanding. 	<ul style="list-style-type: none"> • The school retains its distinctively Christian nature whilst accepting children from different cultures and faiths. • The monitoring of RE and PSHE shows the children developing their awareness of tolerance, trust and diversity.

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