



The assurance of equality of opportunity and freedom from discrimination must permeate all aspects of School life, including in particular:

- Teaching, learning and assessment
- Behaviour and sanctions
- Student rewards
- Advice and guidance
- Personal development and pastoral care
- Extracurricular opportunities and participation
- Admissions and attendance
- Curriculum and options
- Staff recruitment, promotion and professional development
- Employment policies and practice
- Partnerships with parents and communities

We are committed to:

- Actively tackling discrimination and promoting equal opportunities and positive attitudes
- Encouraging, supporting and helping all students and staff to reach their potential
- Working with parents and carers and with the wider community to tackle discrimination and to follow good practice
- Making sure that the single equality scheme is implemented and to monitoring its effectiveness in promoting equality.

Responsibilities

A. Governing body

The governing body is responsible for

- Making sure that the School complies with the provisions of the Equality Act 2010 and any other relevant legislation.

It achieves these broad aims by

- Promoting equality as an explicit aim in all the School's policies and ensuring it underpins all aspects of its work
- Ensuring that this policy reflects a belief in diversity that embraces individuals and promotes community spirit
- Ensuring that policies are developed through wide consultation in School and with the wider community
- Ensuring no student is discriminated against in the provision of services offered to students that relate to education
- Ensuring all job descriptions include a commitment to equality and diversity as part of their specifications
- Ensuring that all recruitment, employment, promotion and staff development policies and practice reflect the ethos of the School and requirements of equality legislation
- Incorporating equality targets into the School Improvement Plan to ensure all individuals and groups, regardless of protected characteristics, achieve their potential and make good progress.



B. Principal and Leadership Team

The Principal and leadership team are responsible for:

- Making sure that the Equalities Objectives and Equalities information is published and that the governors, staff, students and their parents and guardians and wider community know about it
- Ensuring that employment practices, including promotion and staff development are fair and non-discriminatory
- Making sure the Public Sector Equality Duty is carried out producing regular information for staff and governors about the objectives and how they are working, and providing training for them on the objectives if necessary
- Making sure all staff and governors know their responsibilities and receive training and support in carrying these out
- Taking appropriate action in cases of harassment and racial, gender or other discrimination because of a protected characteristic

C. All Staff

All staff are responsible for

- Dealing with incidents of harassment based on protected characteristics and being able to recognise and tackle bias and stereotyping
- Promoting equal opportunities positive attitudes, and avoiding discrimination against anyone on the grounds of a protected characteristic
- Keeping up to date with the law on discrimination and taking up training and learning opportunities
- Being aware of the importance of equality of opportunities and fairness as a staff body and drawing attention to any areas or events which may cause concern.

Monitoring

Data relating to student attainment, progress and behaviour will be monitored against protected characteristics and targets set as appropriate. That data will also inform planning and decision making. Other data will be monitored, including for example, School trip take up, extracurricular activity participation, options decisions. The occurrence of incidents of discrimination will be logged. Any data relating to complaints or grievances regarding equalities or discrimination will also be considered. All of this data will be used to assess the impact of equalities policies and practice and working practices will be reviewed as necessary in light of the findings.

Assessing and reviewing policies

All School policies are reviewed on the basis of a planned programme. Any that are relevant to equalities will be judged against their effectiveness in tackling unlawful discrimination, and promoting equal opportunities and positive attitudes. This policy shall be published as part of the Governors policy documentation and will be made available to any staff, student, or parent who requests it. Any breaches of this policy will be treated seriously and dealt with under the School's appropriate policy.



Coopers Equality Objectives

1. In line with fundamental British values, to promote a belief in freedom and individual liberty, democracy, mutual respect and tolerance of different faiths which are at the heart of our curriculum.
2. To close gaps in attainment and achievement between students and all groups of students; especially boys and girls, pupil premium students, students with special educational needs and disabilities, looked after children and students from different heritage groups.
3. To monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities especially students with special educational needs.
4. To endeavour to ensure that the staff body and representation of staff in leadership roles is reflective of the local community, encouraging under-represented groups to join.
5. To review the reward and sanction data (including fixed term and permanent exclusions) for School and ensure that there is no bias towards any particular vulnerable group, and take action where necessary.
6. To continue to improve accessibility across the school for students, staff and visitors with disabilities, including access to specialist teaching areas.
7. To continue to raise awareness of inappropriateness of homophobic, sexist and racist language.



Coopers – Compliance with the Equality Duty

At Coopers we are pleased to have an opportunity to show how we meet the Equality Duty. We take our responsibilities in this area of work very seriously and it is very important to us.

When we make decisions about the School we consider the three aims of the equality duty:

- how we eliminate unlawful discrimination, harassment and victimisation
- how we advance equality of opportunity
- how we foster good relations between all people

Equality and diversity is well managed and promoted within School. It is actively promoted through School publications including the website, prospectus, staff handbook and through a wide range of activities for students.

Staff and student make up

At Coopers, the ethnicity of our student population is broadly in line with the local community, with the largest group being White British (77.4% Coopers, 66% London Borough of Bromley). Staff ethnicity shows that there is a large percentage of White British staff – 87%. Our student population has a larger percentage of male students (63.6%), This means that we work towards ensuring there is no gap in attainment between the girls and boys. Our staff population is skewed in the opposite direction – 63% female .

The School makes use of performance data and benchmarking across all aspects of teaching and learning and targets support to underperforming groups. Equality and diversity is incorporated in all staff and governor inductions, and training will be provided to all staff during INSET time.

Eliminate unlawful discrimination, harassment and victimisation

Any form of discrimination, harassment or victimisation will not be tolerated in School. Our published Learning Charter is the guide to how all members of the Coopers Community live whilst in School, and is displayed in all classrooms and communal areas. It includes our behaviour for learning policy which ensures that all students have a right to learn, and that teachers have a right to teach, and that any disruptive behaviour is dealt with fairly, quickly and calmly. It clearly outlines our expectations of every student, and in return, what can be expected of all staff.

The Learning Charter also includes our anti bullying policy. The policy emphasises that we are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our School. We believe all forms of bullying hurt. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. If bullying does occur, all students should be able to report it and know that incidents will be dealt with promptly and effectively. Staff must also feel that they are safe from discrimination, victimisation and harassment. We have regularly updated staff grievance procedures, and have active union representatives in School.

Celebrating diversity also forms a key part of our curriculum. Students take part in a daily personal development (PD) lesson, in a tutor group formed of students from each year group. The themes in PD are wide ranging, but taken from the citizenship and RE curricula. Regular focus includes anti bullying fortnight in November, healthy relationships, black history month and becoming global citizens. Coopers is a Holocaust Beacon school and leads on the teaching of the Holocaust throughout the south east. In addition, we operate a 'words of the week' programme where words such as tolerate, empathise, co-operation and responsibility are discussed and focused upon.

Advance equality of opportunity

All students at Coopers are warmly welcomed and taught in an environment that encourages them to be the very best that they can be



All student data is monitored closely, with a dedicated team responsible for monitoring each year group, and the vulnerable groups that it contains. Our target setting policy ensures that each and every child is working to and achieving their full capacity. Vulnerable groups are identified in every year group and their progress monitored by individual staff members, with action plans in place to ensure that each child is supported to reach their full potential. An example of this is students who enter School with Level 4 in their KS2 tests. These students are traditionally those who fail to meet C grades at GCSE. A menu of activities has been introduced to ensure that these students are able to achieve the very best possible grades.

Parental involvement is closely monitored in order to ensure that all parents are able to communicate fully with School, and that barriers are effectively removed wherever possible. Attendance at parents' evenings is monitored and those who do not attend are followed up with letter, e mail, telephone calls or home visits. All parents receive fortnightly newsletters, and the School website is updated regularly with School happenings. The learning gateway is accessible to all staff, students and parents, and enables users to view their child's attendance, achievements and targets. Each child is assigned to a year group as well as a learning community. The year group is overseen by a Community Year Leader. This ensures that parents have a single point of contact if they have any concerns or issues regarding their child.

Fostering good relations between all people

Community Cohesion is a key focus at Coopers, and this includes considering the entire School as a community. Paired Tutor Groups ensure that students from two year groups work together. The student leadership programme enables students voices to be heard and taken seriously with regular meetings of the two Student Principals I with the School Principal. As part of the aforementioned PD curriculum, tolerance and diversity are taught and practiced, and all year 7 students complete various extended learning projects based upon our community and celebrating who we are.

Coopers shares a site with Marjorie McClure Special School. The two schools regularly work together on collaborative projects including trips, enrichment activities and student leadership. In addition, more able Marjorie McClure students attend selected Coopers lessons and learn alongside Coopers students.

Coopers works closely with the local community. Meetings with local residents are held termly, enabling School and residents to work together on local issues and opportunities. Each learning community raises money selects a local charity each year, and focuses upon fundraising for that charity, in addition to regular whole school fundraising days for national charities. Students in year 11, 12 and 13, take part in annual world challenge excursions. Students raise their own funds to visit far corners of the world, assist with charitable activities, and undertake leadership roles.