

POLICY

Equalities

THE KINGS SCHOOL EQUALITY POLICY STATEMENT

Legal framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity.

(Equality Act 2010: Public Sector Equality Duty)

2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

3. We recognise these duties are essential for achieving the outcomes for children/young people in the Ofsted framework, and that they reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Guiding principles

4. In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as 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
- whatever their sexual identity.

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of

Life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents

- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development.

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6: We consult and involve widely.

People affected by a policy or activity should be consulted and involved in the design of new policies, and in

the review of existing ones. We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- gay people as well as straight.

Principle 7: Society as a whole should benefit.

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- gay people as well as straight.

Principle 8: We base our practices on sound evidence.

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender.

Principle 9: Objectives

Each year we formulate and publish specific and measurable objectives, based on the evidence we have collected and published, in relation to

- disability
- ethnicity, religion and culture
- gender

5. We recognise that the actions resulting from a policy statement such as this are what make a difference.

6. Every three years, accordingly, we draw up an action plan (with short, medium and long term objectives as appropriate) within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate. (**Appendix 2: Equality– Action Plan 2014-16**) (**Appendix 3: Accessibility Action Plan 2014-16**)

7. We keep our equality objectives under review and report annually on progress towards achieving them.

The curriculum

8. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the nine principles set out in paragraph 4 above.

Ethos and organisation

9. We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:

- students' progress, attainment and achievement
- students' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

Addressing prejudice and prejudice-related bullying

10. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islam phobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

11. There is guidance in the appropriate policies on how prejudice-related incidents should be identified,

assessed, recorded and dealt with e.g. Anti-Bullying Policy.

12. We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Roles and responsibilities

13. The governing body is responsible for ensuring that the school complies with legislation, and that this

policy and its related procedures and action plans are implemented.

14. A member of the governing body has a watching brief regarding the implementation of this policy.

15. The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

16. A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.

17. All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles in paragraph 4 above
- support students in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

Information and resources

18. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all students and their parents and carers.

19. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

20. We respect the religious beliefs and practice of all staff, students and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

21. 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.

Breaches of the policy

22. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

Monitoring and evaluation

23. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

24. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

APPENDIX 2 – ACTION PLAN FOR EQUALITIES 2014 - 2016

ACTION	STRATEGIES	TIMESCALE	SUCCESS CRITERIA	STAFF
Raise awareness of all staff, parents and governors to the Equalities Plan and the Public Sector Equality Duty.	Ensure policy and related documents are placed on the school website. Undertake training as appropriate – use of local authority to support this training.	From Jan 2015	Staff more aware of implications of the equality bylaw and know there are 8 identified groups with protected characteristics (disability, age, sexual orientation, sex, religion or belief, race, pregnancy and maternity, gender re-assignment)	LSB
Ensure further analysis of examination results, attendance, exclusions and behaviour (including bullying) in relation to equality duty.	Data Manager to undertake further analysis based on specific groups. Students to be denoted on data tabs across the analysis of results, attendance, exclusions, behaviour through the use of SISRA.	From Jan 2015	Patterns and issues raised by further analysis are addressed.	MT
Intervention Action Plan put in place to raise achievement across all groups of students.	Plan focuses on intervention with specific groups of students e.g. SEN so they are monitored more effectively and strategies put in place to ensure students fulfil their potential (3 levels of progress).	From Jan 2015	Increase percentage of 5+ A*-C	LT CN
Review of access of site and buildings for students with visual impairment.	Review with students, parents and staff the provision made for a student with visual impairment.	Feb 2015	Audit undertaken and any needs identified and amendment to the environment required are addressed.	RJT SME
As part of SEN(D) reviews monitor how well we meets the needs of students with disabilities.	SENCo to build this monitoring into SEN reviews and act upon any relevant feedback received with regard to any actions to be taken.	Ongoing	Issues raised in student reviews addressed	CN
Continued development of the Citizenship programme in raising awareness of	Enhance Citizenship programmes so it reflects the Equality Duty and the law. Other curriculum areas	Ongoing	Guidance Programme contains activities focussing on tackling equality duty and prejudice.	SME All HoF

protected characteristics and tackling prejudice.	take any opportunity to explore the issues with students.		Students given the opportunity to explore these issues in a range of contexts	
Performance Management: whole school target to be "differentiation".	Staff to explore various differentiation methods in lesson to ensure there is more inclusive learning.	Ongoing	Differentiation evident in lesson observations. Enhanced student engagement and progress noted.	EV All HoF
Continued development of opportunities for students to appreciate people from different races and cultures and to celebrate cultural diversity.	Building upon existing good practice of providing opportunities for students to meet people from other races and cultures e.g. asylum seekers etc. Use of assemblies	Ongoing	Students more culturally aware and have firsthand experience of different cultures.	SME
Faculties to put in place an equalities statement.	Statement to identify where faculties are contributing to the equalities plan and implementing the policy.	Autumn 2015	Faculty statements to in place reflecting the equalities plan.	LSB All HoF

APPENDIX 3: ACCESSIBILITY ACTION PLAN 2014-2016

TARGETS	STRATEGIES	TIMESCALE	SUCCESS CRITERIA	STAFF
SHORT TERM TARGETS				
Continue to improve the differentiation in lessons to ensure inclusion of all learners.	Training of staff in differentiation. SLT working with individual departments as appropriate.	Ongoing	A curriculum that is more inclusive for all students. Schemes of Work reflect differentiation. Faculty reviews reflect more inclusive practice.	EV LSB
Ensure all equipment is in place for text to Braille needs for individual students.	Liaise with the local authority regarding needs.	As and when required	All equipment in place in line with needs of student.	CN
Improve environment for visually impaired learners.	Local authority advice on adaptations required.	April 2015	Environment improved.	CN RJT
Audit of all classrooms to check they are accessible and DDA compliant.	HoF organise checking of classrooms for physical barriers e.g. may include review of classroom layout, furniture etc.	April 2015	Physical access improved for learners.	SME RJT HoF
To improve communication with disabled students/users; ensuring that all written material is available in alternative format.	To ensure the school website is clear, simple and easy to use for all users. To ensure parents and students have wider access to information in a variety of formats. All school publications (and website) to denote availability in alternative formats available on request. The school is to determine through the LA, the	Ongoing	Information for disabled students is improved.	CN

	mechanics for converting information into alternative format. Continue to implement policy that no hand written material is given to students.			
Improve access to website for users with visual impairment.	Liaise with Lead ICT Technician to investigate improvements.	Jan 2015	Website has high visibility version available.	LSB PC
MEDIUM TERM TARGETS				
Staff training for teaching visually impaired students.	Seek support from LA regarding CPD.	As and when	Training undertaken	CN
Continued improvement of environment for visually impaired learners.	Ensuring all aspects of the environment are adapted for visually impaired learners.	September 2015 and ongoing.	Improvements are in place. Positive feedback from stakeholders.	RJT CN
To consult with Disabled Information Service (via LA) about the best way to make information available to all users.	Work closely with the local authority and raise awareness of needs.	September 2015	Increased variety of information available.	LSB CN
LONG TERM TARGETS				
To review short and medium term targets in light of any new developments/legislation.	Review curriculum support arrangements and make changes where appropriate.	September 2015	More inclusive curriculum. Improved confidence of staff in dealing with students with disabilities.	LSB CN
Building work.	Priority School Building Programme in place to demolish all buildings and provide new compliant building for all users.	Commences Dec 2014	Improved learning environment for all learners.	LSB RJT