



KINGS' SCHOOL

EQUALITY & DIVERSITY POLICY

Policy Reviewed by:	SLT	Mar 2018
Approved by:	Curriculum Committee	Apr 2018
Endorsed by:	FGB	May 2018
To be Reviewed	3 Yearly	2021

Equality and Diversity Policy

Introduction

1. Kings' School is committed to providing an environment free from discrimination, bullying, harassment and victimisation. The school will focus on the well-being and progress of every child, providing a dynamic working and learning environment, where all members of the school community are valued equally for their contribution and individuality.

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

- **All learners 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 and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which 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 and celebrated by all those who learn, teach, work and visit here.
- **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- **We foster a shared sense of 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 recruitment and promotion and in continuing professional development.
- **We have the highest expectations of all our pupils.** We believe that all pupils can make good progress and achieve to their highest potential.
- **We work to raise standards for all pupils but especially the most vulnerable.** We believe that improving the provision of education for the most vulnerable groups of pupils results in better outcomes for the whole school.

Purpose

3. The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics known as protected characteristics. This means that schools cannot discriminate against pupils or treat them less favourably because of their gender, race, disability, religion or faith, gender reassignment, sexual orientation or on grounds of maternity. Age, marriage and civil partnership are also protected characteristics identified by the Act but are not part of the school provision related to pupils.

4. The Act requires all public organisations, including schools, to comply with the Public Sector Equality Duty and:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups.

And to:

- Publish information to show compliance with the Equality Duty
- Publish equality objectives, at least every 4 years, which are specific and measurable.

This policy will describe how the school will meet these statutory responsibilities in line with national guidance. It will include, as an Appendix, the school's Equality Objectives for the following four years.

Policies and Documentation

5. This Equality and Diversity Policy is the key document describing how the school will meet its Public Sector Equality Duty. The school's approach to equality and diversity is also reflected in other policies including behaviour, admissions, pupil support, SEN, trips & activities and anti-bullying. The Equality Act also refers to schools in their role as an employer and the way the school complies with this is described in the recruitment policy and the staff handbook. Equality and diversity information can additionally be found in the school improvement plan, self-evaluation reviews, the school prospectus, on our website and in our newsletters.

Roles and Responsibilities

6. Kings' School expects all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equalities Act. Specific responsibility lies with:

- **Governing Body** – responsible for ensuring that the school complies with legislation and that this policy, associated procedures and action plans are implemented. Each Committee of the Governing Body will keep relevant aspects of the school's commitment to the Public Sector Equality Duty under review including standards, curriculum, admissions, exclusions, staffing issues, and the school's physical environment.
- **Headteacher** – responsible for the implementation of this policy, for ensuring that all staff and pupils are aware of their responsibilities and are given appropriate training and support. The Headteacher is responsible for taking appropriate action in any cases of unlawful discrimination. The Headteacher, through the Leadership Team, will monitor the outcomes of this policy and report to the Governing Body.

- **Teaching and Support Staff** – will ensure that all pupils are treated fairly, equally and with respect and will maintain awareness of the school’s Equality and Diversity Policy.
 - All staff will challenge prejudice and discrimination and will deal fairly and professionally with any prejudice related incidents that may occur. Serious incidents will be recorded and drawn to the attention of the Headteacher.
 - Staff will plan and deliver curricula and lessons that reflect the school’s ethos and principles, for example, by providing materials that reflect positive images of race, disability, faith and gender.
 - Staff will support different groups of pupils through differentiated planning and teaching to maintain the highest expectations of success for all pupils.

- **Visitors** – all visitors to the school, including parents and carers, are expected to support our commitment to equalities and comply with the duties set out in this policy. Where necessary, we will provide guidance and information, for example in school newsletters, to enable them to do this.

Discrimination

7. Discrimination on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status can take many forms including verbal or physical abuse, name calling, exclusion from groups, jokes and graffiti. This can be described as harassment, is unacceptable and is not tolerated within the school environment. The types of behaviour that can be construed as being discriminatory include:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as the wearing of racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse or threats;
- Incitement of others to discriminate or bully due to the victim’s race, disability, gender or sexual orientation;
- Refusal to cooperate with others on the grounds of race, gender, disability, religion or sexual orientation.

Responding to and reporting incidents

8. Instructions for the management of bullying are contained within the Anti-Bullying Policy. Bullying that is perceived as discriminatory as described above must be reported to the Headteacher and may be required to be reported to the Local Education Authority.

Kings' School

Equality Objectives - 2018

Equality Statement

At Kings' School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers irrespective of race, gender, sexual orientation, disability, faith or religion or any other of the protected characteristics defined by the Equality Act 2010. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and this data will be used to support pupils, raise standards and ensure inclusive teaching. The school will tackle discrimination by the positive promotion of equality, challenging stereotypes, having no tolerance of bullying and creating an environment which promotes respect for all. We believe that diversity is a strength, to be respected and celebrated by all those who learn, teach and visit here.

Information about Kings' School

This is an above-average-sized secondary school¹. The proportion of pupils eligible for additional government funding, known as pupil premium, is well below average. In this school, the funding is used to support pupils known to be eligible for free school meals, children looked after by the local authority and some pupils identified by the school as requiring additional support. The proportion of Year 7 pupils who are eligible for catch-up funding is also well below average.

The proportion of pupils from minority ethnic groups is lower than average. The majority of pupils are of White British heritage. Fewer pupils than usual speak English as an additional language. Only a very few come to the school at the early stages of learning English.

The proportion of disabled pupils and those with special educational needs supported through school action is above average. The proportion of those supported at school action plus or with a statement of special educational needs is slightly below average. The school provides a resource base for 12 pupils with physical disabilities.

Equality Related Performance

1. **Gender Pay Gap** – the school is required to report annually on the gender pay gap between male and female staff. In year ending 31st March 2017 the mean gender pay gap was measured as 24% in favour of male staff. The school pays staff equally for the roles they undertake irrespective of gender and the gender pay gap is due to the staff demographic which shows a predominance of women in term time only support staff roles whilst the majority of senior management posts of the school are filled by male staff. The school aspires to there being no pay gap by gender and very much welcomes women in the middle and senior management teams as well as men in support staff roles. The school policy remains, however, that posts are fairly available to be filled by men or women and the school will always select the best candidate for a post regardless of gender.

¹ OFSTED Report June 2014

2. **Shared Parental Responsibility** – the school strives to ensure that both parents of pupils are treated equally regardless of gender or marriage or relationship status. Both parents are welcome to be registered as contacts for pupils and to equally share pupil and school information unless the school is required to do otherwise by law.

3. Outcomes

Based on 2017 end of Key Stage 4 (GCSE Results):

Gender – There is no trend over time relating to an established gender performance gap. There are some gender performance differences in the recent results.

	Girls	Boys
Achieving strong basics	71.1%	71.8%
Progress 8	0.33	0.10
Attainment 8	55.37	54.26

English not First Language – Historical exam results do not show any trends in pupil outcomes that indicate pupils who have a first language other than English do not perform as well as the rest of the cohort.

	All	EAL
Progress 8	0.13	0.14
Attainment 8	54.81	53.18

Income – the most significant factor affecting outcomes for Kings' School pupils is socio-economic. This is measured by entitlement to Free School Meals (FSM) and award of the Pupil Premium Grant (PPG).

	All	FSM ever 6
Progress 8	0.13	-0.62
Attainment 8	54.81	44.30

Special Educational Needs – The progress of SEN E and SEN IN is in line with the progress of non-SEN pupils. Historic data does indicate that SEN K pupils do not perform as well as the rest of the cohort.

	All	SEN K	SEN E	SEN IN
Progress 8	0.13	-1.32	0.12	0.32
Attainment 8	54.81	38.60	46.30	44.36

Based on the analysis summarised above our Objectives are to:

- a) **Close the achievement and progress gaps between boys and girls.**

Success criteria: Reduce the gap in achievement and progress between boys and girls.

Strategies:

- Whole school development focus upon boy's progress in option subjects.
- Maths department focus upon progress of girls.
- Implementation of teaching strategies that arise from this.

b) Raise the achievement and progress of pupils who are in receipt of the pupil premium.

Success criteria: Reduce the gap in achievement and progress between this group and the rest of the pupil population.

Strategies:

- Implementation and bi-annual review of Pupil Premium Strategic Plan.
- Teachers to utilise a range of teaching strategies suggested by Headteacher and SLT/focus groups.
- Appointment of PPG Coordinator/PPG Lead Teachers in core areas.
- Funding via pastoral team utilised effectively.
- Attendance support for key pupils provided via School Attendance Officer.
- Close monitoring of pupils in this group by Heads of Subject and class teachers with appropriate interventions put in place as necessary.

c) Raise the achievement and progress of pupils with special educational needs who do not have an Education, Health and Care Plan/Statement.

Success Criteria: Reduce the gap in achievement and progress between this group and the rest of the pupil population.

Strategies:

- Additional support provided by Pupil Support Department as required e.g. withdrawal from lessons for extra tuition, examination concessions.
- Close liaison between teaching and support staff.
- Teachers to utilise a range of teaching strategies suggested by Headteacher and SLT/focus groups.
- Attendance support for key pupils provided via School Attendance Officer.
- Close monitoring of pupils in this group by Heads of Subject and class teachers with appropriate interventions put in place as necessary.

d) Raise the Performance and progress of pupils who are low attaining on entry to the school.

Success criteria: Reduce the gap in achievement and progress between this group and the rest of the pupil population.

Strategies:

- Additional support provided by Pupil Support Department as required e.g. 'Learning Launch' and / or examination concessions utilising 'Catch Up' funding.

- Close liaison between teaching and support staff.
- Teachers to utilise a range of teaching strategies suggested by Headteacher and SLT/focus groups.
- Attendance support for key pupils provided via School Attendance Officer.

Close monitoring of pupils in this group by Heads of Subject and class teachers with appropriate interventions put in place as necessary.

4. LGBTQ Issues

Education and Inspections Act 2006

Schools have a duty to promote the safety and wellbeing of all children and young people in their care, including lesbian, gay, bisexual and transgender pupils and those experiencing homophobic, biphobic or transphobic (HBT) bullying.

Equality Act 2010

Schools are required to eliminate discrimination on the grounds of sexual orientation and gender reassignment. This includes tackling HBT bullying. Schools are also required to advance equality of opportunity and foster good relations.

This means that schools should go beyond tackling HBT bullying and take proactive steps to promote respect and understanding of LGBT people and issues.

The school aims to:

- Provide a fully inclusive environment where LGBT pupils and staff feel valued and respected.
- Promote understanding of and support the needs of LGBT pupils and staff.
- Foster an awareness and acceptance of LGBT issues through the provision of an inclusive curriculum.
- Monitor and robustly tackle the use of HBT language and bullying.

The school aims to achieve these aims by:

- Ensuring that policies and practices are inclusive are supportive of LGBT people.
- Ensuring that the whole school community understands that HBT language and bullying are unacceptable.
- Providing training for staff in supporting LGBT pupils.
- By providing support and sources of information for LGBT pupils on LGBT issues and support services.
- By providing LGBT inclusive Sex and Relationships Education (SRE) through the PSHEE curriculum.
- By ensuring that there are multiple ways for pupils to report HBT language and bullying and recording incidents and how they have been resolved.
- By ensuring that the library contains a range of books on LGBT issues.

- By participating in the Stonewall School Champions programme.

Monitoring and Evaluation:

Equality and Diversity practice will be overseen by the Senior Leadership Team and other stakeholders. The policy will be evaluated and amended as appropriate.

This policy is monitored by governors via the receipt of reports to the Curriculum Governors' Committee; the receipt of reports to the Full Governing Body within the Headteacher's Report; and Governor visits to school.