

Seven Kings School



EQUALITY INFORMATION AND OBJECTIVES

Date agreed by the Governing Body/Executive Headteacher	January 2024
Date of next review	January 2027

1. OUR AIMS:

This Policy sets out our intention that the school will have an environment in which everyone in the school community can take a full part in the life of the school. It also sets out our commitment to promote equality and diversity among our students, their families and all staff.

Seven Kings School is committed to the principle of equality of opportunity for all students, parents and staff, regardless of gender, colour, race, religion, physical or intellectual ability, social background or sexual orientation. The school has an ethos and environment in which all people are valued as individuals and as members of groups and will not accept any form of discrimination.

The formal and informal curriculum will be designed to meet the needs of **all** students to give them maximum opportunities to achieve their full potential both academically and socially.

The school believes that it is vital for all its students to develop a full understanding of the diverse and multicultural society in which they live. Part of that understanding will be a demonstrable respect for all people, whatever their gender, race, religion, physical or intellectual ability, social background or sexual orientation. The school seeks to celebrate the richness of its cultural diversity and the value and worth of its individual members.

The school is proud of its work in providing access to mainstream education for students with physical disabilities and the school will continue to make every effort to support their integration, reflecting the individual needs of students.

The school will ensure a secure and favourable learning and working environment is the entitlement of all students and staff, with all relationships based on mutual respect and consideration.

2. PRINCIPLES:

Our approach to ensuring equality of opportunity is based on the following key principles:

A. All learners are of equal value:

We see all learners and potential learners, and their parents and carers, as of equal value regardless of their ethnicity, religious or non-religious affiliation or faith, background, disability and sexual orientation.

B. We recognise, respect and value difference:

We take account of differences and seek to remove barriers and disadvantages that anyone may face in relation to disability, gender, religion, belief and sexual orientation. We believe that diversity in the school community is a strength which we respect and celebrate.

C. We foster positive attitudes and relationships:

It is our aim to promote positive attitudes and mutual respect between all groups and communities that are different from each other.

D. We observe good equalities practice in the recruitment, retention and development of our staff:

We ensure that all our policies and procedures benefit all employees regardless of their ethnicity, religious or non-religious affiliation or faith, background, disability and sexual orientation.

E. We have the highest expectations of all our students:

We expect that all students can make good progress and achieve their highest potential.

3. HOW WILL WE DELIVER OUR COMMITMENT

Our school is committed to meeting its public sector statutory duties as set out in the principles detailed above. We understand that the duties apply to all aspects of the life of the school including learning, teaching and employment. We will ensure these duties are being met by taking the following actions:

A. Students:

The school will:

- Ensure that any form of discrimination or abuse related to gender, race, religion, physical or intellectual ability, social background or sexual orientation is seen to be totally unacceptable by students.
- Challenge any negative stereotypes which may be held and, wherever possible, promote positive role models to counter this, in all areas of school life.
- Show, through its attitudes and actions, that the school welcomes and values all students and provides a learning environment in which they can participate and flourish.
- Provide opportunities for all students to achieve their full potential, without a preconception of what that potential may be.

To achieve this:

- students will be made aware of the school's rules and expectations on any form of abuse, discrimination and/or harassment.
- students will be asked to report any incident which contravenes the principles set down in the Equal Opportunities policy to their Year Leader/class teacher or a member of SLT (Senior Leadership Team). This will be dealt with immediately and formally recorded. Adequate time for guidance and discussion with students will be made available where appropriate.
- The school's Code of Conduct is discussed each year and clearly publicised.
- All students will be aware that staff have high expectations of them and that they will be challenged to reach their full potential.
- Registers will be written in alphabetical order and staff will use the chosen name of the student.
- The reward, punishment and responsibility systems will reflect individual actions, with all students having the opportunity to have their achievement recognised and celebrated.
- student's will be encouraged to take part in any school activities without regard to their gender, race, religion, physical or intellectual ability, social background or sexual orientation.
- Work experience placements and careers guidance will attempt to challenge rather than confirm traditional stereotyping and be related to individual interest and aspiration.
- Students will have the opportunity to discuss and engage with social action and charitable organisations to have agency over their own lives whilst respecting the values of our school.

B. STAFF

The school will:

- Maintain a high quality teaching and associate staff through appointments made according to individual merit and expertise, without regard to gender, race, religion, physical or intellectual ability, social background or sexual orientation.
- Value the contribution, perspectives and expertise of all members of the school community and encourage mutual respect for one another.
- Support staff in responding to any form of physical / verbal abuse related to gender, race, religion, physical or intellectual ability, social background or sexual orientation.
- Support and encourage all staff in appropriate professional and career development.

To achieve this:

- Advertisements for posts will not discriminate against any group or individuals. Job specifications for posts will be based on clearly defined professional criteria.
- The only factor in selection for any position within the school will be the individual's ability to meet the requirements of the post.
- All staff should be aware of the Equal Opportunities policy and should follow the procedures for dealing with any incident which contravenes the principles set down in the policy (see Appendix 1). Any such incident should be reported to a Year Leader/class teacher or a member of SLT. This will be dealt with immediately and formally recorded.

- All new staff will be made familiar with these procedures as part of their induction programme.
- The school will provide a high quality programme of in-service training for staff, taking into account individual needs and the requirements of the School Improvement Plan.
- The school meeting structure will provide staff with the opportunity to participate in and contribute to discussion of school issues.
- Staff should be aware of their role in encouraging students and colleagues to treat one another with respect and consideration and should reinforce this through their own actions and words.
- Staff should recognise their importance in ensuring that all students achieve their full potential through high expectation and appropriate challenge regardless of students' gender, race, religion, physical or intellectual ability, social background or sexual orientation.
- Adverts explicitly encourage applications which will ensure we are continuing to diversify our staff and leadership

C. CURRICULUM

The school will:

- Create a learning environment where all students feel safe and confident to express their feelings, thoughts and ideas.
- Ensure that the curriculum is accessible to all students regardless of gender, race, religion, physical or intellectual ability, social background or sexual orientation.
- Ensure departments identify, within their teaching materials and their programmes of study, ways in which the school can support awareness of equal opportunities and counter negative social and historical stereotyping.
- Ensure all teaching and guidance is planned towards individual needs and ability of students.

To achieve this:

i) Curriculum planning:

- The school curriculum will provide opportunities for students to consider and discuss issues relating to equality and the diversity of moral views and values in the wider society.

ii) Departmental and classroom management:

- Departmental handbooks will adhere to and reflect the principles set down in the school Equal Opportunities policy. Departments and school libraries will review teaching/learning resources to ensure that any negative images are identified and removed.
- Classrooms, workshops and laboratories will be managed in such a way that all students feel engaged in learning and are motivated to contribute and succeed. Teachers need to be aware of the way in which students are grouped in classrooms, so that all have equal opportunities to participate and to contribute to the work of the class.
- Displays in the classroom will foster positive images of all students and groups and will be balanced so as to counter any social stereotypes. student's' work will be displayed on the basis of merit and to celebrate individual and/or group achievement.
- Programmes of support, where appropriate, will be provided by the Pupil Support Department to ensure that all students have access to the curriculum.

iii) Assessment:

- Any decisions relating to entry to examinations will be based on informed observation and assessment of attainment, not on subjective impressions and judgements of students' behaviour.
- Assessment of ability in English will not form the basis of assessment of intellectual capacity. students who have English as an additional language will be allocated to groups commensurate with their intellectual ability, not their proficiency in English.
- Allocation of students to teaching groups will be constantly reviewed by departments and SLT. It will not be assumed that attainment in one subject is a sufficient guide to potential in another.

D. MONITORING

The school will:

- Ensure that the principles and procedures set down in the Equal Opportunities policy are adhered to and applied to the work of the school.
- Regularly gather and record information on pupil attainment and progress to ensure that individual students are set appropriate targets and are enabled to reach their maximum potential.

To achieve this:

- A formal record will be maintained of any incidents of discrimination or harassment which contravene the principles of the Equal Opportunities policy.
- The school will monitor the take up of courses and examination entries and results to identify any areas of the curriculum that are a cause for concern with regard to equality issues. Steps will be taken to remove any disadvantage which may impede learning.
- Staff will monitor achievement to identify reasons for individual under-achievement and will implement plans to address it
- Learning Leaders/Phase Leaders and SLT will monitor the way in which students are allocated to classes and grouped in classrooms and other teaching areas, to ensure all students have equal opportunities to participate in and contribute to the work of the class.
- Learning Leaders/Phase Leaders will regularly monitor and review learning and teaching/resources to ensure that any negative images are identified and removed.
- Learning Leaders/Phase Leaders will monitor achievement in their curriculum areas to identify underperformance and will put in place intervention to address it.

E. WHOLE SCHOOL ISSUES

The school will:

- Ensure that all members of the school community are aware of the Equal Opportunities policy. The implementation of the policy is the responsibility of all members of the school community and should be evident in practice and actively promoted.
- Ensure that the school environment reflects the school's commitment to value individuals, regardless of their gender, race, religion, physical or intellectual ability, social background or sexual orientation.
- Ensure that assemblies support the stated aims of the school in valuing all members of the school community as individuals and reflect and celebrate the multicultural nature of the school community.
- Ensure parents are made aware of the school's policy on Equal Opportunities.

To achieve this:

- All staff will be aware of the school policy on Equal Opportunities and will actively support and promote this in their work.
- The school will allocate responsibility for implementation and review of the school's Equal Opportunities policy to a member of SLT.
- Display throughout the school will foster positive images of students and groups and will counter any social stereotypes. student's' work will be displayed on the basis of merit and to celebrate achievement.
- The school site will continue to be fully accessible to students with physical disabilities.
- Assemblies will promote positive images of people regardless of race, gender, religion and culture. The school will seek through its assembly programme to promote awareness of, and celebrate its cultural richness and diversity.
- The school will provide interpreters, whenever possible, to help parents in their communication with the school.
- The school Equal Opportunities policy will be available to parents as required.

4. EQUALITY OBJECTIVES

In accordance with the public sector equality duty on schools we have identified objectives which represent our school's priorities and are the outcome of careful review of and analysis of data and other evidence. They also take account of local and national priorities and issues.

The objectives and action plan set out below will be reviewed at least every four years and the school will ensure that this information is reviewed and published annually demonstrating how the school is meeting its public sector equality duty.

5. RESPONSIBILITIES

The responsibility for ensuring that the school is an equal opportunities employer rests with all the school community. These responsibilities can be expressed as:

Governing Body:

- Ensuring that the school complies with its statutory duties
- Ensuring that the policy and procedures are implemented
- Monitoring the delivery of the actions set out in the action plan at least annually

Executive Headteacher:

- Implementing the policy and procedures agreed by the governing body
- Ensuring all staff promote cultural understanding and awareness of our different religious beliefs between different ethnic groups within our school community.
- Ensuring staff are aware of their responsibilities and receive appropriate training and support
- Taking appropriate action to deal with cases of discrimination

SLT and Leaders:

- Monitoring and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities
- Closing gaps in attainment and achievement between students and all groups of students; boys and girls, students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from different groups.
- Reducing the incidence of the use of homophobic, sexist and racist language by students in the school.

All staff:

- Dealing with racist incidents and discriminatory behaviour and challenging bias and stereotyping
- Promoting equality and positive relations and not discriminating on any grounds
- Being aware of and adhering to the school's policy and procedures

Student's:

- Understanding the principles of the school's equality policy
- Adhering to the school's policy and expectations not to discriminate in any way

Parents/carers:

- Complying with and support the school's Equality Policy
- Encouraging their children to adhere to the school's policies and procedures

Appendix 1

Procedure for dealing with discrimination at Seven Kings School

Staff

- All staff have an individual and collective responsibility to ensure that the spirit of the principles set out in the school Equal Opportunities policy are adhered to and promoted at all times.
- Where a member of staff is concerned about a breach of the Equal Opportunities policy s/he should report the incident to the relevant line manager or a member of SLT.
- The members of SLT will formally record the incident and will take appropriate action.

- Adequate time will be given for guidance and discussion with students where appropriate.
- Incidents of a racist nature and homophobic nature will be recorded in the school's Race Log and Homophobic Incidents Log.
- Parents will be informed of the incident by the Year/Phase Leader or member of SLT where necessary.
- The instigator of the incident will complete a reflection form and have support either from a mento, counsellor or external agency.

Objectives 2024-2026

Objective 1

Undertake an analysis of recruitment data and trends in regard to race, gender and disability and advertise all posts with adverts which explicitly encourage applications to ensure we will continue to diversify our staff and leadership

Objective 2

To monitor and analyse pupil achievement across all groups including PP, LAC, SEN, race, gender and disability and act upon any trends or patterns in the data which indicate additional action is needed for pupils so that gaps can be eliminated

Objective 3

To engage the student body in social action and charitable actions which promote agency, compassion and engagement with the world beyond the school gates

Objective 4

To provide positive non-stereotyping information and messages across the curriculum

Objective 5

To create opportunities for the teaching of British Values across the curriculum

The Governing Body of Seven Kings School adopted this Equal Opportunities Policy

Signed: _____ Executive Headteacher Date: _____

Signed: _____ Chair of Governors Date: _____

Policy Review Date:.....