


Date approved	July 2021	Approved by	Resources Committee
Review cycle	1 year	Signature	
Date for review	July 2022	Author	Executive Headteacher

Scope

1. Scope

1.1 This policy applies to all staff at The School.

2. Principles

2.1 Kingsmead and Newton's Walk (The School) values the dignity of every individual member of staff and will apply this policy fairly and consistently in line with its core values of RESPECT and SHINE. We will explore reasonable adjustments in applying this procedure to employees with a disability.

3.0. Policy

3.2 As a school we are committed to equality and diversity and we recognise the importance of making sure our policies, procedures and the way we run the school are barrier free. In line with the Equalities Act 2010 (The Act) our aim is to:

- eliminate unlawful discrimination, harassment and victimisation by removing or minimising disadvantages suffered by people due to their protected characteristics;
- advance equality of opportunity between people who share a protected characteristic and those who do not, by taking steps to meet their needs where they are different from the needs of others;
- foster good relations between those who share a protected characteristic and those who do not by encouraging participation in activities where it may be disproportionately low.

3.3 We have incorporated all related policies into a Single Equality Policy and Plan to create a coherent framework for promoting diversity and equality within the school. The purpose of this document is to show how our school will promote equality for pupils, staff, parents and the wider community. We believe in treating everyone fairly and we are committed to creating a learning environment which is appropriate and accessible to all.

3.4 We will encourage and listen to the views of stakeholders in developing the work of our school. We recognise that equality will only be achieved by the whole school community working together - students, staff, governors, and parents/carers. All members of the school community have a responsibility to treat everyone fairly and to promote arrangements for people with disabilities.

The National and legal context includes, but is not limited to, the following:

- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Public Sector Equality Duty (PSED)
- General Data Protection Regulation (GDPR)

- This policy also has due regard to non-statutory guidance, including DfE (2014) 'The Equality Act 2010 and schools'

4.0 Protected Characteristics

The protected characteristics, under the Act, are as follows;

- Age
- Disability
- Gender reassignment
- Marriage and civil partnerships (for employees)
- Maternity and pregnancy
- Race, colour, nationality, ethnic or national origin
- Religion and belief
- Sex (including transgender people)
- Sexual orientation

4.1 The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil;

- in relation to admissions,
- in the way it provides education for pupils,
- in the way it provides pupils access to any benefit, facility or service,
- by excluding a pupil or subjecting them to any other detriment.

4.2 We will not discriminate either;

- **directly** - by treating someone less favourably than we treat or would treat other because of one of the protect characteristics,
- **indirectly** - by imposing a provision/criterion/practice,
- **by association** - because of someone's association with a person with a protected characteristic,
- when someone makes **a complaint** about discrimination or supports someone else's claim; or
- because of something arising from a **Disability**.

6.0 General Principles

6.1 The following principles will inform and guide work across the whole school and apply to all stakeholders, students, staff, governors, parents and community members:

- all learners are of equal value
- relevant differences should be recognised
- development opportunities for staff should be provided
- positive attitudes and relationships should be fostered
- any identified barriers should be addressed and reduced

7.0 Publishing Information

7.1 The Equalities Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- foster good relations between people who share a protected characteristic and people who do not share it.

7.2 We will collect and use equality information to help us to:

- understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby plan them more effectively to advance equality of opportunity;
- assess whether we are discriminating unlawfully when carrying out any of our functions;
- identify what the key equality issues are for our school;
- benchmark our performance against those organisations similar to ours;
- take steps to meet the needs of the staff who share relevant protected characteristics;
- identify where there are actions we can take to avoid discrimination and harassment, advance equality of opportunity or foster good relations, including training for staff;
- make informed decisions about policies and practices.

8.0 Meeting our Duties

8.1 Recruitment and staff development

We follow local authority model policy guidelines and ACAS best practice. Appointments are made against criteria for the post. The selection process is fair, transparent and recorded. Selection panels always contain a senior leader in the school and a member of staff who has completed safer recruitment training. Where employees have a disability then we will make every effort to provide reasonable adjustments.

We will ensure that training opportunities are available to all staff through structured discussions as part of performance management. Reasonable adjustments will be made so that staff with a disability are not discouraged or prevented from accessing training. Staff are encouraged to consider bespoke training requirements and discuss them with their line manager. The Governing Body approves a budget with an allowance each year for staff continuing professional development.

9.0 The School Curriculum, Teaching, Learning and pastoral care

9.1 Each school's curriculum plan takes account of the diverse needs of their students including those with protected characteristics. The Kingsmead School and Newton's Walk monitors and evaluates the effectiveness of their curriculum so that every pupil is prepared for the next stage of their learning journey and to take their place in today's world.

9.2 Teaching and learning is monitored to ensure high expectations of pupils from all groups. It seeks to challenge stereotypes by providing positive role models and high quality teaching resources. We know that treating everyone equally doesn't mean treating everybody the same and we differentiate teaching materials to give all pupils equal access.

9.3 Our pastoral care sees all learners and their parents as equals, regardless of any protected characteristic. All pupils at the School are provided with appropriate careers advice and guidance [IAG].

10.0 Admissions and attendance

10.1 Admissions to The Kingsmead Special School are through the Local Authority SEND processes, and to the Pupil Referral Unit through the Secondary Placement Panel (SPP) or an Alternative Provision placement referral directly from a mainstream setting.

10.2 At Newton's Walk PRU all pupils attend as a result of a permanent exclusion. Referrals to Hospital and Medical provision or to the Enhanced Care Programme (ECP) are through SPP or direct referrals through universal services.

11.0 Positive Behaviour and Exclusion

11.1 The school's procedures for managing behaviour are fair and applied equally to all. However, it is recognised that social/cultural background and other personal factors may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour. All staff operate consistent systems of rewards and sanctions. Where possible we seek to find alternatives to fixed term exclusions and we have never permanently excluded. For all exclusions there is a right to appeal in line with current legislation.

12.0 Accessibility

12.1 The school has developed an Accessibility Plan to run alongside this Equalities Policy. The Accessibility Plan reflects the accommodation in our portfolio and the stakeholder requirements

12.2 The school is committed to meeting the needs of all the students that come to the school. We make alternative arrangements where they are required and seek support from external agencies when we need support. We actively encourage parents to be part of this process. "We Never Give Up".

13.0 Partnerships

13.1 The school has a far-reaching catchment area and we endeavour to provide the most appropriate information for all potential stakeholders. For example we translate letters where we can.

13.2 We link in with local employers and providers where we can to support the next steps of our student's journey in education.

14.0 Principles into Practice

14.1 In order that these principles can be embedded in all aspects of the school life, we will ensure that:

- all stakeholders are aware that harassment on account of any protected characteristic is unacceptable and is not tolerated within the school environment;
- appropriate CPD is available for teaching and support staff to ensure that they feel confident to deal with discriminatory incidents: know how to identify and challenge prejudice and stereotyping, and can support the full range of diverse needs according to pupils' individual circumstances;
- courses and examination syllabuses are regularly monitored;
- opportunities for community language accreditation are explored;
- closer links are developed with students' homes and the community;
- groupings of students are constantly reviewed to ensure no student is disadvantaged;
- people from a wide range of backgrounds are actively encouraged to contribute to the school life through such groups as working parties and the governing body;
- there is wide consultation on approaches to equality issues and detailed guidelines published.

The Kingsmead School and Newton's Walk Equalities Plan 2021-22

Key Performance Indicators 2021-22

- 95% of Children report feeling safe in school
- 10% decrease of bullying, racist and homophobic incidents
- 3% increase of SEND attendance
- 90% of staff are confident that wellbeing concerned would be well supported by their manager

Objective	How will it be achieved	Success Indicators
Children say they feel safe in school	Implementation of de-escalation techniques New security measures around school Updating of duty points	Student and parent questionnaires Reduction in serious and violent incidents
Staff report all incidents of bullying including, racism, sexism and homophobia	Regularly review and QA from SLT members All recorded bullying incidents will be reviewed by the Assistant Headteacher	Reports of bullying are dealt with quickly and effectively Reports of bullying are eradicated from the school community Incidents of bullying are fully investigated and stakeholders have confidence in this process is effective
Continue to develop the culture of openness to staff and student wellbeing	Use the voice of wellbeing to communicate key messages Staff engage wellbeing opportunities SLT continue to review equalities issues as they arise at individual sites	

Review of The Kingsmead School and Newton's Walk Equalities Plan 2020-21

Objective	How will it be achieved	Success Indicators
Ensure opportunities for the students with SEND needs are equitable to all other students.	Encourage student and parents with SEND needs to participate in all activities and remove barriers where possible	KPI's such as attendance and achievement narrow Parents of students with SEND needs report being 'happier' in school
Reports of bullying incidents of all stakeholders but particularly protected characteristics are	All recorded bullying incidents with an adult will reviewed with a	Reports of bullying are dealt with quickly and effectively

recorded and acted on appropriately	senior leader, governor or independent person All recorded bullying incidents will be reviewed by the Assistant Headteacher	Reports of bullying are eradicated from the school community Incidents of bullying are fully investigated and stakeholders have confidence in this process is effective
Internal staff opportunities are transparent to all stake holders and completed in a way not adversely impacting on protected characteristics	Recruitment processes are completed anonymously Recruitment will continue to follow safer recruitment processes	Workforce reflects the diversity of the community and those with protected characteristics are not prevented from progressing.

Performance Outcomes 2020-21

- Bullying incidents have reduced by 50% between 2019-20 and 2020-21
 - 2019-20 Bullying incidents 41
 - 2020-21 Bullying incident 20
- Attendance for children with SEND remains consistent,
 - 2018-19 SEND attendance 78%
 - 2020-21 SEND Attendance 78%
- Parents say their child enjoy school
 - 94% of parents say there child feels safe in school 2020/21 (92% 2019/20)
- 50% of parents say bullying does not happen in school, with 32% of parents saying its dealt with quickly and effectively when it does happen
- 100% of complaints have been responded to within 24 hours of the initial complaint- all complaints have been resolved to the schools knowledge and where practicably possible
- 81% of staff feel they are supported if they were to raise a concern about their wellbeing to their manager.

Signed  Headteacher Date 04/10/2021

Signed  Chair of Governors Date 04/10/2021