



**KINGSDOWN
SCHOOL**

Equality information and objectives

April 2019

Annual review of objectives April 2020

Full review due April 2023

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1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

3. Roles and responsibilities

The Local Governing Body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

The Resources Committee will:

- Discuss any issues (at relevant meetings) and how these are being addressed
- Ensure relevant Governors are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training where appropriate
- Report back to the Local Governing Body regarding any issues

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

Appropriate staff members, including the Business Manager, HR Manager and Assistant Headteacher (Student Champion) will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Raise and discuss any issues
- Support the Headteacher in identifying any staff training needs, and deliver/arrange training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures

- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives

Objective 1: *To ensure that disadvantaged students (PPG) and SEND make the same progress as their peers.*

Why we have chosen this objective:

Disadvantaged and SEND students traditionally make lower progress than their peers. They present with barriers to their learning that can be removed provided that quality first teaching takes place in the classroom and intervention is delivered (either academic or pastoral) where needed to close the gap. This objective will ensure these issues are tackled and given high priority.

To achieve this objective we plan to:

Identify, assess and intervene with targeted intervention sessions according to need. This will ensure students are supported where needed and barriers to their learning removed in order to enable them to achieve in line with their peers. Students will be identified in the classroom and given a higher focus than peers when marking, monitoring progress and communicating with parents.

Progress we are making towards this objective:

A disadvantaged student strategy and SEND policy is in place to ensure these students are given high priority. A programme of assessing all students from years 6-10 is in place, capacity for delivering intervention has been organized and staff trained in this.

Objective 2: *To reduce the number of exclusions for vulnerable students*

Why we have chosen this objective:

Kingsdown has the highest number of FTE in the town with 215 exclusion in term 1-3. 67% of the FTE are males with 36% being PP.

To achieve this objective we plan to:

Continue to develop the graduated response to support students who pick up exclusions by ensuring that the relevant intervention is put in place. We will also develop a 're-build' programme where repeat offenders will follow an intense behaviour course to help modify their behaviour and refocus.

Progress we are making towards this objective:

We have successfully set up the Isolation programme and room, and have reviewed, improved and communicated the School's behaviour policy. Expectations are clear and are consistently applied. Staff have been trained to have productive Restorative Justice conversations with students following an Exit.

Objective 3: *To narrow the attainment gap between boys and girls*

Why we have chosen this objective: Boys have traditionally made lower progress in the vast majority of subjects. In 2018, we have a whole school gender progress gap of 0.28 meaning that on average, boys were performing a third of a grade below their female peers.

To achieve this objective we plan to: Focus on this gap in all whole school and department level analysis throughout the year with HoDs looking at targeted interventions being put into place to narrow this gap.

Progress we are making towards this objective: Gap has narrowed for the current year 11 cohort by 0.1 between the start of the year and January. Hoping for a greater increase in the March Mock Exams.

Objective 4: *To reduce the number of reported homophobic incidents in the school*

Why we have chosen this objective:

It is important to engender a culture of diversity in the classroom helping to build tolerance, curiosity and respect for others. Students who are targeted because they are perceived as different are affected emotionally and sometimes physically. This can negatively impact their progress and in the worst cases their attendance thus limiting their educational chances. By developing a school that is inclusive and tolerant we will create the best foundation for educational excellence and better prepare students for the world.

To achieve this objective we plan to:

Ensure that everyone is fully aware and actively educated on appropriate behaviours. This will be achieved through the PD curriculum, our tutor programme and focused assemblies. If an incident does occur then targeted intervention will take place with the recipient and the aggressor of the situation. We can refer to Out-Of-The-Can and other external support groups and we will ensure consultation with school counsellors whilst utilising support from the emotional hub. For the aggressor, on top of appropriate sanctions, further mentoring will be necessary.

Progress we are making towards this objective:

We will be launching a LGBTQ club in term 6. The Anti bullying focus will be linked to educating students about acceptable and unacceptable behaviours and language. We have currently had 5 racist incidents and 3 homophobic incidents to date in 18-19.

9. Monitoring arrangements

This document will be reviewed by The Local Governing Body at least every 4 years.

This document will be approved by Resources Committee.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEN Policy



Signed

Emma Leigh-Bennett
Headteacher

Date: 30th April 2019

Signed



Lynne Scragg
Chair of Governors

Date: 30th April 2019

