



Kingsley Special Academy

Equality Duty with Objectives

Chairperson's signature: *DWithers*
Approved by SLG: 22 November 2023
Ratified at Governors Meeting:
Policy Review Date: October 2027
Review Cycle: 4 years

Kingsley Learning Foundation Trust Mission Statement

Helping families living in extraordinary circumstances to live ordinary lives.

Our School Vision

At Kingsley Special Academy, we believe everyone is unique, possessing individual strengths, talents, and needs. Our commitment to providing a nurturing and inclusive learning environment extends to embracing the rich diversity within our student population. We are committed to recognising and celebrating our students' abilities, backgrounds, and experiences.

In our school, everyone is celebrated for their unique qualities and contributions. Our commitment to equality is rooted in the belief that diversity is not only valuable but essential to the fabric of our school. We aim to create an environment that respects and celebrates our differences, fostering a sense of belonging for all.

Core Principles

Our Equality Duty Policy is built upon the following core principles:

Inclusion: We are dedicated to providing an inclusive education that meets the diverse needs of all learners. This involves removing barriers, promoting accessibility, and creating a supportive atmosphere where all students can thrive.

Respect: We value and respect the dignity of each individual within our school community. Discrimination of any form, including but not limited to disability, race, gender, and socio-economic status, has no place within our school.

Equal Opportunities: We are committed to ensuring all students have equal opportunities to access education, participate in school activities, and achieve their full potential. This includes providing necessary support and accommodations for students with diverse needs.

Promoting Positive Relationships: We encourage positive interactions and relationships among students, staff, and parents. We contribute to a culture of acceptance and collaboration by fostering understanding and empathy.

Our Obligations

This policy is per the Equality Act 2010, which prohibits discrimination, harassment, and victimisation based on protected characteristics, including age, disability, gender, race, religion, and sexual orientation. Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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

Prepare pupils for the opportunities and experiences of adult life and to prepare them to live harmoniously in a diverse society.

To ensure access to the school's premises, curriculum and extended provision for all pupils.

Roles and Responsibilities of the School Community

The Governing Board 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
- Ensure that the published equality information is updated at least every year and that the objectives are reviewed and updated every 4 years
- Delegate responsibility for monitoring the achievement of the objectives to the Headteacher
- Ensure that the school complies with legislation and that this policy and its related procedures and action plans are implemented.

The Headteacher and Senior Leadership team will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to Governors
- Take appropriate action in any cases of unlawful discrimination
- Develop partnerships with external agencies to support the school's actions.

All teaching staff and support staff will:

- Know about the pupils they work with and their backgrounds
- Promote an inclusive and collaborative ethos in their classrooms
- Challenge prejudice and discrimination with confidence and authority
- Deal fairly and professionally with any prejudice-related incidents that may occur
- Plan and deliver curricula and lessons that reflect the school's principles, e.g. providing materials that show positive images regarding race, gender, sexual identity and disability
- Maintain the highest expectations of success for all pupils
- Support pupils in their classes through differentiated and personalised planning and teaching
- Keep up to date with equality legislation relevant to their work.

Our parents and families will:

- Be encouraged to support the details of the steps within the policy.
- Have access to this policy through appropriate mediums.

We expect all visitors to the school to support our commitment to equality and to comply with the equality duty.

Eliminating discrimination, harassment and victimisation

Staff are trained to know how prejudice-related incidents should be identified, assessed, recorded and dealt with. The school has agreed on how staff should respond to any pupil who uses racist, sexist or other abusive language.

Our Anti-Bullying Policy is shared and available in classes for staff and children. The policy ensures that children understand kindness, respect and empathy, to prevent discrimination.

Our children know how to report any concerns or make a complaint; pupils can talk to any adult who will then take appropriate action.

If any aspect of our equality policy or related policies is ignored, we have a clear process for dealing with such incidents, first by talking to those involved and attempting to resolve any issues or concerns. Should further action be necessary, our policies on safeguarding, behaviour, equal opportunities, and complaints set out how we will deal with what has occurred.

The school admits pupils with a wide range of special educational needs and disabilities. Our admissions arrangements are fair and transparent. We do not discriminate against pupils by treating them less favourably on the grounds of any protected characteristic or disability.

We use opportunities within the curriculum and across the school day to discuss equality issues, encourage pupils to value and respect others and challenge inappropriate attitudes and behaviours. Our curriculum is inclusive, and we celebrate a range of religions, faiths and beliefs held within the school community.

All recruitment processes align with safe and fair guidance, and Governors and senior staff are trained in safer recruitment. We monitor applications and appointments to ensure equity. We do not discriminate in recruitment, terms and conditions of employment, or because of any of the protected characteristics. We do not discriminate in recruitment, promotion, or training on the grounds of age, unless there are objectively justifiable reasons. We will consider a staff member's request to work beyond retirement age. We do not discriminate concerning pregnancy or maternity; a risk assessment is undertaken with a senior leader and flexible working hours can be arranged.

All aspects of this Equality Duty and the Equal Opportunities Policy protect staff. They have the right to work without fear of discrimination, harassment, or victimisation. All staff have the responsibility to ensure that the equality rights of others are protected and to record any incident of prejudice or discriminatory behaviour using appropriate referral procedures. We ensure that no-one is treated less favourably than others because they do, or do not, have a religion or belief.

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 that may be suffered by people connected to a particular characteristic they have. We consider the needs of learners who may need support for English as an Additional Language (EAL) and parents/carers who may need an interpreter, translator, or signer.

Taking steps to meet the needs of people with a specific characteristic through a broad and balanced curriculum and removing barriers to participation.

Encouraging people with a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies).

We ensure that our school environment is accessible to all; we provide appropriate aids, equipment, and resources to enable pupils to access the curriculum fully.

The school actively promotes equality of opportunity between people of all genders as an employer and provider of education and services to the community.

All pupils are encouraged to participate (or offer) in all areas of school life, including extended school activities.

We focus on preparation for adulthood and on developing strategies for lifelong learning by providing challenging opportunities that meet individual needs, e.g., residential trips and life skills.

There are opportunities during lessons such as PSHE, RSE and RE to discuss any issues around gender, sexual identity, race/ethnicity, disability or religion with a focus on language.

When planning learning and activities, staff make any appropriate adjustments to ensure access, participation and learning for all pupils. For school trips, risk assessments are carried out and any reasonable adjustments are made to ensure optimum participation for all pupils.

We have commissioned on-site specialists (speech and language therapists, occupational therapists, school nurses, and physiotherapists) who can meet various pupils' needs.

Jobs are open to all. Appointments are made by choosing the best candidate and by following safer recruitment guidelines. Pay is relative to the job advertised and experience.

Pupils are encouraged to pursue activities they are interested in, not based on stereotyped images of men and women.

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 various religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship, personal, social, health, and economic (PSHE) education, and 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.

Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies and organising school trips and activities based on the local community.

Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, all pupils are encouraged to participate in the school's activities, such as after-school clubs.

Working to establish good communication and cooperative relationships with parents/carers and establishing mutual understanding of expectations, e.g. coffee mornings, learning opportunities for families, etc.

Promoting a school ethos and values that challenge discriminatory language, attitudes, and behaviour. Opportunities are provided for all learners to appreciate their own cultures and celebrate the diversity of other cultures.

Using assemblies and opportunities within the curriculum, where appropriate, to teach about difference and diversity and the impact of stereotyping, prejudice and discrimination. We encourage pupils to value and respect others and to challenge inappropriate attitudes and behaviours.

We encourage our children to have a voice through appropriate means and communication modes.

Equality Considerations in Decision-Making

The school ensures it has regard for 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

We ensure that all of our children have a voice through appropriate means and communication modes, including advocates where suitable.

Our school has a School Council with representatives from different year groups and comprises pupils from various backgrounds. The school council are involved in some decision-making processes where appropriate.

Equality Objectives

<p>Objective 1: For all children to make a positive contribution to the wider life of the school.</p>
<p>Rationale: Everybody has a right to have a voice, and at Kingsley Special Academy, our children are at the heart of everything we do. Providing our children with opportunities to make a positive contribution to the life of the school builds a sense of community and supports our learners to feel heard and valued.</p>
<p>Target Group: students of differing ages</p>
<p>Action:</p> <ul style="list-style-type: none"> • Set up a school council represented by children of different ages and protected characteristics. The school council will meet regularly to discuss and share their ideas, opinions, and feelings on a range of subjects. • Representatives from various classes will participate in the recruitment processes. • Our learners will work with class staff to contribute towards their pupil voice page in preparation for their annual review, including likes, dislikes and important things. • Where appropriate, our learners will be involved in creating their own class/school rules each year.
<p>Progress made:</p>

<p>Objective 2: To further develop children’s understanding, tolerance and appreciation of diversity in our community (at all levels - school, local, national, world).</p>
<p>Rationale: We want to equip our children to overcome the barriers that prejudice may present them with as they grow. We want our children to make the world a better, fairer place for all, when they are adults.</p>
<p>Target Group: whole school</p>
<p>Action:</p> <ul style="list-style-type: none"> • Use teaching materials and resources that reflect positive images of protected characteristics, including race, gender and disability. • Monitor and update the books in the school library to ensure children can access texts from different cultures, backgrounds, perspectives and experiences. • Set up a diversity display in the school corridor, celebrating that it is our differences that make us special and unique.
<p>Progress made:</p>
<p>Objective 3: To continue to improve accessibility across the school site for children, staff and visitors with disabilities.</p>
<p>Rationale: To ensure equal opportunity for all pupils within school, regardless of protected characteristics.</p>
<p>Target Group: whole school</p>
<p>Action:</p> <ul style="list-style-type: none"> • Install a wheelchair-accessible swing on the foundation playground. • The school interior walls will be painted in contrasting colours to support those with a visual impairment. • The car park and pathways on the school grounds will be resurfaced to support those with physical disabilities. • The sensory garden will be resurfaced and developed to support wheelchair access to the Qube (music room). • Increased symbol use across the school to support children and visitors who are non-traditional readers. • The new build, to be built in 2023/2024 to replace the existing mobiles, will be developed in consultation with the area guidelines set out in the Building Bulletin 104 for SEN and alternative provision.
<p>Progress made:</p>

Monitoring arrangements

This document and its objectives will be implemented by the Senior Leadership team and reviewed annually.

This document will be reviewed by the Senior Leadership team at least every 4 years.

The Governing Body will approve this document.