

Kings International College – Equality Policy

Introduction

This policy sets out the college's vision and approach to promoting equality as defined within the Equality Act (2010), irrespective of race, sex, disability, religion or belief, sexual orientation, students who are pregnant, undergoing or who have undergone gender reassignment. Any incidents under the Equality Act 2010 should be reported directly to the Assistant Headteacher (Student Success & CPLO) who will deal with the incident directly.

The College's Context

- The College is much smaller than the average secondary college but the intake, and the number of parental preferences, is rising. This is against the backdrop of a local dip in the number of upper primary aged students.
- 22%, of students are from ethnic minority groups. 14% of students speak English as an additional language although increasingly these students have experience of primary education in the U.K. Year groups typically show 83% stability against a National Average of 92%.
- As the College has become more popular, there have been an increasing number of in year admissions; a high proportion of whom have language acquisition or relationship issues.
- The proportion of students identified as SEND, at 19% is higher than national average of 11%
- Deprivation indicators are below national averages but higher than borough and county figures.

Values and Aims

At Kings, it is our aim that all students and staff can participate and share in the life of the college and community, value themselves and others and recognise the strengths and richness of diversity. This policy promotes a practice which strives for equality in college and which shapes attitudes and ideas. The policy promotes and affirms the entitlement of all members of the college community to equality of access and treatment in all areas of the college and recognises the need to ensure social inclusion and community cohesion. This policy details how we intend to implement our duties under the Equality Act 2010.

Every member of Kings International College is regarded as of equal worth and importance, irrespective of ethnicity, race, social and economic background, gender, sexuality, ability or disability and age.

As an inclusive college we aim to ensure that the principles and practice of equal opportunity applies to all members of the college community and those associated with us: students, teachers, support staff, parents or carers, governors, visitors, members of the local community.

We value and promote the contribution that every member of our college community can make towards the academic and personal achievement of all. We recognise the contribution that diversity brings.

We expect all members of our college community to show respect for each other and we are active in promoting a culture of respect for others.

We recognise our role in promoting community cohesion and actively encourage the participation of all in public life. We seek to prepare students for life in a diverse society.

We are pro-active in our efforts to identify and minimise or eliminate existing inequalities and the barriers they cause.

We are committed to:

- Promoting equality and excellence, for example by assessing the impact of our policies on different groups.
- Challenging and eradicating discrimination, for example, by acting quickly to deal with all bullying, but particularly that which is aimed at groups as well as individuals, such as racist or sexist bullying.
- Promoting community cohesion.
- Giving a high profile to rights and responsibilities by promoting human rights, justice and fairness throughout the curriculum and wider college community.
- Developing, implementing, monitoring and reporting equality work throughout the college community as part of our ongoing self-evaluation processes and college improvement.
- Recognising that we have a responsibility for enriching and broadening of students' experience of different cultures, religions and languages.
- Fostering a culture of respect for others.
- Recognising and celebrating differences between people.
- Preparing students for a life in a diverse society.

As a college we will:

Accelerate the progress of the most able students and increase the percentage attaining A*/A (grades 8&9) by

- Ensuring that ambitious attainment targets for more able are regularly reviewed and achieved
- Focusing on a robust programme of intervention, including one to one support

We are committed to diminishing the difference between our 'disadvantaged' students and non-national 'disadvantaged' students by

- Ensuring quality first teaching, appropriate interventions and close monitoring of these students.

Ensure all teaching is at least good by

- Developing coaching teams with lead practitioners to refine and strengthen actions to secure at least consistently good teaching.
- Embedding the College's good practice of marking and assessment in all subjects.
- Using demanding questions to check students' learning at different points in lessons and give harder work to students who are ready to move onto greater challenge.

Continue to implement strategies for promoting literacy across the college by

- Monitoring more closely, for example through tracking the progress in reading, the success of literacy support for students.
- Ensuring challenge for more able readers through, for example, the primary/secondary reading project and accelerated reading programme.

The College's Approach to promoting equality

There are three equality duties which arise from the Equality Act 2010 which we seek to fulfil in all we do at Kings International College. These enable us to take positive actions in our approach to promoting equality of opportunity for all. These are to:

i. Eliminate discrimination, harassment and victimisation.

This means:-

- No-one (students, staff, governors, parents/carers, or any other person through their contact with the college) will receive `less favourable treatment`, unless it can be shown to be justified.
 - `More favourable treatment` can be shown to anyone who is disabled but only `reasonable adjustments` can be made when it comes to any additional support and assistance
- ii. Promote equality of opportunity for everyone including in those in the categories below.**
These categories are known as `Protected Characteristics`. Every person has several of these so the Act promotes equality of opportunity for everyone. These include:
- Disability.
 - Gender Reassignment.
 - Race.
 - Religion or Belief.
 - Sex.
 - Sexual Orientation.
 - Pregnancy or Maternity.
 - Age (applies to employees not students).
- This means:-
- Removing or minimising any disadvantages that anyone might suffer.
 - Providing extra support if needed. This is called a `Positive Action` provision.
 - Encouraging everyone to participate in public life or activity.
- iii. Encourage good relations between everyone.**
This means:-
- Tackling prejudice.
 - Promoting understanding.

Policy into Practice

The following are examples of the equality duties in operation at Kings International College.

Eliminating discrimination, harassment and victimisation

- All incidents of bullying are recorded against `protected characteristics`.
- Year 7 have a whole day of activities on anti-bullying.
- Racist symbols, badges and insignia on clothing and equipment are forbidden.
- Homophobic language will be challenged and dealt with according to college sanctions.
- No longer asking health-related questions of applicants before job offer, unless essential to the work.

Promoting equality of opportunity

- Student attainment and progress is monitored by race, gender and disability.
- Student and staff names are accurately recorded and correctly pronounced.
- We permit the wearing of for example Sikhs` turbans and Muslim girls` headscarves and understand that dress is an important part of religious and cultural background.
- A language profile is drawn up for students whose first language is other than English.
- A protocol is in place for supporting teenage mothers.
- Surrey Young Carers supports a number of our students.
- Wheelchair access is available in our main building. Use can be made of the adult disabled toilet facilities.

Fostering good relations between all

- Mentors from Year 10 support Year 7 tutor groups. House prefects support House students.
- Specific support programmes are in place at times of transition.
- Student Voice and prefects ensure students can raise matters of concern to them.

- Reading mentors deliver reading support to younger students.
- We encourage all students to take part in our extra-curricular activities programme.
- A fully accessible college website.

Roles and responsibilities

Governors are responsible for:

- Ensuring the college complies with current equality legislation.
- Ensuring this policy and its procedures are followed. Responsibility for this policy is held by the Staff and Students Committee.

The Headteacher is responsible for:

- Ensuring the policy is readily available and that the governors, staff, students and their parents/carers know about it.
- Ensuring its procedures are followed.
- Producing regular information for staff and governors about the policy and how it is working.
- Ensuring all staff know their responsibilities and receive training and support in carrying these out.
- Taking appropriate action in cases of harassment and discrimination.

The Senior Leadership Team are responsible for:

- Co-ordinating and monitoring work on equality issues.
- Dealing with and monitoring reports of harassment (and any prejudice related incidents).
- Monitoring the progress and attainment of potentially vulnerable groups of students (e.g. young people in care, children from minority ethnic/language or Traveller communities, disabled students etc.).
- Monitoring exclusions.

All staff are responsible for:

- Modelling good practice, dealing with, and reporting discriminatory incidents.
- Recognising and tackling bias and stereotyping.
- Promoting equality and avoiding discrimination against anyone.
- Keeping up to date with the law on discrimination and taking training and learning opportunities.

Students are responsible for:

- Keeping equality and diversity issues on the Student Voice agenda. This may include the anti-bullying policy and any prejudice related incidents.
- Developing college/class rules which challenge discriminatory behaviour.
- Treating everyone with respect.

Parents/Carers are responsible for:

- Keeping equality and diversity issues on the agenda of parent consultation meetings.
- A shared input with staff on developing policies relating to this area, such as, the anti-bullying policy and any prejudice related incidents.
- Supporting the commitments made in the Home College Agreement.

Visitors and contractors are responsible for:

- Behaving in a way that supports our equality policy at all times.

Gathering and analysing equality information

A range of information on equality is collected and analysed.

Student information includes:

- Attainment levels.
- Progress levels.
- Attendance levels.
- Exclusions.

- Attendance at extended college activities/extra-curricular activities (e.g. educational visits).
- Participation in Student Voice and Student Council.
- All types of bullying.

Staff and Governor information can include (responses from staff/governors are optional):

- Ethnicity.
- Gender.
- Disability.

Although there is a statutory duty to share equality information about the college we will have regard to the Freedom of Information Act 2000 and the Data Protection Act 1998 which requires care to be taken when sharing or publishing statistics, data or information to ensure that it cannot be used to identify individuals.

Community Cohesion

In line with the Education and Inspections Act 2006, the college acknowledges its responsibility to promote community cohesion. We aim to understand and respond to the needs and hopes of all our communities, to tackle discrimination and to increase life opportunities for all.

The following are examples of ways in which Kings promotes Community Cohesion:

- The RS Department studies topics designed to promote Community Cohesion.
- Each curriculum area addresses equality and diversity in relation to its schemes of work, teaching and learning styles, resources and access to facilities and resources.
- The wider curriculum including PSHE and Citizenship raises awareness of and celebrates cultural diversity.
- Major religious festivals are listed in student diaries and celebrated in assemblies.
- The RS department liaise with faith leaders and foster and develop community links.
- A prayer space is available for student/staff use.
- A range of local, national and community links are in place including curriculum links with feeder primary colleges.

The Curriculum

- The college aims to develop a positive attitude through the curriculum towards equal opportunities by ensuring that the curriculum and courses offered promote equality of opportunity for all.
- The college will positively seek to avoid discrimination. This will include issues such as student groupings and student lists as well as teaching methods. Staff will take account of the balance between gender and race in their classes.
- Many areas of the curriculum, for example History, in its coverage of events such as the Nazi period, have an explicit role regarding students' understanding of equality of opportunity.
- PSHE in particular will cover, in depth, the whole area of equal opportunities, including issues such as discrimination, tolerance for others, the rights of individuals, racism, sexism and bullying.
- All teachers in all lessons have a responsibility for promoting ethnic, cultural and social diversity when appropriate and must challenge sexism, racism and stereotyping.

The Hidden Curriculum

In any college, the promotion of equal opportunities, the combating of racism etc, has more to do with the hidden curriculum than with the formal curriculum as taught in the classroom. The hidden curriculum is about the underlying college culture or ethos. The underlying culture in any college has a powerful influence on the young and can reflect and aid discrimination and stereotyping, either openly, or subtly or unintentionally. Staff ensure that students know that there is an automatic rejection of racist name calling based on race or religion. Staff must ensure that boys do not dominate questions and teacher attention, or monopolise the use of computers. In particular staff need to be aware that the stereotyping of girl/boy roles, and different expectations of them, needs to be avoided. Such things often happen unintentionally, but they

do have a very powerful effect on the perceptions of the young and are very quickly spotted by them. Assemblies are used whenever possible to celebrate religious diversity and to foster an ethos of equality and tolerance.

Pastoral Care

The college encourages students in the development of their sense of personal worth and self-esteem while engendering a positive approach towards the idea of equal opportunities and a commitment to promoting tolerance. Students will be made aware, for example, via assemblies and tutor time, that racism, sexism and intimidation are totally unacceptable behaviours. All staff are responsible for dealing with issues of racism, sexism or intolerance. Students need to be aware that the college will deal promptly and firmly with any issues involving racism, sexism, bullying, intimidating behaviour and other forms of harassment. Staff will ensure that the needs of students from different ethnic backgrounds are catered for e.g. by catering for the needs of students who are fasting during Ramadan and the provision of a prayer room for Friday prayers.

Staffing

We will monitor staff in post, all applicants, short listed candidates and candidates appointed to ensure there is equality of access. We recognise that members of staff have rights as employees to work in a supportive, safe and harassment free environment and that staff have individual and collective responsibility to value and respect each other's contributions. All staff will be offered training and support in equality and diversity issues so that they understand how to implement their legal duties. The fundamental principle in the appointment of any member of staff is that the best person will be appointed to the post totally irrespective of issues such as disability, gender, race or religion. Applicants will be assessed wholly on their ability and willingness to carry out the job and their possession of the qualities described in the person specification and job description. Recruitment and selection procedures are carried out in accordance with the Equality Act 2010.

Consultation and Involving People

We welcome all of our `stakeholders` to contribute to our equality policies and objectives. We actively seek their involvement.

Equality impact assessments

The college's objectives to take forward our Equality Policy are subject to review and alteration in response to the college's impact assessments. The priorities for the colleges' objectives will be set in the light of:

- An examination of the information that the college has gathered.
- The messages the college has heard from members of the college community or those linked to it.
- An assessment of the impact of current policies on equality.

Links to other policies

This policy should be read in conjunction with a range of other college policies and plans

These include:

- College Development Plan.
- Inclusion Policy.
- Special Educational Needs Policy.
- Accessibility Policy.
- Anti-bullying Policy.
- Whistle-blowing Policy.
- Pay Policy.
- Admissions Policy.