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## 1. Aims

Kings International College 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 Governing Board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout Kings International College, 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 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.

All Kings International College 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

- Kings International College 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. From January 2021, all staff will complete training on the Equality Act as part of their wider CPD programme. Kings International College has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## 5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, Kings International College 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).
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times).
- 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 Kings International College societies). In fulfilling this aspect of the duty, Kings International College will:
- Publish attainment data each 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.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying).
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

## 6. Fostering good relations

Kings International College 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 Kings International College. 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 Kings International College'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

Kings International College ensures it has due regard to equality considerations whenever significant decisions are made.

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

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

Kings International College keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

## 8. Equality objectives

**Objective 1:** Diminish the difference in attainment between disadvantaged and non-disadvantaged pupils.

- We have chosen this objective as it is specific to our context in that disadvantaged student progress and attainment is consistently weaker than non-disadvantaged students.
- To achieve this objective, we plan to deliver high quality, targeted staff CPD; raise literacy levels of our students, including the reading age of disadvantaged students; raise aspirations of both children and their parents; deliver a curriculum that is ambitious, balanced and addresses social disadvantage.
- Progress made towards this objective to be reviewed April 2021.

**Objective 2:** Improve the attendance of SEND pupils.

- We have chosen this objective as SEND attendance has historically been lower compared to non-SEND children plus disproportionately impacted by the pandemic.
- To achieve this objective, we plan to provide daily tutor support through the national lockdown; where appropriate, offer the child a place in school during the national lockdown; identify barriers to attendance and strive to remove or reduce the impact of these e.g. effective use of a TA or a transition back to school timetable.
- Progress made towards this objective to be reviewed March 2021.

**Objective 3:** Have in place a reasonable adjustment agreement for all staff with disabilities by February 2021, to better meet their needs and ensure that any disadvantages they experience are addressed.

- We have chosen this objective as staff well being and adaptations to meet staff needs is crucial to staff morale, well-being and meeting statutory obligations.
- To achieve this objective, we plan to establish best working practice and conditions i.e. screen height and distance and survey all staff so that individual needs are identified and acted upon.
- Progress made towards this objective to be reviewed May 2021.

**Objective 4:** Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by July 2021. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

- We have chosen this objective as Kings has a new SLT and a much-changed Governing Body. Ensuring that both staff and governors meet statutory guidance, are effectively trained in safely recruiting others, and can put this training into practice so that potential employees are not discriminated against.
- To achieve this objective, we plan to provide training for both staff and governors in the form of external CPD, internal CPD e.g. Educare Units and BET, and experience of appointing and shortlisting by experienced and trained staff modelling good practice.
- Progress made towards this objective to be reviewed June 2021.

## 9. Monitoring arrangements

- The Headteacher will update the equality information we publish, described in sections 4-7 above, at least every year.
- This document will be reviewed by the Full Governing Body at least every 4 years.
- This document will be approved by the Full Governing Body.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan.
- Risk assessment.