

KINGSDOWN SECONDARY SCHOOL

EQUALITIES POLICY

1. Introduction and Context

Different Individuals Valuing Each other Regardless of Skin Intellect Talents and Years

At Kingsdown we recognize that individuals may experience inequality for a variety of reasons including gender, ethnicity, religion, sexual orientation, disability etc. We are committed to promoting equality in all aspects of school life including pupil admissions, pupil discipline and exclusion, staff recruitment etc. We will challenge discrimination, both hidden and overt, wherever we find it and will look for it in a systematic and rigorous way.

At Kingsdown we are proud of the diversity of our staff and student body. We believe that being able to share in a range of different cultures & heritages enriches us all. We acknowledge that our pupils have experience multiple disadvantages and are very vulnerable. This may make them less tolerant than their mainstream peers. We need to work hard to combat stereotyping and discrimination.

2. Policy Framework

- 2.2 This policy enables our school to meet our statutory obligations under the Race Relations Amendment Act (2000), the Disability Discrimination Act 2005 and the Equality Act 2006. It should be read in conjunction with all the other school policies especially those relating to recruitment of staff, PSHE, SRE, Behaviour Management and anti-Bullying.
- 2.3 This policy sets out our commitment to tackling any form of discrimination and to promoting equality of opportunity and good race relations, to eliminating discrimination and harassment and to preventing victimization and explains what this means for the whole school community. Our policy refers to people who may be different in any way including as a result of their race or ethnicity, gender, disability, religion or sexual orientation.
- 2.4 At Kingsdown School we will continuously strive to ensure that everyone in our school is treated with respect and dignity. We promote positive attitudes towards all people regardless of difference. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability. We will ensure that our policy encompasses everyone who is involved in our school – parent/carers, representatives of other agencies who work with us etc.
- 2.5 We will actively promote race equality and oppose racism in all its forms and foster positive attitudes and commitment to an education for equality.

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We aim to achieve this by:

- Taking active measures to investigate, report and act on incidents of racial, sexist or other abuse
- Treating all those within the whole school community (e.g. pupils, staff, governors, parents and community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences
- Creating a school ethos which promotes equality for everyone, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- Encouraging everyone within our school community to gain a positive self-image and high self-esteem. Encouraging everyone within our school community to respect difference and to value the contributions that everyone can make.
- Having high expectations of everyone involved with the whole school
- Identifying and removing all practices, procedures and customs which are discriminatory and replacing them with practices which are fair to all.
- Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly.
- Monitoring, evaluating and reviewing all of the above to secure continuous improvement in all that we do
- Working with the Governors to reduce racially motivated or other discriminatory incidents.

3. Roles and responsibilities

- 3.1 This policy outlines the roles and responsibilities of everyone involved and connected with the school, so that each individual knows what is expected of them. Promoting equality and raising the achievement of all pupils is the responsibility of the whole school staff, including support staff.
- 3.2 Introduction to this policy and associated action plans will be included in induction arrangements for all new staff to the school. School induction procedures will highlight the duties implied by this policy in the same way as child protection, health and safety and behaviour policies form part of the induction process.

3.3 Governors

The governing body of the school has agreed this policy and will:

- assess and monitor the impact of this policy by reviewing the associated action plans annually; and
- receive progress reports from the head teacher and other school staff on a termly basis, as part of the head teacher's report to governors.

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3.4 Head teacher

The head teacher will demonstrate through their personal leadership the importance of this policy. He/she will:

- ensure that all staff are aware of the policy and understand their role and responsibility in relation to this policy;
- develop an action plan to assess and monitor the impact of the policy and report outcomes to the governing body on a termly basis
- Implement agreed actions through the workforce as part of the school's continuous development process

3.5 Subject Coordinator/Leaders

Subject coordinators will be responsible for reviewing and monitoring curriculum policies and planning in their own subject areas to ensure that equality is promoted. The PSHE Coordinator has a particular responsibility to ensure that pupils are taught to understand and respect diversity and difference. At Key Stage 3 pupils will be taught (in accordance with the national framework) the effects of all types of stereotyping, prejudice, bullying and racism and how to challenge them assertively. At Key Stage 4 pupils will be taught how to challenge offending behaviour, prejudice, bullying, racism and discrimination and how to take the initiative in giving and receiving support.

3.6 Teachers

Teachers will familiarise themselves with this policy and know what their responsibilities are to ensure that the action plans are implemented. They will know the implications of the policy for their planning, teaching and learning strategies as well as for behavioural issues. In tutorial times and at all other times during the school day teachers will talk to pupils and challenge discriminatory language and behaviour. Assemblies will be used to send positive messages to pupils and themes such as Black History month, anti-bullying week etc will be celebrated.

3.7 Administrative, ancillary, supervisory and support staff

All staff will familiarise themselves with this policy and know what their responsibilities are in ensuring that it is implemented.

3.8 Pupils

Pupils will share in the development and review of the equality policy and be made aware of how it applies to them. They will learn to treat each other with respect and report incidents to an adult. They will be encouraged to value everyone and the contribution they can make regardless of ethnicity, cultural and religious background, gender or disability.

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4. Complaints procedure

- 4.1 If anyone in the school feels that this policy is not being followed then they should raise the matter with the head teacher who will facilitate the appropriate action, which may include an investigation and report on the issue. If there is a formal complaint then the school's complaints procedure will be used.¹

5. Implementing this Policy

- 5.1 The head teacher will produce the action plans in consultation with staff, pupils, parents/carers and other stakeholders. The action plans will identify key objectives, links to other plans, actions responsibility, resources, timescales, success indicators and targets as well as monitoring and evaluation. Many of these plans will be subsumed into the comprehensive School Improvement Plan which is produced biennially
- 5.2 In addition the school has a 3 Year Accessibility Plan which is designed to promote access to the school and curriculum for pupils and parents. Currently (2007-10) it focuses on access for pupils with VI but on renewal it will consider other disabilities including conduct disorders, ADHD and dyslexia. The school will always consider what reasonable adjustments may be necessary to allow a pupil and or his parent/carer to play a full part in the life of the school.

6. Key areas in promoting equality

6.1. The ethos of the school

- This equality policy reflects the ethos of the school and is explicit in all the school's policies².
- Steps are taken to ensure that everyone associated with the school is kept informed about this equality policy and associated procedures, and abides by them.
- The policies and procedures are regularly reviewed and their effectiveness evaluated, taking into account the views of all sections of the school community. Reflection of the diversity of the Kingsdown population should be included in all marketing strategies as well as our commitment to eliminating all forms of discrimination and promoting equality and cohesion.

6.2 Pupils' achievements and progress

- We are a small school and every pupil is offered personalized support appropriate to their needs.
- Pupils' attainment and progress in individual subjects is monitored by ethnicity, gender, language and disability.

² Addressed in our Behaviour Policy guidelines

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- The school develops strategies for tackling differences in the attainment and progress of particular groups.
- When setting targets for individual pupils, teachers will be aware of the ethnic background of each child and will also be aware of current concerns regarding the under achievement of certain groups e.g. African Caribbean, Bangladeshi and Pakistani boys, white working class boys and, in particular, Gypsy and Traveller Pupils.
- The school values the achievements and progress of all pupils.
- Every pupil is offered the support and guidance they need.
- Staff challenge racism, stereotyping and promote racial, gender and disability equality in education, employment, training and career choice. Steps are taken to ensure that pupils on work experience are not subjected to discrimination or harassment.

6.3 Curriculum, teaching and learning (including language and cultural needs)

- We recognize that the curriculum is not only the formal taught curriculum but also the informal curriculum.
- We recognize the importance of 'modelling' expected behaviour and attitudes.
- This school promotes an inclusive curriculum which reflects the multi-ethnic nature and diversity of our society.
- Racial equality, ethnic diversity, gender and disability equality are promoted and racism and discrimination are challenged in all areas of the curriculum. We aim to counter unhelpful stereotyping and prejudice wherever we can. Curriculum planning takes account of the ethnicity, gender, background and language needs of all pupils.
- Subject leaders provide guidance and examples of good practice for colleagues.
- The school monitors and evaluates its effectiveness in providing an appropriate curriculum for all pupils.
- Assessment outcomes are used to: identify the specific needs of individual pupils, inform policies, planning and the allocation of resources.
- Teaching methods and styles take account of the needs of pupils from different ethnic groups and encourage positive attitudes to ethnic difference, cultural diversity and racial equality. Teachers will make reasonable adjustments to materials in order to ensure disabled pupils can access them..
- The school takes active steps to ensure that resources in all areas of the curriculum are inclusive. It promotes a greater understanding of cultural diversity and racial equality, gender and disability issues. .

6.4 Guidelines for working with pupils who have English as an additional language

- The school recognises and values multi-lingualism. The nature of our school population means that we have never been referred a pupil whose first language is not English although sometimes parents/carers have EAL needs. We recognize that we need to plan for EAL pupils in the future.

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- The language and learning needs of multi-lingual pupils will be clearly identified and appropriate support identified and used. The school will reflect and develop pupils' and communities' languages and cultural backgrounds through resources and displays throughout the school when appropriate to do so.
- The school will explore a broad range of other media, for example computer software, the Internet, audio and videotapes, films, songs, games etc, to support the maintenance and development of home/community language skills and cultural heritage.
- The school will seek to provide community languages and dual language texts, both fiction and non-fiction, in order to facilitate access for pupils and communities who are developing literacy in their first language.
- The school will draw on the skills of parents and local communities in producing resources.
- The school will seek to provide high quality interpretation and translation across all areas of the school's work as appropriate.

6.5 Pupil behaviour, discipline and exclusion³

- The school's procedures for managing, rewarding and disciplining pupils are fair and applied equally to all pupils, irrespective of ethnicity, gender, religion or ability/disability
- The school identifies and adopts good practice strategies in order to reduce any differences in rates of exclusion between groups
- The process of excluding a pupil is fair and equitable to all pupils.
- Strategies to reintegrate long-term truants and excluded pupils address the needs of pupils from all groups.

6.6 Overt discrimination and harassment

- The school is clear that all incidents involving discrimination and /or harassment will be robustly challenged. Incidents will be recorded using the school's usual reporting mechanisms including – debrief logs, incident log, incident reports. The data will be scrutinized regularly to identify trends and concerns and will be used to inform policy.

6.7 Admissions and transfer procedures.

- Steps are taken to ensure that all selection methods are fair and equitable to pupils from all ethnic groups. The school considers the admission of all pupils very carefully. The refusal of a place to pupils where there is a place will be for clearly articulated reasons (for example that there is no suitable peer group for the pupil currently in the school) based on transparent evidence.
- Provision is made for pupils to take time off for religious observance and the school is sensitive to the needs of pupils to have authorized periods of

³ This area of our Race Equality Policy is supported by our Behaviour Policy Guidelines

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absence in order to attend family and other cultural events in their 'home' country.

- The school will make 'reasonable adjustments' to enable disabled pupils to attend the school and take a full part in the life of the school. However the school will consider a disabled pupil's potential vulnerability in an EBD environment before offering a place.

6.8 Staff recruitment and career development

- Recruitment and selection procedures are consistent with the statutory Race Relations Code of Practice in Employment and other equality legislation.
- Everyone involved in recruitment and selection adheres to this Code.
- Steps are taken to encourage people from under represented minority ethnic groups to apply for positions at all levels in the school.
- The recruitment and selection process is monitored and reviewed to ensure that discrimination is not taking place and to identify examples of good practice.
- The school will use its best endeavours to make reasonable adjustments for disabled people applying to work at Kingsdown School. However the nature of our client group means that in order to fulfill the Job and Person Specifications potential staff will need to be able to demonstrate a reasonable level of fitness and agility.
- The school monitors the employment and professional development of staff by ethnic group and gender.
- The school takes active steps to ensure that selection for redundancy avoids racial/ gender/ disability discrimination.
- Provision is made for staff to take time off for religious observance and the school is sensitive to the needs of staff to have authorized periods of absence in order to attend family and other cultural events in their 'home' country.

6.9 Parents, governors and community partnership

- Parents are welcome and respected in school.
- People from minority groups are encouraged to become school governors.
- All parents/carers are regularly informed of their child's progress.
- The school will take steps to ensure that reasonable adjustments are made so that disabled parents/carers are supported to play a full part in their child/ward's education. This may include undertaking home visits to discuss a child's progress.
- Proactive steps are taken to involve all parents in the school.
- The school's premises and facilities are equally available for use by all ethnic groups.
- The school may encourage community groups to use its facilities for after school activities and for holiday schemes.

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7. Monitoring the policy

- 7.1 The school monitors the impact of this policy on pupils, parents and staff from different ethnic groups and with disabilities. In particular, the impact of policies on the attainment levels of pupils.
- 7.2 To monitor our pupils' attainment, we collect information about pupil performance and progress, by ethnic group, gender and disability analyse it and use it to examine trends. To help interpret this information, we also monitor other areas, such as:
- exclusion;
 - racism, racial harassment and bullying;
 - curriculum, teaching and learning (including language and cultural needs);
 - punishment and reward;
 - membership of the governing body;
 - parental involvement;
 - working with the community; and
 - support, advice and guidance.
- 7.3 Monitoring information will help us to see what progress we are making towards meeting our targets and aims.
In particular it will help us to:
- highlight any differences between pupils from different ethnic groups & those with disabilities
 - ask why these differences exist and test the explanations given;
 - review the effectiveness of current targets and objectives;
 - decide what further action will be necessary to meet particular needs and to improve the performance of pupils from different groups (which might include positive action);
 - re-think and set targets in relevant strategic plans;
 - make links with performance management objectives which will include information about quality as well as quantity; and
 - take action to make improvements.

8. Assessing the impact of policies

- 8.1 As a school we assess the impact of this and other policies on pupils, staff and parents from different groups. We assess whether the policies have, or could have, an adverse impact on the attainment levels of pupils from different racial and ethnic groups. We assess the effectiveness of our policies through existing arrangements for developing and reviewing other school policies.
- 8.2 We, as a school, will consider the views and needs of parents, staff and pupils from different groups. We will explain to the groups concerned what the school is doing and why. We will look at how we could communicate

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better (formally and informally) with pupils, parents and staff from different groups and involve them in planning and decision-making.

This race equality policy was formally adopted by

(.....name of school.....:)

on (.....date.....).

Chair of Governors

Head teacher