


<b>Date approved</b>	July 2022	<b>Approved by</b>	Resources Committee
<b>Review cycle</b>	1 year	<b>Signature</b>	
<b>Date for review</b>	July 2023	<b>Author</b>	Executive Headteacher

## 1.0 Scope

This policy applies to all staff at The School.

## 2.0 Principles

Kingsmead and Newton's Walk (The School) values the dignity of every individual member of staff and will apply this policy fairly and consistently in line with its core values of RESPECT and SHINE. We will explore reasonable adjustments in applying this procedure to employees with a disability.

## 3.0 Policy

As a school we are committed to equality and diversity and we recognise the importance of making sure our policies, procedures and the way we run the school are barrier free. In line with the Equalities Act 2010 (The Act) our aim is to:

- eliminate unlawful discrimination, harassment and victimisation by removing or minimising disadvantages suffered by people due to their protected characteristics;
- advance equality of opportunity between people who share a protected characteristic and those who do not, by taking steps to meet their needs where they are different from the needs of others;
- foster good relations between those who share a protected characteristic and those who do not by encouraging participation in activities where it may be disproportionately low.

We have incorporated all related policies into a Single Equality Policy and Plan to create a coherent framework for promoting diversity and equality within the school. The purpose of this document is to show how our school will promote equality for pupils, staff, parents and the wider community. We believe in treating everyone fairly and we are committed to creating a learning environment which is appropriate and accessible to all.

We will encourage and listen to the views of stakeholders in developing the work of our school. We recognise that equality will only be achieved by the whole school community working together - students, staff, governors, and parents/carers. All members of the school community have a responsibility to treat everyone fairly and to promote arrangements for people with disabilities.

## 4.0 Protected Characteristics

The protected characteristics, under the Act, are as follows;

- Age
- Disability
- Gender reassignment
- Marriage and civil partnerships (for employees)
- Maternity and pregnancy
- Race, colour, nationality, ethnic or national origin
- Religion and belief

- Sex (including transgender people)
- Sexual orientation

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil;

- in relation to admissions,
- in the way it provides education for pupils,
- in the way it provides pupils access to any benefit, facility or service,
- by excluding a pupil or subjecting them to any other detriment.

We will not discriminate either;

- **directly** - by treating someone less favourably than we treat or would treat other because of one of the protect characteristics,
- **indirectly** - by imposing a provision/criterion/practice,
- **by association** - because of someone's association with a person with a protected characteristic,
- when someone makes **a complaint** about discrimination or supports someone else's claim; or
- because of something arising from a **Disability**.

## 5.0 General Principles

The following principles will inform and guide work across the whole school and apply to all stakeholders, students, staff, governors, parents and community members:

- all learners are of equal value
- relevant differences should be recognised
- development opportunities for staff should be provided
- positive attitudes and relationships should be fostered
- any identified barriers should be addressed and reduced

## 6.0 Publishing Information

The Equalities Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct 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 between people who share a protected characteristic and people who do not share it.

We will collect and use equality information to help us to:

- understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby plan them more effectively to advance equality of opportunity;
- assess whether we are discriminating unlawfully when carrying out any of our functions;
- identify what the key equality issues are for our school;
- benchmark our performance against those organisations similar to ours;
- take steps to meet the needs of the staff who share relevant protected characteristics;
- identify where there are actions we can take to avoid discrimination and harassment, advance equality of opportunity or foster good relations, including training for staff;
- make informed decisions about policies and practices.

## 7.0 Meeting our Duties

### Recruitment and staff development

We follow local authority model policy guidelines and ACAS best practice. Appointments are made against criteria for the post. The selection process is fair, transparent and recorded. Selection

panels always contain a senior leader in the school and a member of staff who has completed safer recruitment training. Where employees have a disability then we will make every effort to provide reasonable adjustments.

We will ensure that training opportunities are available to all staff through structured discussions as part of performance management. Reasonable adjustments will be made so that staff with a disability are not discouraged or prevented from accessing training. Staff are encouraged to consider bespoke training requirements and discuss them with their line manager. The Governing Body approves a budget with an allowance each year for staff continuing professional development.

## **8.0 The School Curriculum, Teaching, Learning and pastoral care**

Each school's curriculum plan takes account of the diverse needs of their students including those with protected characteristics. The Kingsmead School and Newton's Walk monitors and evaluates the effectiveness of their curriculum so that every pupil is prepared for the next stage of their learning journey and to take their place in today's world.

Teaching and learning is monitored to ensure high expectations of pupils from all groups. It seeks to challenge stereotypes by providing positive role models and high quality teaching resources. We know that treating everyone equally doesn't mean treating everybody the same and we differentiate teaching materials to give all pupils equal access.

Our pastoral care sees all learners and their parents as equals, regardless of any protected characteristic. All pupils at the School are provided with appropriate careers advice and guidance [IAG].

## **9.0 Admissions and attendance**

Admissions to The Kingsmead Special School are through the Local Authority SEND processes, and to the Pupil Referral Unit through the Secondary Placement Panel (SPP) or an Alternative Provision placement referral directly from a mainstream setting.

At Newton's Walk PRU all pupils attend as a result of a permanent exclusion. Referrals to Hospital and Medical provision or to the Enhanced Care Programme (ECP) are through SPP or direct referrals through universal services.

## **10.0 Positive Behaviour and Exclusion**

The school's procedures for managing behaviour are fair and applied equally to all. However, it is recognised that social/cultural background and other personal factors may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour. All staff operate consistent systems of rewards and sanctions. Where possible we seek to find alternatives to fixed term exclusions and we have never permanently excluded. For all exclusions there is a right to appeal in line with current legislation.

## **11.0 Accessibility**

The school has developed an Accessibility Plan to run alongside this Equalities Policy. The Accessibility Plan reflects the accommodation in our portfolio and the stakeholder requirements

The school is committed to meeting the needs of all the students that come to the school. We make alternative arrangements where they are required and seek support from external agencies when we need support. We actively encourage parents to be part of this process. "We Never Give Up".

## **12.0 Partnerships**

The school has a far-reaching catchment area and we endeavour to provide the most appropriate information for all potential stakeholders. For example we translate letters where we can.

We link in with local employers and providers where we can to support the next steps of our student's journey in education.

### **13.0 Principles into Practice**

In order that these principles can be embedded in all aspects of the school life, we will ensure that:

- all stakeholders are aware that harassment on account of any protected characteristic is unacceptable and is not tolerated within the school environment
- Compulsory annual CPD is available for all staff to ensure that they feel confident to deal with discriminatory incidents: know how to identify and challenge prejudice and stereotyping, and can support the full range of diverse needs according to pupils' individual circumstances;
- courses and examination syllabuses are regularly monitored;
- opportunities for community language accreditation are explored;
- closer links are developed with students' homes and the community;
- groupings of students are constantly reviewed to ensure no student is disadvantaged;
- people from a wide range of backgrounds are actively encouraged to contribute to the school life through such groups as working parties and the governing body;
- there is wide consultation on approaches to equality issues and detailed guidelines published.

## Review of Equalities Plan

Review of 2021-22 Objectives  
Setting of 2022 -23 Objectives

### 2021- 2022

Key Performance Indicators 2021-22 were;

- 95% of Children report feeling safe in school
- 10% decrease of bullying and racist
- 3% increase of SEND attendance
- 90% of staff are confident that wellbeing concerned would be well supported by their manager

### Performance Outcomes 2021-22

90% of parents said their children were safe in school this is an increase of 10% and 7% above the national average for PRU's (Ofsted Survey) and 1% above the national average for all Special School's (Ofsted Survey)

There has been a been a further drop in bullying incident and racist incidents maintained.

- 2020-21 Bullying incidents 20
- 2021-22 Bullying incidents 19 and 30 Racist Incidents

Attendance for children with SEND remains consistent considering the previous years COVID challenges,

- 2020-21 SEND Attendance 78%
- 2021-22 SEND Attendance 72%

Staff are confident that wellbeing concerned would be well supported by their manager

- 2020-21 SEND Attendance 78%
- 2021-22 Staff Survey Outcomes – 83% (5% increase from 2020-21)

### 2021- 2022 Equalities Plan

Objective	How will it be achieved	Success Indicators
Children say they feel safe in school	Implementation of de-escalation techniques  New security measures around school  Updating of duty points	Student and parent questionnaires  Reduction in serious and violent incidents
Staff report all incidents of bullying including, racism, sexism and homophobia	Regularly review and QA from SLT members  All recorded bullying incidents will be reviewed by the Assistant Headteacher	Reports of bullying are dealt with quickly and effectively  Reports of bullying are eradicated from the school community  Incidents of bullying are fully investigated and stakeholders have confidence in this process is effective

Continue to develop the culture of openness to staff and student wellbeing	Use the voice of wellbeing to communicate key messages  Staff engage wellbeing opportunities  SLT continue to review equalities issues as they arise at individual sites	
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## 2022-23

### Key Performance Indicators

- 95% of Children report feeling safe in school
- 10% decrease of bullying and racist
- An increased attendance of EAL students by 12%
- Accessibility Audit for 2022/23 notes improvements

Objective	How will it be achieved	Success Indicators
All children regardless of gender, sex, race or religion feel safe on the school	Implementation of de-escalation techniques  New security measures around school  Updating of duty points  PSHE Lessons	Student and parent questionnaires  Reduction in recorded racist , homophobic , sexist serious and violent incidents
Increase school attendance of recent intake of Eastern European children	Work with LA EAL department and E European families to support engagement in education  Increased focus on attendance process for leaders  A greater defined curriculum where pupils are able to move between our provisions easily allowing for greater access to the curriculum  A consistent approach in our fixed penalty notice system.	Student and parent questionnaires  Increase in attendance of focus groups and all pupils  Improved outcomes for all pupils
Assess and improve provision for wheel chair and ambulatory disabilities	Use accessibility audit to identify key areas of need  Assess cost  Prioritising long term bases .  Assess move of NW to the upper floor of Bridge Street site	Next Accessibility audit reports an improvement in these key areas  Challenge of NW/KM site in this regard addressed  No reported issues re ease of visitor access

## Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- Equality Act 2010
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- Protection from Harassment Act 1997

This policy operates in conjunction with the following school policies:

- Grievance Policy
- Disciplinary Policy and Procedure
- Flexible Working Policy
- Teacher Appraisal Policy
- Support Staff Performance Management Policy

## Public Sector Equality Duty (PSED)

PSED requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not.

**Signed**  
**Headteacher**  
**Date: 1/9/22**



**Signed**  
**Chair of Governors**  
**Date: 1/9/22**

