

Kingsmead School



Equality Policy Statement

Audience: Staff/Governors/parents

Frequency of Review: Annually

Post Holder responsible for Review: Mr D Farrell (SENCo)

Link with Governance: Learning & Standards Committee

Linked documents: JT MAT Equality Information and Objectives

Accessibility Policy and Plan

Date of Last Review	September 2022
Date of Next Review	September 2023

Equality Policy Statement

“Equality is not regarding different things similarly, equality is regarding different things differently.” Tom Robbins

Kingsmead School aim is to embed equality into every aspect of everything we do.

Our objectives for 2022/23 is:

- **To re-design one page profiles with relevant and specific teaching and learning strategies that enable all students to be successful at Kingsmead.**
- **Develop a specialist SEN space called the ‘Launchpad’ into a dynamic space for interventions, break and lunchtime provision and meetings.**
- **Devise a tiered system of interventions to promote improved outcomes for all students.**

As a school we are committed to ensure that equality of opportunity is at the very heart of everything we do to ensure we provide fair and non-prejudicial access to the school community as a whole. Staff, governors and students are united in ensuring the rich and diverse society we live in is celebrated at Kingsmead. We uphold everyone’s freedom of choice and rights to be different. Our core values are to ensure that everyone succeeds whether that is academically or socially.

We offer a broad and balanced curriculum, ensuring it is up to date and relevant to our learners. We adapt the curriculum where possible to meet the needs of the students. All students have access to the whole of our curriculum and all aspects of extra-curricular activity. We endeavour to provide the appropriate amount of support to aid the individual needs of the students in event aspect of their school life. This can be delivered and offered in a variety of ways.

Kingsmead provides training opportunity for students, staff and stakeholders to raise awareness of the collective rights and responsibilities everyone has for meeting the needs of this policy and ensure we comply in relation to the Equality Act 2010.

This policy has been designed to ensure that the school fulfils its legal and moral obligations and meets the requirements and expectations of the Equality Act 2010.

Our duties as a school are to:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.
4. To take swift action in the instance that an element of the policy is compromised.

To do this we:

- Personalise student’s timetables to reflect individual circumstances. This can happen in a variety of ways, with the key focus to ensure that any student can still achieve their target grades/levels.
- Ensure reasonable adjustments are made to ensure students can overcome barriers to learning.
- Require that a range of activities are provided for staff and students and stakeholders ranging from continued professional development opportunities to information evenings. These are often bespoke to meet the needs of their intended audiences.
- Use an Accessibility Policy which is in place to support all students, staff and stakeholders. This is regularly reviewed and affirmative action is taken swiftly to ensure we meet the needs of all.
- Deliver a programme of form time activities that covers a range of social, moral and spiritual issues.
- Support house and school charities.

- Hold year group assemblies which encompass a range of the themes that explore beliefs, British values, and challenge racism, sexism, and homophobia to name but a few.
- Deliver a range of activities via form tutors in tutor time to contribute to students spiritual, moral, social and cultural development as well as reinforce fundamental British values.
- Participate in national awareness days and events in a variety of ways – Autism awareness week, International women’s Day.
- Ensure all students have access to Ethics or Religious Education depending upon their age group within school.
- Organise international travel and expedition visits. This also includes educational visits in the UK to a variety of places.
- Operate a year group tutoring system so that students can continue to promote equality through recognition of other students who are similar and different to them to enable them to celebrate diversity.
- Use our SENCo, Progress Leaders and Assistant Progress Leaders to work with external agency, tirelessly to ensure that all students are able to access the curriculum regardless of any barriers that may exist.
A Transition Leader is in role who has the responsibility to co-ordinate the transition of new students to Kingsmead.
- Employ a Senior Support Work to oversee Careers, Information Advice and Guidance that actively challenges stereotypes regarding careers and aspirations.
- Employ a student well-being mentor to further support student positive mental health and well-being.

Monitoring and Evaluating the Effectiveness of the Policy

The Senior Leadership Team has the responsibility of upholding the values described throughout this policy. The policy will be reviewed annually and presented to the governing body for approval.

As part of the monitoring and evaluation process the Senior Leadership Team will review data and evidence provided in the form of:

- Any personal indicating characteristics which may include race, age, disability, religion or sexual orientation (when this data is available and disclosed).
- Attainment/progress data.
- Access to the curriculum.
- Exclusions.
- Exclusions from areas of the curriculum, including trips and extra-curricular activities.
- Sanctions and rewards.
- Staff recruitment, retention and career development.
- Analysis of racist and homophobic incidents.
- Ofsted reports on educational provision and standards.
- Consultation with parents, students, governors and external agencies.
- Funding.
- Staff and student surveys.

This will support our planning and help identify priorities for the future to ensure our commitment to equality of opportunities. Kingsmead School is aware that equality of opportunity is a constant changing and evolving entity and we strive to keep up to date with current practice and share information freely and openly.

Recent initiatives and ongoing practice include:

- Professional development opportunities for staff to visit other schools to share good practice.
- Student voice activities to build an understanding of student’s perceptions at school.
- Attendance interventions for vulnerable students.
- Bespoke support plans for students who cannot access school through medical difficulties.
- Improvement in the CPD of support staff to promote independent learning and improved academic outcomes.
- Assistant SENCo to implement the use of exam reader pens and rolling this out to support students in exams.

- Provide training in access arrangements for student in examinations.
- Commissioning of Malachi, YESS and other well-being based external provisions to support students.
- Kingsmead's own therapy animals utilised during school, as well as the transformation of the Quad into a hedgehog sanctuary amongst other animal based therapy provision.

