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**The Kingswinford School Academy  
Equality Duty Policy Statement**

**To: SLT: 2<sup>nd</sup> March 2015 & Feedback by 6<sup>th</sup> March 2015**  
**To: ELT: 6<sup>th</sup> March 2015 & feedback by 10<sup>th</sup> March 2015**  
**To: Professional Associations / Staff : 11<sup>th</sup> March 2015 &  
Feedback 18<sup>th</sup> March 2015**  
**Updated 24<sup>th</sup> March 2015**  
**To: Governing Body: 18<sup>th</sup> May 2015**

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## **Introduction**

Since the Equality Act 2010 came into effect in April 2011 there has no longer been a requirement that schools should draw up and publish equality schemes or policies. It is still good practice, however, for a school to make a statement about the principles according to which it reviews the impact on equalities of its policies and practices, and according to which it fulfils the specific duties to publish information and evidence and to decide on specific and measurable objectives.

## **Legal framework**

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief and sexual identity.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

## **Guiding principles**

In fulfilling the legal obligations cited above, we are guided by nine principles:

### **1. All learners are of equal value**

We see all learners and potential learners and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identify.

### **2. We recognise and respect difference**

Treating people equally (1. above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and

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background and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys and women and men, are recognised
- religion, belief or faith background
- sexual identity

**3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging**

We intend that our policies, procedures and activities should promote:

- positive attitudes and good relations towards all people, whether or not they are disabled, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

**4. We observe good equalities practice in staff recruitment, retention and development**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whatever their age
- whether or not they are disabled
- whatever their ethnicity, culture religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

**5. We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- People, whether or not they are disabled
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men

**6. We consult and involve widely**

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We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies and in the review of existing ones. We consult and involve:

- People whether or not they are disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and both girls and boys
- people of all sexual identities

**7. Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- People, whether or not they are disabled
- People of a wide range of ethnic, cultural and religious backgrounds
- Both women and men, and both girls and boys
- people of all sexual identities

**8. We base our policies and practices on sound evidence**

We maintain and publish quantitative and qualitative information which shows our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010, and on the basis of which we decide on specific and measurable objectives.

Evidence relating to equalities is integrated into our self-evaluation documentation.

**9. Measurable objectives**

We formulate and publish specific and measurable objectives, based wherever possible on the consultations we have conducted (principle 6) and the evidence we have collected and published (principle 8).

The objectives which we identify take into account national and local priorities and issues, as appropriate.

Our equality objectives are integrated into the school improvement plan.

We keep our equality objectives under review and report annually on progress towards achieving them.

**The curriculum**

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in the guiding principles above.



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### **Ethos and organisation**

We ensure the principles listed in the guiding principles above apply to the full range of our policies and practices, including those that are concerned with:

- Students’ progress, attainment and achievement
- Students’ personal development, welfare and well-being
- Teaching styles and strategies
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Behaviour, discipline and exclusions
- Working in partnership with parents and carers
- Working with the wider community.

### **Addressing prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in the legal framework above:

- Prejudices around disability and special education needs
- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- Prejudices reflecting sexism and homophobia

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

### **Roles and responsibilities**

The Governing Body is responsible for ensuring that the school complies with legislation and that this policy and its related procedures and action plans are implemented.

A member of the Governing Body has a watching brief regarding the implementation of this policy.

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.

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All staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom
- Deal with any prejudice-related incidents that may occur
- Plan and deliver curricula and lessons that reflect the guiding principles above
- Support pupils in their class for whom English is an additional language
- Keep up-to-date with equalities legislation relevant to their work

### **Information and resources**

We ensure that the content of this policy is known to all staff and Governors and, as appropriate, to all pupils and their parents and carers.

All staff and Governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

### **Religious observance**

We respect the religious beliefs and practice of all staff, students and parents / carers, and comply with reasonable requests relating to religious observance and practice.

### **Staff development and training**

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

### **Breaches of the policy**

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and Governing Body.



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### **Monitoring and review**

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

### **Equality Information**

#### **Race**

96.4% of the school’s pupils are from a White British/White English background. The remaining pupils are spread between the following ethnic backgrounds:

<b>Row Labels</b>	<b>Count of Year</b>
Any other Asian background	13
Any other Black background	4
Any other ethnic group	6
Any other mixed background	19
Any other White background	8
Bangladeshi	1
Black - African	6
Chinese	2
Indian	10
Information Not Yet Obtained	1
Pakistani	23
Refused	12
White - British	774
White and Asian	6
White and Black Caribbean	11
<b>Grand Total</b>	<b>896</b>

(As at March 2015)



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96.8% of the schools’ pupils speak English as their first language. Other languages spoken at home include:

- Greek
- Urdu
- Arabic
- Punjabi
- Serbian
- Croatian
- Persian
- Farsi

### **Disability**

0 pupils currently on roll have some degree of physical disability

5 pupils have a hearing impairment

There are a very few pupils whose long term health issues have an impact on attendance

There are disabled members of staff

There is currently accessible disabled toilets for male and female students located in the Sports Hall and the Design and Technology block.

Potential accessibility issues which could affect staff and pupils in school are.....

12% of pupils are included on the current SEND list

1.9% of students have a Statement of Educational Needs (17 pupils)

### **Gender**

The staff population is significantly more female than male with 68% of the teaching staff and 80% AT staff being female.

There are more girls in the school (49.55% boys, 50.45% girls)

The numbers of exclusions are too low to report on a gender trend?

### **Age**

The school serves pupils from age 11 to 16

The school admits up to 180 pupils in each year group

The largest year group is currently Y10 with 182 pupils

The smallest year group is currently Y9 with 177 pupils

The staff profile is balanced between all the career stages and experience??

### **Religion or belief**

The school’s management information system records pupils’ religion where parents have volunteered the information. Current information shows the spread of religions as follows:

Christianity	66.41 %
No religion	21.99 %
Not specified	0.22 %

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Hindu	1.12 %
Muslim	2.01 %
Buddhist	0.33 %
Jehovah’s Witness	XX %
Sikh	0.67%
Refused	3.24%
Other	4.02%

**Sexual Identity**

No data about the sexual identity of students, parents or staff is currently collected or held by the school.

**Pregnancy and maternity**

The school adheres to the requirements of flexible working.

**Gender reassignment**

No data is collated by the school about gender reassignment either for pupils or staff.

**Marriage or civil partnership**

No data is collated by the school on marriage or civil partnerships.

**This section summarises the objectives we have identified in order to eliminate discrimination and harassment and advance equality in relation to gender, race, disability, religion or belief, sexual identity, gender reassignment, pregnancy or maternity.**

**General objectives 2014 - 2018**

Equality Monitoring Form to be part of recruitment process.

**Specific objectives 2014 – 2015**

**Action Plan to achieve objectives**

**Reporting and reviewing objectives**

In line with the requirements of the Public Sector Equality Duty we will produce a report on our progress every year (as part of the School Improvement Plan) and review and revise the Schools Equality Objectives every four years (as part of our policy review timetable).



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### **Roles and responsibilities**

The Governing Body accepts their responsibility to promote equality and eliminate discrimination and harassment, as outlined in the objectives.

### **Publication**

The School's Equality Objectives are published and are available to all on our website.

### **Complaints**

If a member of the public feels that they have suffered harassment or been treated unfairly by the school because of their sex, colour, race, nationality, ethnic group, regional or national origin, age, marital status, disability, political or religious belief, sexual identity or class, they should report this without fail through the School's complaints procedure.

Complaints by staff will be dealt with under our Grievance Policy. We take all external and internal complaints seriously and will not tolerate any form of discriminatory behaviour. Complaints about staff will be investigated using the appropriate Local Authority procedures.

Monitoring complaints is also another way of gathering information to see whether we are meeting our equality duties. We will report on complaints annually and on action taken.

**March 2015**