

# CIRENCESTER KINGSHILL SCHOOL

## EQUALITY POLICY STATEMENT

### INTRODUCTION

This Equality Policy brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. 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, religion and sexual identity. We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

### OUR VISION STATEMENT ABOUT EQUALITY

Cirencester Kingshill School seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups. We will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

Our Equality Policy is inclusive of our whole school community – pupils/students, staff, parents/carers, visitors and partner agencies. In the context of the school we feel the most appropriate definition is that:

***Equal opportunity is the right of everyone to equal chances, and of each individual to be respected for who they are.***

### OVERALL AIMS OF OUR EQUALITY POLICY:

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.
- Protection against discrimination is now extended to pupils who are pregnant or have recently given birth, or are undergoing gender reassignment.

**We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services.**

## **ETHOS AND ATMOSPHERE**

British values are embraced and promoted at Cirencester Kingshill School through education centred on participation in democracy, an appreciation for the rule of the law, an awareness of the importance of individual liberty, and mutual respect and tolerance for those with different faiths and beliefs. At Cirencester Kingshill School we are keen to promote inclusive and positive values. It recognises the multi-cultural, multi-faith and ever changing nature of the United Kingdom. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly or illegally influence them.

At Cirencester Kingshill School we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community.

- There should be an 'openness' of atmosphere which welcomes everyone to the school.
- The pupils are encouraged to greet visitors to the school with friendliness and respect.
- The displays around the school are of high quality and reflect diversity across all aspects of equality of opportunity.
- Provision is made to cater for the spiritual needs of all the pupils through planning of both assemblies and classroom activities.

## **LEARNING ENVIRONMENT**

- There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.
- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils.
- The adults in the school try to provide good, positive role models in their approach to all issues relating to equality of opportunity.
- The school places a very high priority on the provision for special educational needs and disability. We aim to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work (see SEND policy and Disability Equality Scheme).
- The school provides an environment in which all pupils have equal access to all facilities and resources.
- All pupils are actively involved in their own learning.
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.

## **THE TAUGHT CURRICULUM**

- At Cirencester Kingshill School we aim to ensure that our planning reflects our specific commitment to equality of opportunity in all subject areas and cross curricular themes in line with the National Curriculum.
- Our planning takes account of the differing needs of pupils and their progression.
- We have a commitment to evaluate our curricular outcomes each year to ensure that what we have actually planned takes place. These evaluations are completed by the Senior Leadership Team.

## **RESOURCES AND MATERIALS**

The provision of good quality resources and materials within Cirencester Kingshill School is a high priority. These resources should seek to promote all areas of equality and should:

- reflect “the reality of an ethnically, culturally and sexually diverse society”
- reflect a variety of viewpoints
- show positive images of males and females in society including people with disabilities
- reflect non-stereotypical images of all groups in a global context
- include materials to raise awareness of equal opportunity issues
- be equally accessible to all members of the school community
- exclude material that is both explicitly or implicitly racist, sexist, homophobic or ageist

## **LANGUAGE**

We recognise that it is important at Cirencester Kingshill School that all members of the school community use appropriate language which:

- does not transmit or confirm stereotypes
- does not offend
- creates and enhances positive images of particular groups identified at the beginning of this document
- creates the conditions for all people to develop their self esteem
- uses correct terminology in referring to particular groups or individuals e.g. Inuit rather than Eskimo, Native Americans rather than Red Indians.

## **ORGANISATION OF LEARNING**

When organising groups for various activities, consideration is always given to the composition of the group, to provide a balance appropriate to the activity.

At Cirencester Kingshill School our environment is not culturally diverse, and we are very conscious of the need to provide first hand experiences for the pupils to encounter people from other cultures.

## **EXTRA-CURRICULAR PROVISION**

It is the policy of Cirencester Kingshill School to provide equal access to all activities. We undertake responsibility for making contributors to extra-curricular activities aware of the school's commitment to equality of opportunity. We try to ensure that all such non-teaching staff members who have contact with children adhere to these guidelines.

## **PROVISION FOR BILINGUAL PUPILS**

We undertake to make appropriate provision for all bilingual groups to ensure access to the whole curriculum. These groups may include:

Traveller children, those from refugee families, pupils whose home language is not a standard form of English, pupils for whom English is an additional language.

While there is a need for pupils to learn to communicate in standard English we believe that their home language should be celebrated and respected.

## **STAFFING AND STAFF DEVELOPMENT**

We recognise the need for positive role models and distribution of responsibility among staff. This must include pupils' access to male and female staff at both key stages.

We undertake to encourage the career development and aspirations of all individuals. It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

## **HARASSMENT AND BULLYING**

It is the duty of Cirencester Kingshill School to challenge all types of discriminatory behaviour such as:

- unwanted attentions (verbal or physical)
- unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality, gender (or transgender)

The school has a clear, agreed procedure for dealing with incidents such as these.

## **PARENTS/CARERS AND THE WIDER COMMUNITY**

We aim to work in partnership with parents/carers to help all pupils to achieve their potential. We wish to affirm our continuing commitment to reach out to other diverse groups within our immediate community and beyond.

## **COVID-19 ADAPTATIONS**

There are a number of implications for this policy of the adaptations that the school has to undertake whilst impacted by the COVID-19 restrictions

1. Extra-curricular provision has been limited due to COVID restrictions. Priority is given to provision that enhances or is integral to the academic curriculum/catchup. Sport provision resumed from September 2021 and there are also clubs running in drama, music and Eco-club. Homework club runs 3 nights a week and is open to all year groups.

2. There is a 'shadow curriculum' on the school website that indicates by subject and year group what work is being covered on a term by term basis. This is to promote learning continuity for pupils ill/self-isolating.
3. School laptops are loaned to pupils who are seen to/reporting to be having difficulty accessing I.T. resources at home and so are having issues completing homework/independent work and/or accessing the on-line 'shadow curriculum' if they are ill/self-isolating.

## **MONITORING AND REVIEW**

The Senior Leadership Team (SLT) is responsible for co-ordinating the implementation, monitoring and evaluation of the policy and reviewing the equality objectives. The Headteacher and governing body are responsible for drawing up, publishing and implementing the school's equality objectives. The governing body must also ensure that the school complies with relevant equality legislation, monitors progress towards the equality objectives and reports on this annually. The governing body will delegate responsibility for monitoring achievement of the objectives on a daily basis with the Headteacher.

Our SLT will also have responsibility for:

- supporting other staff in implementing this policy
- providing a lead in the dissemination of information relating to the policy
- providing advice/support in dealing with any incidents/issues
- assisting in implementing reviews of this policy as detailed in the School Development Plan

## **OUR EQUALITY OBJECTIVES**

Equality of opportunity is monitored specifically through the Equality Objectives. These objectives are set every 4 years and are reviewed annually. Equality of opportunity is also embedded within the School Development Plan which is evaluated and reviewed on a yearly basis. Monitoring the following will enable the school to see where equality of opportunity needs to be more intensely focused:

- Key Stage 3 and GCSE (and other end of Key Stage 4) results
- participation in extra-curricular activities
- exclusions and truancy
- continuous assessment of children's learning
- racist and sexist incidents
- results from screening for specific learning needs
- attendance

Using the views of pupils, parents/carers, staff and the wider community and analysis of the information as outlined above we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty.

The Headteacher and governing body are responsible for drawing up, publishing and implementing the school's equality objectives. The governing body must also ensure that the school complies with relevant equality legislation, monitors progress towards the equality objectives and reports on this annually. The governing body will delegate responsibility for monitoring achievement of the objectives on a daily basis with the Head teacher.

**Our current Equality Objectives are outlined in the Appendix to this policy.**

***THIS POLICY SHOULD BE READ IN CONJUNCTION WITH THE ACCESSIBILITY PLAN, ANTI-BULLYING POLICY, SCHOOL DISCIPLINE AND BEHAVIOUR POLICY, CHILD PROTECTION POLICY, LOOKED AFTER CHILDREN POLICY, E-SAFETY POLICY, EXCLUSION POLICY, OFFENSIVE WEAPONS POLICY, PUPIL PREMIUM POLICY, SUBSTANCE MISUSE POLICY, THE SMSC POLICY AND STATEMENT ON THE PROMOTION OF BRITISH VALUES.***

# CIRENCESTER KINGSHILL SCHOOL

## EQUALITY POLICY STATEMENT

Reviewed by S Pritchard: November 2021 (Date)

Adopted by Governors: \_\_\_\_\_ (Sign) \_\_\_\_\_ (Date)

Review date: January 2023

## CIRENCESTER KINGSHILL SCHOOL

### EQUALITY OBJECTIVES (January 2022)

Objective	Action	Success criteria	Evaluation Review (End of Term 1)																													
To narrow the Progress 8 gap between Pupil Premium and SEND pupils and non-Pupil Premium and non-SEND pupils respectively.	<ul style="list-style-type: none"><li>All HOF/SLT lesson monitoring observations to focus specifically on (i) that the teacher can identify their PP/SEND pupils and (ii) that the teacher can explain the actions in place to support PP/SEND pupils to make progress in their learning.</li><li>Feedback to staff after each round of observations to highlight good practice.</li><li>Data analysis after each set of reports to highlight gaps and for this to be followed up through discussion with Line Managers.</li><li>Such discussions to form the basis of a section of feedback to SLT by Line Managers twice each academic year.</li></ul>	Evidence from pathways analysis (KS3) and GCSE (9-1) performance and final grades (KS4) that the gaps have narrowed.	<p>Whole School P8 Gap GCSE:</p> <table><tr><td></td><td>2018</td><td>2019</td></tr><tr><td>SEND</td><td>0.31</td><td>0.12</td></tr><tr><td>PP</td><td>0.54</td><td>0.08</td></tr></table> <p>NB. There were no official P8 calculations for 2019/20 or 2020/21 due to the way examination grades were awarded.</p> <p>Internal data Value Added performance Nov 2021; Nov 2020; Nov 2019</p> <table><tr><td></td><td>9A</td><td>10A</td><td>11A</td></tr><tr><td>PP to non PP Gap P8</td><td>-0.08; -0.18</td><td>-0.11; -0.09; -0.11</td><td>-0.23; -0.21; -0.22</td></tr><tr><td>PP Gap to whole cohort FFT</td><td>0.00; 0.05</td><td>-0.5; -0.05; 0.04</td><td>-0.6; -0.25; -0.18</td></tr><tr><td>SEND Gap to non SEND P8</td><td>-0.30 ; -0.47</td><td>-0.27; -0.13; -0.71</td><td>-0.41; -0.42; -0.2</td></tr><tr><td>SEND Gap to whole cohort FFT</td><td>-0.21 ; -0.01</td><td>-0.13; 0.07; -0.08</td><td>-0.38; 0.17; -0.35</td></tr></table>		2018	2019	SEND	0.31	0.12	PP	0.54	0.08		9A	10A	11A	PP to non PP Gap P8	-0.08; -0.18	-0.11; -0.09; -0.11	-0.23; -0.21; -0.22	PP Gap to whole cohort FFT	0.00; 0.05	-0.5; -0.05; 0.04	-0.6; -0.25; -0.18	SEND Gap to non SEND P8	-0.30 ; -0.47	-0.27; -0.13; -0.71	-0.41; -0.42; -0.2	SEND Gap to whole cohort FFT	-0.21 ; -0.01	-0.13; 0.07; -0.08	-0.38; 0.17; -0.35
	2018	2019																														
SEND	0.31	0.12																														
PP	0.54	0.08																														
	9A	10A	11A																													
PP to non PP Gap P8	-0.08; -0.18	-0.11; -0.09; -0.11	-0.23; -0.21; -0.22																													
PP Gap to whole cohort FFT	0.00; 0.05	-0.5; -0.05; 0.04	-0.6; -0.25; -0.18																													
SEND Gap to non SEND P8	-0.30 ; -0.47	-0.27; -0.13; -0.71	-0.41; -0.42; -0.2																													
SEND Gap to whole cohort FFT	-0.21 ; -0.01	-0.13; 0.07; -0.08	-0.38; 0.17; -0.35																													
To reduce the percentage of bookings in the Student Support Room for Pupil Premium and SEND pupils.	<ul style="list-style-type: none"><li>Half termly reviews to scrutinise figures</li><li>Ongoing review of mentoring, ensuring appropriate match of staff to pupil</li><li>Ongoing review of interventions, ensuring programmes are established to support those most disaffected PP/SEND</li></ul>	Reduce number of bookings for SEND/PP from previous year.	<p>SSR bookings by pupils group:</p> <table><tr><td></td><td>2018/19</td><td>2019/20*</td><td>2021**</td></tr><tr><td>SEND</td><td>28%</td><td>31%</td><td>35%</td></tr><tr><td>PP</td><td>36%</td><td>38%</td><td>32%</td></tr></table> <p>*2019/20 figs only include the first 3 terms due to Lockdown **2021 figs refer to term 1</p> <p>NB Figures for 2020/21 omitted due to the amount of time spent in Lockdown and change in use of SSR due to Year Group bubbles</p> <p>From September 2021 the school has created separate Inclusion and Student Support rooms. This is to enable better targeted support for those with inclusion needs as opposed to behaviour support. Therefore, figures from</p>		2018/19	2019/20*	2021**	SEND	28%	31%	35%	PP	36%	38%	32%																	
	2018/19	2019/20*	2021**																													
SEND	28%	31%	35%																													
PP	36%	38%	32%																													



	<ul style="list-style-type: none"><li>Raise profile of SSR bookings for both SEND and PP at HOY and Year Team meetings</li></ul>		September 2021 for SSR use will only record pupils using the facility due to behaviour issues.												
To ensure involvement in the school's Extra-Curricular Programme is increasing for Pupil Premium and SEND pupils in comparison with the rest of the school population.	<ul style="list-style-type: none"><li>Establish a baseline of current participation rates.</li><li>Ensure that a wider range of activities is offered which appeals to a range of interests.</li><li>Where possible make financial assistance available if that is a barrier to participation.</li><li>Establish efficient data collection systems to provide accurate future participation data.</li></ul>	Not only that involvement has increased in comparison with the rest of the school but also that involvement has increased in real terms too.	<p>Percentage of types of student attending / registered for an Extend club (Term 1 2018 versus term1 2019):</p> <table><tr><td>STUDENTS</td><td>2018%</td><td>2019%</td></tr><tr><td>SEND</td><td>48.6</td><td>49.6</td></tr><tr><td>PP</td><td>52.7</td><td>57.0</td></tr><tr><td>All Students</td><td>57.5</td><td>56.7</td></tr></table> <p>Most popular club for SEND is homework club (with TAs in support)</p> <p>Biggest barriers to participation are the fact that the clubs take place after school and so pupils cannot get transport home or are involved in some way as a carer etc.</p> <p>PP mentors promote participation with individual pupils.</p> <p><i>NB There is no data for 2020 as extra-curricular clubs largely stopped due to COVID restrictions. Provision re-started part-way through term 1 in 2021.</i></p>	STUDENTS	2018%	2019%	SEND	48.6	49.6	PP	52.7	57.0	All Students	57.5	56.7
STUDENTS	2018%	2019%													
SEND	48.6	49.6													
PP	52.7	57.0													
All Students	57.5	56.7													

To be reviewed annually and renewed by January 2022.