

# Kingsmead School



## Equality Information & Objectives

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## Introduction

This document forms our combined equalities policy, information and plan and is designed to communicate the following:

- Our Diversity statement
- Our legal responsibilities in terms of race, disability, gender & gender reassignment, pregnancy & maternity, age, religion or belief and sexual orientation
- Our particular provision for Special Educational Need
- Our intention to promote community cohesion
- Our response to recent legislations
- Our desire to fully meet statutory requirements
- An overview of some actions we have taken to date
- Our Equality Objectives

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.

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

We aim to encourage and listen to the views of all 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 / careers. All school staff and members of the schools community have a responsibility to treat everyone fairly and to promote arrangements for people with disabilities.

## Equality Aims

This document has been prepared in line with the National legal context including, but not limited to, the following:

- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Public Sector Equality Duty (PSED)

- General Data Protection Regulation (GDPR)
- This policy also has due regard for non-statutory guidance, including the following:
  - DfE (2014) 'The Equality Act 2010 and schools'

## **The Equality Act**

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it

## **Protected characteristics**

The protected characteristics are identified in the Equality Act 2010:

- age.
- disability.
- gender reassignment.
- marriage and civil partnership.
- pregnancy and maternity.
- race.
- religion or belief.
- sex.
- sexual orientation.

## **Roles and responsibilities**

The governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils

- Monitor success in achieving the objectives and report back to governors each year

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in the Equality Objectives section below.

## **School Context**

Our cohort draws from Derby and Derbyshire, however sometimes wider afield. Most recently children have been arriving from South Yorkshire. Our cohort is often quite transient with a number of in year admissions

## **Ethnicity**

Our cohort come from a variety of cohorts, the majority from a white British background (67%) in Autumn 2024.

## **Religion**

Most of our families do not identify with a particular religion

## **Gender**

Autumn 2024 17.54% of students on roll are female, 82.46% are male

## **Special Educational Need and Disability**

The number of children we support with SEND

<b>Stage</b>	
School Support	2%
EHCP	98%
All SEN	100%

## Disadvantage

There are a high percentage of students eligible for pupil premium.

## Our Approach

As a school we will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment that embraces respect for all. At Kingsmead School, we believe that diversity is a strength and, as such, should be celebrated by all who learn and teach here.

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

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- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

## Leadership, Management and Governance

The Governing body is committed to meeting its duties under the Equality Act 2010 and aims to follow the good practice set out within the statutory codes of practice and guidance which support the legislation. While the governing body has overall responsibility to ensure that equality is promoted throughout the organisation, it is the responsibility of all staff, including those helping on a voluntary basis, to promote equality.

The governing body recognises that all staff need to be aware of, and understand, their responsibilities regarding equality legislation and guidance. The governing body recognises that discrimination may occur on more than one of the grounds at the same time and that equality of opportunity cannot be achieved by treating all people alike. The governing body acknowledges that it has a key leadership role in promoting equality and community cohesion and recognises the need to work with school staff and partner organisations, including the local authority.

## Policy planning, implementation and review

The governing body will endeavor to ensure that all relevant policies reflect the school's commitment to the principles of equality and that this commitment is reflected clearly in all its work.

All staff are encouraged to contribute to the formulation, development and review of policy documents. The school ensures the involvement of governors and, where appropriate, takes steps to enable the contribution of pupils and their parents/carers and other relevant parties.

All policies, procedures and strategies are regularly monitored, reviewed and evaluated for their effectiveness in promoting equality. As further equality requirements come into force policies, procedures and strategies will be monitored, reviewed and evaluated for their effectiveness in fulfilling the requirements of new legislation.

Outcomes of monitoring and assessment will be reported to the governing body and other key partners. Members of the school community will be kept informed of Equality and Diversity initiatives being undertaken.

A link governor is assigned to monitor the school's Equality Objectives (see below) annually and reports to the board findings on progress made towards the objectives set.

### **Admissions, attendance, behaviour and exclusion**

Admissions to Kingsmead School are through the LA and via SEND or IYFA processes.

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 exclusions. For all exclusions there is a right to appeal in line with current legislation.

Exclusions and attendance are monitored and evaluated resulting in effective action taken in order to identify trends and therefore reduce gaps between different groups of pupils.

Absence is always followed up by appropriate personnel. Those involved in this work are aware of and sensitive to community issues. There are strategies to reintegrate long-term truants and excluded pupils, which address the needs of all pupils.

Students, staff and parents are aware of procedures for dealing with harassment. They know that any language or behaviour which is racist, sexist, homophobic or potentially damaging to any vulnerable group is always unacceptable.

Appropriate and reasonable provision is made for leave of absence for religious observance for both pupils and staff.

### **Student Support**

Students have an enhance support at our school. This includes academic, social, wellbeing or any other need. There are a number of different programmes we run to support our pupils through a personalized approach

## **Recruitment**

We promote an inclusive staff body and ensure staff are trained in safer recruitment practices. Staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every academic year e.g. updates to current legislation in relation to equality, inclusivity, safeguarding and code of conduct.

## **Our Curriculum**

Our school strives to ensure that all students have an equal chance to access education. We have strong links and partnerships with a range of providers and external agencies and, where possible, develop links with the local community to support students in securing the best economic future and to take full advantage of their opportunities in society.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes towards diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils. The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extra-curricular activities and special events aim to cater for the interests and capabilities of all pupils.

The school will try to reflect due regard towards parental preferences and concerns but not at the expense of equality.

Teaching and curriculum development are monitored to ensure high expectations of pupils from all groups

## **Teaching and Learning**

All pupils have access to a broad, balanced and rich curriculum in accordance with DfE guidelines.

All staff ensure that the learning can take place in an inclusive environment in which pupils feel safe, and their contributions are valued. Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem solving tasks.

Pupil grouping, and staff allocation is continually reviewed to ensure greater participation in the classroom.

All pupils are encouraged to become independent and to take the appropriate responsibility for their own learning.

All staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities. This is achieved through specific displays that celebrate diversity, these are reviewed regularly to ensure that they can reflect the inclusive ethos of

the school and the changes in today's society, enriching our student's cultural capital.

## **Disability**

The Disability Discrimination Act 2006 defines a disabled individual as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'

The school makes every reasonable adjustment to accommodate disability to ensure that everyone can access education. Changes, where necessary and reasonable, are made to ensure that access to provision is available.

## **Partnership with parents and the community**

The school endeavours to provide information material for parents in accessible, user-friendly language and also translated into the parent's language where applicable. Our main method of communication is via the telephone with parents, as we believe this works best for our families.

All parents are encouraged to participate fully in the life of the school. Reasonable adjustments are made to accommodate parental needs with regard to information provided and meetings, for example translators and interpreters.

When appropriate the school will take steps to encourage the involvement and participation of parents who find it difficult to engage with the education system. The school works in partnership with parents, carers and the community to address specific incidents and to develop positive attitudes to diversity. The school's premises and facilities are available for use by all groups within the wider community.

## **Advancing equality of opportunity**

At Kingsmead School, we promote equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities
- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community



- Encouraging all pupils to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## **Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made.

## **Equality objectives**

These objectives are set at least every 4 years and reviewed annually. Our landscape and context has changed considerably since the objectives were set. As individual schools in our collaboration we will now set our own objectives from September 2023.

### **Objective 1:**

Assess and improve provision for wheelchair and ambulatory disabilities

#### **Why we have chosen this objective**

Ensure site is safe and accessible for all in the community

Building is old and works take place in response to internal and external factors (weather/damage): allowing reviews of how we use spaces

Building works are pending (development of provision) facilitating reviews of how the spaces feel and are accessed

#### **To achieve this objective we plan to**

- Regular site walks and a culture of accountability and responsibility for Site safety and appropriate use of spaces.
- Ongoing lessons learned from incidents that have occurred linked to damage to site/accidents on site
- Review of use of fobs in options building

#### **Success Indicators**

- Accessibility audit outcomes
- Reduction in incidents (as reported) linked to damage on site or health and safety concerns
- Potential reduction in use of fobs across Options block

## Annual reviews of objective 1

**REVIEW DATE: Summer 2024**

### **To be completed**

<b>Progress made</b>	<b>Evidence</b>	<b>Next steps</b>
Emergency responses and assessments made due to partial building closure	Review of site accessibility and safety, weekly during incident with wider council team. Pupils and visitors to site were kept safe with no incidents reported.	School is reopened fully. No further action required.
Health and safety walks and reviews continue to support safe day to day running of site and response to issues as they emerge	Site team response to rain and drains – where silt can gather as water subsides, this is immediately removed and monitored	Continue to review responses to age of building and the issues this can present us with Review processes regarding how staff report 'emerging' concerns and the logging and monitoring of these.
Two disabled parents – one a wheelchair user	Annual reviews for child are run in Southgate West where there is a wheelchair ramp, access to a range of different meeting spaces and accessible toilet. All other buildings are equally accessible.	Continue to ensure all disabled toilets remain fully accessible/fit for use for emerging needs of pupils/visitors to school. Continue to take on any feedback regarding experiences of coming into school, as a wheelchair user.
Review of use of fobs in options building and extended to Wisgreaves	Fob use from art room removed in Options building and limited now in and out of main corridor space. Fob use removed between nurture hub space and Wisgreaves corridor	Review of internal access control across the school ongoing

## Objective 2:

Develop the provision across school to support pupils with sensory needs who have an EHCP

### **Why we have chosen this objective**

All pupils have an EHCP/IEP/DIT profile

Different pupils require different support to deal with sensory needs

CPD for staff to use a range of 'tools' and approaches to support *all* pupils

Building works are pending (development of provision) facilitating reviews of how the spaces feel and are accessed by pupils

### **To achieve this objective we plan to**

- Use of specialists across base and wider federation supporting the identification of need and next steps
- Pupil voice activities/council

- Explore how we use Governors to support funding or further environmental audits
- Use of Sufficiency survey as a tool to establish how we are meeting need and identify next steps

### Success Indicators

- Annual Reviews
- DIT/IEP Reviews
- Evaluations from CPD
- PM targets
- Sufficiency survey
- Improved and more accessible spaces for pupils across site

Annual reviews of objective 2

**REVIEW DATE: Summer 2024**

### To be completed

Progress made	Evidence	Next steps
Pupil classrooms, spaces and how and where they are taught/play continues to have a positive impact on progress made and KPIs including pupils' attendance.	Attendance data Spring 1 maintained with 83% accessing full timetable offer and more pupils compared to this time last year: 95 compared to 83. Number of year sevens increased by three and attendance has maintained or improved per half-term by nearly 4% Successful Annual Review feedback and individual pupil progress made	Quite spaces/break out Spaces  Familiar adults – maintain to suit needs of pupils and where they are taught
Pupil attendance at SEND ambassadors meeting, representing Kingsmead and keeping abreast of developments and discussions pertinent to SEND pupil experience across the city	Pupil views and experiences shared within this arena and awareness of other challenges, within city/other settings shared. Pupils are empowered where they otherwise risk marginalisation	Identify next group of pupils to represent school at SEND Ambassador meetings and continue to feed into these from pupil voice/school council.
Successfully engaged with LA SEND team to develop and outline a capital project to release funds to further enhance the provision	Reports to Cabinet outlining capital plans	To positively engage with leaders to refine and implement proposals regarding capital funds
Placement of pupils within building 23 - 24	Made Southgate East building KS3 (Y7 and Y8) only and established a new dining room space to support. Pupil experience improved – no longer overwhelmed by experience of eating in Wisgreaves.	Response to growing numbers particularly in year 8 moving into Y9 and needs within cohort has seen repurposing of classroom spaces to accommodate three Y9 groups for September.

	<p>'Whole school' lunch incidents removed, and behaviours contained within spaces/dealt within year groups with reduced impact.</p> <p>Placement of specific KS4 groups across two buildings – reduction in behaviour incidents as a result and lowest rates of exclusion for Y10 &amp; Y11 due to less dysregulation incidents /meeting of specific pupil need (Y10: 3 and Y11: 4)*</p>	<p>Likewise, in Y10 moving to Y11 and placement of groups in classes.</p> <p>Support pupils moving to Y9 during transition week where they are supported in taking lunch in Wisgreaves</p>
<p>Running of mocks and GCSE exams – placement of pupils to reduce anxiety Vs impact on running of day for younger pupils*</p>	<p>Placement of pupils engaging in exams and those not – use of options building to greater effect facilitated better experiences for all/reduced impact on learning for pupils in Y9 and 10 and logged behaviours:</p> <p>Only 3 Sis all year for Y10 compared to 22 when they were in Y9</p> <p>Year 9 BIP 4.4 Autumn 1 – 3.0 Summer 1 showing steady decline</p>	<p>To continue to assess and support individual need and pupil placement for future mocks and live examinations.</p>

### **Objective 3:**

Understanding that differences breed creativity: For everyone in the school community to feel safe and for a reduction in incidents linked to protected characteristics

#### **Why we have chosen this objective**

- Pupils struggle to understand 'other'
- Pupils can make personal and derogatory remarks about protected characteristics
- Pupils can express derogatory opinions linked to sex/sexual orientation/disability/religion
- Some pupils struggle with their own SEN needs and so make derogatory statements about their peers
- Staff CPD if appropriate

#### **To achieve this objective we plan to**

- Pastoral focus on school vision factored into form time, assemblies/gatherings/collective worship and linked to developments in how behaviours are tracked
- Specific interventions offered with closer monitoring of tracked incidents
- Specific adaptations/teaching approaches to PSHE units
- Running of events/acknowledgement of calendared months e.g. Pride, black history, women's history month

### Success Indicators

- Tracking of behaviour incidents - reduction in recorded incidents
- Tracking of RESPECT values in behaviour logs
- Engagement with activities/events run in school

Annual reviews of objective 3

**REVIEW DATE: Summer 2024**

### To be completed

Progress made	Evidence	Next steps
Weekly behaviour data break downs and analysis from Behaviour Mentors offering more immediate interventions/follow up to emerging concerns	Personal learning consistently highest scoring RESPECT point awarded over 5/6 terms at time of writing, with responsibility second highest, capturing pupil progress made.	Continue to develop approaches to tracking, intervening on and celebrating pupil achievement with regards to positive behaviour, with RESPECT behaviour targets and awards a greater part of pupil experience. More targeted tracking of pupil progress/or not and further external agency support sought if required.
Use of RESPECT data to identify specific areas to support pupils in making progress	Autumn term, empathy was consistently lowest scoring area: whole school work around this, addressing pupil need and understanding supported moving away from this.	To further develop pupil experience by tracking individual progress and attainment against RESPECT achievements so further interventions can be identified and offered, through targeted teaching.
Review of curriculum and space/time to address concepts and offer experiences, at greater depth, where Tolerance identified as lowest RESPECT point for Spring 2/Summer 1 data supported need for further supporting pupil understanding of 'other'	Development of Personal Development in Y7 and Y8 in academic year 24 – 25 for 'Cultural Studies' – as evolution of this year's enrichment offer. Key behaviour data from year seven and rise in specific incidents supported this increased focus.	To develop this curriculum, offer to support trips and experiences furthering understanding of school culture/Derby culture and beyond. More time afforded to exploring different cultures and celebrating differences