



Kemball School

"We can because we try"



Equality, Diversity and Cohesion Policy and Scheme

(including Accessibility Plan)

2024 - 27

Review date July 2027

Kemball School

Equality, Diversity and Cohesion Policy and Scheme

Purpose of the Document

The overall objective of the Kemball School Equality, Diversity and Cohesion Policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

The principles of this policy apply to all members of the extended school community – pupils, staff, governors, parents and community members. Partners and contractors are also expected to abide by the policy.

1. Policy statement

Throughout this Equality, Diversity and Cohesion Policy, Kemball School seeks to ensure that no member of the school community, or any person through their contact with the school, receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependents, disability, sexual orientation, gender reassignment, age, trade union or political activities, socio-economic background, where the person lives, or, spent convictions.

Equality and Diversity is more than just meeting legal obligations, or targets. It makes a difference to the lives of the people we serve, treating all people with dignity and respect, and recognising the value of each individual. This means an ongoing commitment to ensuring that our services meet the varied and individual needs of children and young people in our school. We will make sure that our employment practices are fair and promote equality. We will actively value the wide variety of lifestyles and cultures, locally and nationally. We will prepare children and young

people for living in a diverse society with increasing global connections and controversial issues.

We will ensure that the principles of this policy are reflected in all our policies, practices, procedures and services and are part of everything we do.

At Kemball School we aim to provide a happy, caring environment in which all children can feel confident and able to learn. We seek to foster an environment of mutual respect and support between all staff, pupils, parent and carers and the wider community.

2. Statutory requirements

The equality objectives in Section 10 below address our duties under current equality legislation, up to and including the Equality Act 2010

The access plan in Section 11 below addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001.

The community cohesion plan in Section 12 below addresses our duty under the Education and Inspections Act 2006.

3. Guiding Principles

These principles have been drawn from a specimen school policy for equalities prepared by the DCSF and we fully endorse and accept them.

Principle 1: All learners are of equal value

All learners and potential learners are of equal value and benefit equally from school policies, practices and programmes, whatever their ability, background, gender or cultural identity.

Principle 2: Relevant differences are recognised

Treating people equally can mean treating them differently. Policies, practices and programmes do not discriminate, but may be differentiated to take account of differences of life experience, outlook and background, and in the kinds of barrier and disadvantage which people may face.

Principle 3: We foster positive attitudes, relationships and a shared sense of belonging

Policies and programmes promote positive attitudes and interaction, mutual respect and good relations, an absence of harassment or prejudice-related bullying between people of different ability, background, gender or cultural identity.

Principle 4: Staff recruitment, retention and development

Policies and procedures benefit all employees and potential employees in recruitment, professional development and promotion. Steps are taken to positively promote equality, especially where there is evidence of inequality.

Principle 5: Current inequalities and barriers are addressed and reduced

In addition to avoiding or minimizing possible negative impacts of policies and programmes, we take opportunities to maximize positive impacts by addressing, reducing and removing inequalities and barriers that already exist between people of different ability, background, gender or cultural identity.

Principle 6: Policy development involves widespread consultation and involvement

People affected by a policy or programme are consulted and involved in the design of new policies, and in the review of existing ones. Such consultation is both direct and through representative organisations, and is based on principles of transparency and accountability. It involves those who in the past have been excluded or disadvantaged, and who continue to face barriers:

Principle 7: Society as a whole benefits

Policies and programmes benefit society as a whole, locally, nationally and internationally, by fostering greater cohesion and greater participation in public life of people of different ability, background, gender or cultural identity.

4. Community cohesion

At Kemball School all children and young people have an Education Health Care Plan.

At the time of writing, the school consists of 49% males and 41% females and they are predominately white British. There is a small number of African /Caribbean, (8%), and a small percentage of pupils from Asian backgrounds (14%). 7% of our pupils are from Eastern European backgrounds.

In terms of the local context the proportion of pupils of Asian ethnicity, or indeed of Eastern European families are under represented at Kemball School. Increasing, because of the cheap housing locally, some London boroughs are choosing to house some families out of area, and in some cases that is Stoke-on-Trent

Although the school is none denominational, the school follows a generally Christian ethos, but celebrates the diversity and value of other faiths through the curriculum and assemblies.

Stoke-on-Trent is a deprived area. The school reflects this Socio-economic context with the school averaging around 58% of pupils on free school meals. At the time this policy is written there are nine Looked After Child in school.

There were no permanent exclusions in the twelve month period preceding this document.

5. Responsibilities

Leadership and Management

Commitment

The Governing Body and management of the school will work with all its partners to be proactive in promoting equal opportunities, fostering good relations and in tackling unlawful discrimination. They will encourage support and enable all pupils and staff from all protected characteristics to reach the highest standards possible as indicated in the school's Vision Statement and this Equality Policy.

Governing Body

The Governing Body is responsible for ensuring that the school complies with Equality Legislation and fulfills its legal responsibilities. With assistance from the Headteacher, the Governing Body will ensure that the policy and its related procedures and strategies are implemented.

Headteacher

The Headteacher is responsible for:

- Making sure the Equality Policy is readily available, along with related policies and that governors, staff, pupils, parents and guardians know about it.
- Making sure the policy and its procedures are followed.
- Making sure all staff know their responsibilities and receive training and support in carrying these out.
- Taking appropriate action in cases of harassment and discrimination.
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.
- Making sure the Equality Policy is regularly monitored and reviewed.

All staff are responsible for:

- promoting equality and community cohesion in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups; and
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities.

Visitors and contractors are responsible for following relevant school policy.

6. Staff development

Staff undertake training and development in relation to equality and cohesion in terms of professional responsibilities as well as statutory requirements as and when appropriate. This may take the format of staff meeting updates or full training sessions when needed. All staff are given equal opportunity to take part in staff training and have access to courses appropriate to their professional development and responsibilities as well as statutory requirements.

7. Publication and review

This Equality Scheme fulfills statutory requirements under the terms of legislation referred to above. As it is a public document, the school governors publish it by making it available on request.

The scheme will be kept under regular review for three years and then replaced in May 2027.

8. How we conduct equality impact assessment

As a school we carry out rigorous monitoring and analysis of all pupils and their progress to ensure the appropriate progress is made by all pupils regardless of race, disability, socio-economic background, belief or gender. Through analysis we are aware of any groups or individuals who are not making at least expected progress.

Equality objectives identified by this process should be included in the three-year plan in Section 10 below, or in the School Improvement Plan as appropriate.

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9. How we chose our equality objectives

Our equality objective-setting process has involved gathering evidence as follows:

- i. from the monitoring and analysis of pupil progress in the identified groups.
- ii. from the monitoring and evaluation data evidence files
- iii. from involving relevant people.

Objectives are chosen in order to:

- i. promote equality of opportunity for members of identified groups
- ii. eliminate unlawful discrimination, harassment and victimisation, and
- iii. foster good relations between different groups in terms of

- ethnicity,
- religion or belief,
- socio-economic background,
- gender and gender identity,
- disability,
- sexual orientation and
- age.

10. Equality Objectives 2024 - 2027

(To be kept under regular review)

Equality objectives (focused on outcomes rather than processes)
Ensure that the curriculum reflects the needs of the pupils and the schools religious and ethnic diversity
Ensure that staff and the governing body are aware of current legislation surrounding diversity and equality and understands the schools' responsibility
Ensure that all pupils make good progress over each academic year, including meeting EHCP milestones and outcomes.
To continue to raise achievement throughout the school

11. Accessibility Plan 2021- 24

This can relate very closely to the disability elements of the equality objectives in Section 10 above, except that it covers pupils only whereas the equality plan includes all members of the school community.

	Actions (focused on outcomes rather than processes)
i. Improvements in access to the curriculum	<p>Reflect identified areas of need in lesson planning and delivery.</p> <p>Ensure access to technology appropriate for pupils with disabilities e.g. communication aids, resources to meet sensory needs</p> <p>Continue to review and update the curriculum offer so that it fully meets the specific needs of our pupils and builds on subject knowledge</p> <p>Enhance the use of communication aids and strategies</p>

	Ensure that resources provided are of high quality and enhance the curriculum offer
ii. Physical improvements to increase access to education and associated services	Ensure that access to school buildings and site can meet diverse pupil needs. Ensure that classrooms have appropriate equipment for disabled pupils e.g. hoists, height adjustable tables, soundfields, augmentative technology. Identify needs and actions for future improvements with relation to individualised equipment including ICT strategy
iii. Improvements in the provision of information in a range of formats for disabled pupils	Ensure a clear structure for the use of visual support to enhance learning for the whole school community. Continue to promote strategies for pupils with sensory issues e.g. sensory resources, sensory diet rooms Continue to embed a consistent whole school, approach to meeting communication needs e.g. Makaton, PECs, Boardmaker, PODD Ensure that resources meet needs and enhance the curriculum offer including up to date ICT equipment/technology to support SEND learners

12. Community Cohesion Plan 2024- 2027

The choice of appropriate actions to promote community cohesion is based on the needs identified, relating to ethnicity, religion or belief and socio-economic background.

For this purpose, the four geographical dimensions of “community” are as follows:

- the school community
- local communities
- communities across the UK
- the global dimension

	Actions (focused on outcomes rather than processes)
i. Teaching, learning and the curriculum	Helping children and young people to learn to understand others to value diversity whilst also promoting shared values to develop the skills of participation and responsible action
	To ensure equal opportunities for all to success at the highest level possible

<p>ii. Equity between groups in school, where appropriate</p>	<p>Remove barriers to access and participation in learning and wider activities Working to eliminate variations in outcomes for various groups</p>
<p>iii. Engagement with people from different backgrounds, inc. extended services</p>	<p>To provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds Build positive relations Receive services which build positive interaction and achievement for all groups</p>