



Celebrating commitment to equality

Objectives and the equality duty:

2019/2020

Kingswode Hoe School

Equality Information and Objectives

Date first agreed: March 2012 and reviewed annually



School policy statement on equality and community cohesion

Kingswode Hoe School is a community special school that meets the needs of pupils in the Colchester area, aged 5- 16 with complex learning difficulties. All pupils have an education healthcare plan (EHCP).

In January 2020 there are:

96 boys and 51 girls on roll, a ratio of almost 1:2

The school staff are a mixture of both male and female in both teaching and support roles.

In January 2020, the staffing is:

Role	Female	Male
Senior Leadership Team (SLT)	2	2
Teachers	8	6
HLTAs	11	1
LSAs	11	1
Clerical	8	0
Other	2	2

Non staff LAC members	3	2
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Kingswode Hoe believes in treating all staff and pupils equally. Staff model gender neutral behaviour, language and attitudes. Deployment of staff is considered carefully to provide non-stereotypical role models and a balance of genders across age groups and subjects. The curriculum does not discriminate through sex, race, religion or disability.

Our school is committed to equality both as an employer and a service-provider:

- ❖ We try to ensure that everyone is treated fairly and with respect.
- ❖ We want to make sure that our school is a safe, secure and stimulating place for everyone.
- ❖ We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- ❖ We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- ❖ We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers at Annual Reviews or through questionnaires, and through our School Council
- ❖ We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having

recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We also welcome our duty under the Education and Inspections Acts 2006 to promote community cohesion and British Values.

We welcome the emphasis in the OfSTED inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- pupils from certain cultural and ethnic backgrounds
- pupils who are entitled to PPG funding
- pupils who are disabled
- pupils who have special educational needs
- boys in certain subjects, and girls in certain other subjects.

In addition to this short statement, we also have a full school policies on SEN, anti-bullying, and behaviour & well-being.

Please contact the school office for copies or for any other information relating to equality.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct 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** between people who share a protected characteristic and people who do not share it.

Part 1: Information about the pupil population

Number of pupils on roll at the school: 147

Number to admit: 147

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

Ethnicity and race

Ethnicity	Boys	Girls	Total
White British	90	45	136
White/Black African	3	1	4
White/Western European	0	0	0
Other mixed background	2	2	4
Other mixed Black	2	3	5

Religion and Belief

Buddhist	2	Sikh	0
Christian	63	No religion	54
Hindu	0	Other religion	0
Jewish	0	Unknown	0
Muslim	0		

Information on other groups of pupils

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Pupils with English as an additional language (EAL)

	Girls	Boys
Number of pupils who speak English as an additional language	0	0

Pupils with EHCP

Boys	Girls	Percentage
96	51	100

CLA (Children Looked After)

Boys	Girls	Percentage
2	5	5.4%

Pupil Premium

Boys	Girls	Percentage
59	15	50%

Part 2: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do.

Schools are required to have due regard to the need to **eliminate discrimination, harassment and victimisation** and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our school policies.

When Trustees consider equality issues in relation to policies, decisions and services, a record of this is kept in the minutes and papers of Trustee meetings.

We deal promptly and effectively with all incidents and complaints of bullying and harassment related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken.

The SEAX Trust complaints procedure sets out how we deal with any complaints relating to the school.

Under the Equality Act 2010, we are also required to have due regard to the need to **advance equality of opportunity and foster good relations**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

Disability

We are committed to working for the equality of people with and without disabilities.

Summary information:

The school building is not fully compliant with the current DDA legislation requirements. However, any new work carried out will be fully compliant (see new outreach build 2012 and 2019). Any changes within the building are carefully considered for compliance within reasonable limits given the age of the building and the ancient monument status of the site.

How we advance equality of opportunity: We support disabled learners by meeting their individual needs, through meeting with parents and carers with specialists to incorporate their needs into individual education plans or into medical care plans. These needs are then cascaded to all staff who come into contact with the child to ensure their needs are fully met.

The school would always interview disabled applicants for any advertised post if they met the job and person specification. (See recruitment policy)

How we foster good relations and promote community cohesion:

The school is outstanding at promoting the spiritual, moral, social and culture development of all pupils, as was recognised by the OfSTED inspection in 2014.

We ensure that the curriculum has positive images of disabled people. Pupils and visitors are fully included in all aspects of school life- regardless of any disability.

Impact:

Pupils see other people, particularly those with disabilities, as equals.

Ethnicity and race (including EAL learners)

We are committed to working for the equality of all ethnic groups.

Summary information:

Analysis of historic data indicates that children from all ethnic backgrounds perform at least as well, and frequently better than other similar pupils.

How we advance equality of opportunity:

We monitor the attainment and progress of all our pupils including by ethnicity (where appropriate) twice yearly and take actions to address any negative trends that may materialise. Pupils causing concern in their learning may be discussed at regular LABS sessions and remedial activity put in place.

How we foster good relations and promote community cohesion:

The school is good at promoting community cohesion, promoting British Values and Preventing harm (Ofsted 2014)

We ensure that the curriculum has positive images of people from a range of ethnic backgrounds. All ethnic groups represented in our school community play an active role in the life of the school.

Impact:

Pupils see other people, particularly those from other ethnic backgrounds, as equals.

Gender

We are committed to working for the equality of women and men.

Summary information:

Analysis of historic data indicates that girls and boys perform at least as well, and frequently better than, other similar schools

How we advance equality of opportunity: We monitor the attainment and progress of all our pupils by gender twice per year and take actions to address any negative trends that may materialise. As a school with a very small percentage of girls, we regularly review curriculum offers to ensure equal opportunities e.g provision of girls' groups with the well-being mentor.

How we foster good relations and promote community cohesion: The school is good at promoting the spiritual, moral, social and culture development of all pupils, as was recognised by OfSTED September 2014. We ensure that the curriculum has positive images of people, male and female. Staff act as role models and we aim to have a balanced male/female staff.

Impact:

Pupils see other people, male or female, as equals. The curriculum offers opportunities and interests for both sexes.

Religion and belief

We are committed to working for equality for people based on their religion and beliefs

How we advance equality of opportunity: The school supports our pupils to build their sense of identity and belonging, which helps them to flourish within their communities and as citizens in a diverse society.

How we foster good relations and promote community cohesion: The school is good at promoting the spiritual, moral, social and culture development of all pupils, as was recognised by OfSTED, September 2014. The curriculum makes provision for the teaching of other faiths across the school. The children have opportunities to visit other places of worship. Collective worship involves stories and beliefs from other religions and cultures

Impact :

Pupils understand and respect the authenticity and value of the beliefs of others.

Part 3: Consultation and engagement

We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

Our main activities for consulting and engaging are: Teachers and seniors leaders in the school are easily accessible to all pupils and parents.

High quality information is communicated through regular newsletters and the school website.

Important information is shared with parents and the wider community as soon as possible- inspection reports are shared in full and further feedback is requested at every opportunity.

Regular and meaningful consultation takes place with the School Council, the eco-schools group and other pupil forums

Part 4: Our equality objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

Project Title	Objectives	Project Leader	Timescale	Personnel	Financial	Success Criteria	Comments
Curriculum	To review range of sports on offer to ensure that pupils of all abilities and both sexes have realistic choices	A Govia - PE co-ordinator	On-going each year as pupil cohorts change	Other PE staff Meeting time	£0	Programme that meets the need of all pupils. Report to SLT/LAC members if change needed each year	As pupil cohorts change, this will need regular and on-going review
	To review range of accreditation in KS4 so that all abilities and interests are catered for as far as practicable	SLT	On-going each year as pupil cohorts change	KS4 staff Meeting time	£0	Accreditation that is realistic and continues to meet individual and national requirements	As pupil cohorts change, this will need regular and on-going review
	To review a range of curriculum resources used to ensure that they are up to date and reflect positive images of society in 2019	SLT	Over 2019/20	All subject leaders	Any renewal costs to come from within subject budgets.	Resources that model current society and attitudes	

Project Title	Objectives	Project Leader	Timescale	Personnel	Financial	Success Criteria	Comments
Staff training	To ensure staff are kept up to date with any change to the school population, national legislation etc.	E Drake	On-going through the year	Meeting time	Minimal	Staff have up to date knowledge and understanding of equality issues	
Premises	To review signage around the building focusing on new areas, to ensure it accessible to all levels of ability	Site Manager	On-going through the year	J. Hilton E. Drake	£400 for new signage if necessary	Pupils, parents/carers and visitors able to access important safety notices	