



Cross Keys Learning

Equality Policy & Objectives

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This policy will be reviewed **at least annually** and/or following any updates to national and local guidance and procedures.

Key Contacts

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This policy will be reviewed **at least** annually. It will also be revised following any concerns and/or updates to national and local guidance or procedures.

This document follows statutory guidance from the Department for Education.

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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination.
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives.

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

3. Roles and responsibilities

The governing board will:

- Ensure that the equality and objectives information as set out in this statement is published and communicated throughout the school, including to staff, Students, and parents.
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

The chair of governor is Keith Rumblo. He will:

- Meet with the designated member of staff for equality every term and other relevant staff members, to discuss any issues and how these are being addressed.
- Ensure they are familiar with all relevant legislation and the contents of this document.
- Attending 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 among staff and Students.
- Monitor success in achieving the objectives and report back to governors.

The designated member of staff for equality is Sharon Mount. She will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and Students.

- Meet with the equality link governor every term to raise and discuss any issues.
- Support the headteacher in identifying any staff training needs and deliver training as necessary.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g., Students with disabilities, or gay Students who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g., enabling Muslim Students to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g., encouraging all Students to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how Students with different characteristics are performing.
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups (e.g., declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own Students.

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- 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, Students will be introduced to literature from a range of cultures.

- Holding assemblies dealing with relevant issues. Students will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute.
- 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 and implementing initiatives to deal with tensions between different groups of Students within the school. For example, our school council has representatives from different year groups and is formed of Students from a range of backgrounds. All Students are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

7. Equality considerations in decision-making

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

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to Students with disabilities.
- Has equivalent facilities for boys and girls.

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

1. To promote cultural understanding and awareness, valuing and celebrating various cultures and religious beliefs amongst different ethnic groups within our school community
2. To monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities
3. To actively close gaps in attainment and achievement between students and all groups of students; especially boys, students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from minority ethnic groups
4. To ensure accessibility across the school for students, staff, and visitors with disabilities, including access to specialist teaching
5. To provide role models for all students, ensuring diversity in the staff body, visiting speakers and in staff roles
6. To diversify the curriculum in all areas to ensure the positive representation of all protected characteristics across so that our students see and can be seen
7. To reduce the incidence of the use of discriminatory language and prejudice-based bullying by students in the school.

8. To ensure the consistent recording, reporting and action by staff following incidents of discriminatory language and behaviour, including bullying

Equality Action Plan

| Objectives | Target group | Action | Who is responsible | Progress/Outcome |
|---|--------------|--|----------------------------------|------------------|
| 1. To promote cultural understanding and awareness, valuing and celebrating various cultures and religious beliefs amongst different ethnic groups within our school community | | Equality act to be taught during PSHE (rights and responsibilities of a child unit.) Assemblies to make explicit the equalities act when discussing diversity. Staff inset on diversity to discuss the legal framework | All staff | |
| 2. To monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities | | | All staff | |
| 3. To actively close gaps in attainment and achievement between students and all groups of students; especially boys, students eligible for free-school meals, looked after children and students from minority ethnic groups | | Staff to be aware of children vulnerable to under achievement and to reflect this in their planning of TA support, adapting this to the needs of their class through reflective planning. | Teachers and Teaching Assistants | |
| 4. To ensure accessibility across the school for students, staff, and visitors with disabilities, including access to specialist teaching. | | Use accessibility audits and develop a robust action plan | Inclusion Manager | |

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| 5. To provide role-models for all students, ensuring diversity in the staff body, visiting speakers and in staff roles | | Rooster speakers ensuring they represent diversity and disabilities | Equality Leader Teachers | |
| 6. To diversify the curriculum in all areas to ensure the positive representation of all protected characteristics across the school so that our students see and can be seen | | SOW, MTP and LTP includes diversity in terms of materials, resources, examples that are representative of protected characteristics across the school so that our students see and can be seen | Teachers Middle Leaders | |
| 7. To reduce the incidents of the use of discriminatory language and prejudice-based bullying by students in the school | | Policies and procedures and monitoring, recording, and addressing discriminatory language and prejudice-based bullying behaviors | SLT Middle Leaders | |
| 8. To ensure the consistent recording, reporting and action by staff following incidents of discriminatory language and behaviour, including bullying | | Recording and reporting documents that are carried out each term and are on Year Planner | SLT Middle Leaders | |

9. Monitoring arrangements

The governing board and headteacher will update the equality information at least every year and publish the document on the school's website.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment

