



Equalities and Cohesion Policy

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Equalities Statement

At Little Kingshill Combined School we work hard to eliminate direct and indirect discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between all those within our school community. We do this with regard to the nine protected characteristics listed in the Equality Act 2010. These characteristics are:

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

A glossary which defines these terms and additional terms related to equality, diversity and inclusion can be found in Appendix 1

Our duties under the Equality Act also reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

The Education and Inspections Act 2006 requires us to promote community cohesion and at Little Kingshill Combined School we work towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist.

Our commitment to equality, diversity and inclusion is reflected in our school policies and procedures, especially those related to (but not limited to):

- accessibility
- behaviour
- anti-bullying
- uniform
- recruitment
- Relationships and Sex Education
- Special Educational Needs
- home-school agreements

Our school ethos and values

'To provide a stimulating and supportive environment, laying the foundations that enable everyone to flourish and achieve'

In order to educate pupils to the best of their abilities, to create a happy and safe environment and to lay the foundations for our students to flourish in the future, the whole community at Little Kingshill School strives to instil and develop the following core values, which inform everything that we do.

Creativity: All pupils will be given the opportunity through the curriculum and extra-curricular activities to explore and develop their creative skills.

Achievement: Every child and adult will be encouraged to achieve and the school will actively celebrate achievement at all levels.

Respect: Every member of the school community will respect and show tolerance towards all individuals that make up the community no matter their gender, race, religious beliefs, sexual orientation, disability, social context and vulnerability. This reinforces the rich diversity of our community and that everyone is treated equally.

Challenge: Everyone will be encouraged to challenge themselves to do their best in all they do, even when it requires digging deep and not giving up. Pupils will be set the correct level of challenge during lessons through excellent teaching.

Well-being: A nurturing environment is fostered at all times, pupils and adults develop their mental and physical well-being through opportunities both inside and outside the classroom. They will also be taught where to go to get support if they are in need.

Responsibility: We will all take responsibility for our actions and the school environment. Helping to nurture/develop responsible members of the community, pupils will be taught how to be responsible and have opportunities to take on responsibilities through the democratic processes available within the school.

Caring: Each member of the school community will demonstrate a caring, supportive manner at all times. Pupils will develop their caring skills through the curriculum and extra-curricular activities.

Resilience: It is vital that pupils develop the resilience they require in order to move on into the world knowing that if they face negativity or tough times they will be able to cope, adapt and succeed.

Co-operation: Through developing co-operation skills in all we do the school will continue to be a positive environment for all.

Good Manners: We will always treat each other the way we would like to be treated. Good manners will be instilled from an early age and upheld by all members of the school community.

‘A school for all, with community at its heart.’

Community Cohesion

Community cohesion is to have common vision and civic pride, valued and celebrated diversity, clear rights and responsibilities, equal life chances for all and strong relations between different communities. We uphold fundamental British values and will endeavour to ensure that all children learn these as part of a broad and diverse curriculum. Through our work on preventing radicalisation and extremism (both violent and non-violent) we will engage with our school community to enhance community cohesion. Our Safeguarding Policy reflects our commitment to ensuring our school is a safe place for all.

At Little Kingshill Combined School we value the individuality of all our pupils, staff, governors, parents/carers and visitors.

We are committed to giving all our pupils the same opportunity to achieve the highest standards they can achieve.

Within this ethos of personal achievement, we **do not** tolerate

- bullying and harassment of any kind.
- discrimination against those with a disability or learning difficulty
- racial discrimination including discrimination based on religion or belief/non belief,
- sexual (orientation) harassment and discrimination, gender re-assignment, pregnancy or maternity, breastfeeding discrimination and promote equal opportunities and good relations between and amongst all within our school's community.

The school promotes the individuality of all our pupils, irrespective of ethnicity, sexual orientation, disability, gender, gender re-assignment, religion, belief / non-belief or background.

We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist. Based on this, our school's admissions policy is equally open to pupils of all groups.

Within the context of the school we aim to positively transform individual and shared circumstances, perceptions, attitudes and relations.

We aim to reflect the diversity of our community and society and ensure that the education we offer reduces the chances of social divisions and parallel lives by recognising, celebrating and valuing different backgrounds, lifestyles and identities.

We believe that these commitments are as important in the context of a school with limited ethnic diversity as well as in a school with a diverse population whatever that diversity may be.

Our school profile (November 2022)

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| <ul style="list-style-type: none"> • students on roll: 235 • student gender split 48.5% boys 51.5% girls • SEND - 11.1% • ethnic groups (65% White British, 35% other ethnicity, largest Pakistani group 7%) | <ul style="list-style-type: none"> • percentage of students on free school meals 2.3% (national average 23.5%) • percentage of students with EHCPs 2.1% (national average, 2.3%) |
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Fulfilling our public sector equality duty with regard to the objectives set out in s149 of the Equality Act 2010:

How we eliminate discrimination, harassment and victimisation:

Little Kingshill Combined School does not tolerate direct or indirect discrimination, harassment or victimisation of anyone within our school community, and we are opposed to all forms of prejudice.

- The school has robust procedures for dealing with prejudice-related incidents and all staff receive training on these. All incidents are recorded on specific incident forms, and this data is shared with the governing body and analysed so that any trends can be identified, and action plans put in place. Further information on these procedures can be found on the school's anti-bullying policy and/or behaviour policy.
- The anti-harassment and anti-bullying at work Policy outlines the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by staff
- The Complaints Policy outlines the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by parents and carers and the wider school community.
- The lead teacher for Equalities attends training or organises training for the whole staff on a regular basis. 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.

How we advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it:

Treating people equally does not mean treating them all the same. We recognise that people have different needs, different experiences, different outlooks and face different barriers to achieving positive outcomes.

- We collect and monitor data broken down by different protected characteristics in order to identify inequalities and disparities within our student population in terms of:
 - Progress and attainment
 - Admissions
 - Attendance
 - Rewards, sanctions and exclusions

and within our staff population in terms of:

- Recruitment, retention, training and promotion
- Capability, disciplinary and complaints

We employ appropriate interventions where necessary in order to address disparities. Please see our Equalities Objectives and Action Plan for further details.

- We consult widely with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted in the design of new policies, and in the review of existing ones.
- We assess all of our policies and procedures to ensure that no individuals or groups are disadvantaged and to identify opportunities for positive action.
- We make reasonable adjustments to ensure that the school environment and its activities are as accessible and as welcoming as possible to all, in some cases treating disabled people more favourably than non-disabled people where necessary. Please see our Accessibility Plan for further information.
- We ensure that students' work is differentiated appropriately, and that the curriculum is accessible to all students.
- We respect the religious beliefs and practice of staff and students and comply with reasonable requests relating to religious observance and practice.
- We take all reasonable steps to ensure the wellbeing and inclusion of transgender staff and students, including those who transition during their time at the school.

How we foster good relations between persons who share a relevant protected characteristic and persons who do not share it:

- We ensure that our curriculum offers opportunities to learn about people with a diverse range of identities.
- We teach our students to recognise and challenge stereotypes and prejudice and to value difference.
- We ensure that our resources challenge stereotypes and reflect the diversity of society.
- We take positive action to ensure that people with a range of different identities engage with our school community for example guest speakers, arts groups, school governors, parent/carers helpers etc.
- Our behaviour policy includes a requirement to respect other people and their different identities.
- We take steps to ensure diversity in our student council, governing body and staff team.
- We celebrate diversity at every opportunity and hold regular assemblies and events celebrating diversity throughout the year.

Responsibilities

The governing body is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community, and that this policy and its related procedures and action plans are implemented
- A member of the governing body has a watching brief regarding the implementation of this policy
- The school and governors carry out equalities impact assessments on all other policies
- All available data is used to consider equalities issues and to ensure adjustments to school policies and practices are made, including positive action where necessary.
- 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 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 regular basis to the headteacher

The named **equality link governor** will:

- Meet with the designated member of staff for equality every year, and other relevant staff members, to discuss any issues and how these are being addressed
- 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 and updates

The head teacher and senior management are responsible for:

- Overseeing the implementation of the this policy
- Ensuring that all who enter the school are aware of, and comply with, this policy
- Ensuring that staff are aware of their responsibilities and are given relevant training and support
- Taking appropriate action in any cases of discrimination, harassment, victimisation and bullying
- Regularly reviewing data related to prejudice-related incidents and taking necessary steps to reduce occurrences of incidents within the school
- Promote knowledge and understanding of the equality objectives among staff and pupils
- Demonstrate through personal leadership the importance of this policy ensuring that all staff are aware of this policy and understand their roles and responsibilities in relation to it.
- Monitor success in achieving the objectives and report back to governors

The **designated member of staff for equality** will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every year to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All staff are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- Understanding and complying with this policy
- Contributing to the action plan that has been developed along with the policy
- Making reasonable adjustments to ensure disabled students do not experience discrimination or exclusion
- Dealing with prejudice-related incidents, following the specific procedure
- Attending training sessions as necessary to carry out this policy and keep up to date with equalities legislation

- Challenging bias and stereotyping
- Promoting an inclusive and collaborative ethos

All parents/carers are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- Understanding the ethos of the school and complying with statements made in this policy
- Ensuring that they and the young people that they are responsible for meet the expectations set out in the home-school agreement

All visitors are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying in their engagement with the school
- Complying with this policy

All students are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- Understanding the ethos of the school and complying with this policy
- Reporting prejudice-related incidents
- Understanding, valuing and celebrating diversity
- Challenging stereotypes and prejudices

Equality Objectives

In order to fulfil its Public Sector Equality Duty the school collects equality information on pupils and staff. Using this information, the school analyses the following in terms of protected characteristics:

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| • Student admissions | • Staff disciplinary and capability proceedings |
| • Student attendance | • Introduction of records of prejudice-related incidents |
| • Student performance/achievement | • Complaints by parents and carers |
| • Student sanctions | |
| • Student rewards | |
| • Staff recruitment, retention and promotion | |

The school also conducts surveys with staff, pupils and parents and carers to identify areas that they feel the school is doing well and areas for improvement.

The school identifies any equality training needs within our staff by identifying trends in the school demographics and social structure through our data collection and analysis of pupil demographics. These needs will be addressed, and this may also inform our Equality Objectives.

Our equality objectives may also take into account national and local priorities and issues as appropriate. They are devised in consultation with school governors and are integrated into the school improvement plan. We keep the objectives under review and report annually on our progress towards achieving them. We will publish and review specific and measurable equality objectives in line with the Public Sector Equality Duty. These will be updated at least every four years and will be reviewed and monitored by governors.

Our current Equality Objectives at LKCS are:

Objective 1

Ensure “People who help us in the community” events have a diverse range of speakers which challenges “traditional” stereotyped roles

Why we have chosen this objective: To make sure pupils are not limited by gender or other stereotypes when it comes to career selection and to promote STEM careers to under-represented groups.

To achieve this objective we plan to: Ensure gender and ethnicity diversity in these events

Progress we are making towards this objective: 2019: working towards good representation, 2020-2022: covid impacted, 22-23: Plans to reinstate. Started creating networks.

Objective 2

To continue and actively encourage representation of staff from all minority communities, and removing barriers of our recruitment process to those with disabilities.

Why we have chosen this objective: To promote equal opportunities at every stage of the recruitment process.

To achieve this objective, we plan to: Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information by January of 2023, to help address the under-representation of people with disabilities in the school workforce. Ensure that we advertise locally considering awareness across various ethnicity groups and adapt our approach to support this

Progress we are making towards this objective: Currently at LKCS we employ staff from a range of backgrounds including: faith, race, belief, gender orientation and SEN.

Objective 3

Actively close gaps in attainment and achievement between students and all groups of students; especially students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from minority ethnic groups

Why we have chosen this objective: To ensure that our curriculum and teaching supports attainment across students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from minority ethnic groups.

To achieve this objective we plan to: Monitor the attainment and progress of all groups of students through termly Pupil Progress Meetings and Provision Monitoring of classes. Track data at end of KS1 and KS2 for groups of students with protected characteristics.

Progress we are making towards this objective: New Objective – to be monitored through equalities working party and Quality of Education Committee.

Equality Impact Assessments

All school policies will be regularly assessed for their impact on different groups of people with shared protected characteristics. This ensures that our policies, practices and decision-making processes are fair and do not discriminate against any particular groups. It also enables us to consider ways to proactively advance equality.

An example template for conducting equality impact assessments is attached as Appendix 2

Breaches of this policy

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

Appendix 1: Glossary

Antisemitism	A certain perception of Jews, which may be expressed as hatred toward Jews.
Biphobia	Prejudice or negative attitudes, beliefs or views about bisexual people.
Cisgender	Someone whose gender identity is the same as the sex they were assigned at birth.
Disability	A physical or mental impairment, which has a substantial and long-term adverse effect on someone's ability to carry out typical day-to-day activities.
Discrimination	This can be direct: When someone is treated less favourably than another person or other people because: • they have a particular protected characteristic • someone thinks they have that protected characteristic (discrimination by perception) • they are connected to someone with that protected characteristic (discrimination by association) Or indirect: There is a policy that applies in the same way for everybody but disadvantages a group of people who share a protected characteristic.
Gender identity	Someone's internal sense of their own gender, whether man, woman or some other gender. This may or may not align with their assigned sex.
Gender reassignment	If someone is proposing to undergo, is undergoing or has undergone a process (or part of a process) to change sex and/or gender. This might involve medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender.
Harassment	Unwanted conduct, related to a relevant protected characteristic, which violates a person's dignity and/or which creates an intimidating, hostile, degrading, humiliating or offensive environment for that person.
Homophobia	Prejudice or negative attitudes, beliefs or views about lesbian, or gay people.
Islamophobia	A type of racism that targets expressions of Muslimness or perceived Muslimness. Further information here .
Prejudice-related incident	Any incident which is perceived to be prejudice-related by the victim or any other person.
Race and ethnicity	Includes skin colour, nationality and ethnic or national origins.
Racism	Prejudice or negative attitudes, beliefs or views about someone based on their skin colour, nationality, ethnic or national origin.
Reasonable adjustments	Taking reasonable steps to remove disadvantages faced by disabled people by: • changing provisions, criteria or practices • changing or removing a physical feature or providing a reasonable alternative way to avoid that feature • providing auxiliary aids
Religion or belief	Religion is a formalised system of belief that aims to relate humanity to spirituality. Beliefs included are philosophical beliefs, which are considered to be similar to a religion. We include people who have no religion or a lack of belief.
Sex	Whether someone is male, female or intersex.

Sexism	Prejudice or negative attitudes, beliefs or views about someone based on their sex.
Sexual orientation	Who someone is emotionally, mentally, and physically attracted to in relation to their sex/gender, this includes heterosexual, lesbian, gay, bisexual, pansexual and asexual.
Transgender	An umbrella term to describe people whose gender identity differs from what is typically associated with the sex they were assigned at birth.
Transphobia	Prejudice or negative attitudes, beliefs or views about transgender people including refusal to accept their gender identity
Victimisation	Treating someone badly because they are: • making a claim or complaint of discrimination • helping someone else to make a claim by giving evidence or information Or because they intend to do so.

Appendix 2: Equality Impact Assessment

Name and/or brief description of policy/practice
What evidence/information has been used to help identify the likely impact on different groups of people?
Which relevant groups have we engaged/consulted with as part of our assessment?

Protected characteristic	Impact on this group			Explain and give examples of evidence
	Positive	Negative	Neither	
age				
disability				
gender reassignment				
marriage and civil partnership				
pregnancy and maternity				
race				
religion or belief				
sex				
sexual orientation				

Barriers/disadvantages/discrimination identified?	Yes (tick)	No (tick)
If "yes" how will the policy/practice be adapted/changed to eliminate this?		
Date completed	Review date	