



LITTLE KINGSHILL COMBINED SCHOOL

Equality Objectives and Statement including Public Sector Equality Duty

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



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/carer 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.

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: children in Reception were visited by various professionals that help in the community from a range of minority groups including gender.



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: 22-23 Summer term data shows all groups mentioned above made expected progress in KS1 with only some children in the same groups not at expected age-related expectations. In KS2 end of term data in 22-23 showed that all groups were at age-related in Reading and again some minority groups remained below attainment in Writing and Math. However, all minority groups made expected progress across reading, writing and Math. and some made more than expected progress.

N.B. Equality Act 2010

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation.