

EQUALITY, EQUITY, DIVERSITY AND INCLUSION POLICY STATEMENT

STATEMENT OF INTENT

Cirencester Kingshill School recognises that certain groups in society can be disadvantaged because of unlawful discrimination they may face due to their race, sex, disability, gender reassignment, marriage or civil partnership, religion or belief, sexual orientation, age, or pregnancy and maternity.

The school has a statutory duty to publish an Equality Information and Objectives Statement. This policy sets out how the school determines its equality objectives

OUR VISION STATEMENT ABOUT EQUALITY

Cirencester Kingshill School seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups. We will strive to ensure that our differences do not become barriers to participation, access or learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

Our Equality Policy is inclusive of our whole school community – students, staff, parents/carers, visitors, partner agencies and in particular, people with protective characteristics (Appendix A). This policy necessarily reflects the school ethos and values:

School Ethos: As a school community we are all ‘shaping greater futures’. This means we are constantly improving ourselves to be the best we can, to be supportive of others in doing so and by being tolerant of everything that makes us unique.

School Values (as exemplified in our ‘STEPS’):

- **RESPECT:** I am open-minded and accepting of differences. I show respect for myself, others and my environment
- **KINDNESS:** I am compassionate and supportive towards others. I choose to be kind
- **RESPONSIBILITY:** I take ownership of my choices. I am trustworthy and dependable
- **AMBITION:** I stretch and challenge myself. I aspire to achieve my goals and my dreams
- **RESILIENCE:** I adapt to change and embrace new challenges. I am determined
- **PRIDE:** I am proud of myself and our school. I take pride in learning and I celebrate success

The School stands against all forms of discrimination on the grounds of age, disability, ethnic origin, religion, sexual orientation, gender, disability or ability.

In the context of the school we feel the most appropriate definition of Equal Opportunity is:

Equal opportunity is the right of everyone to equal chances, and of each individual to be respected for who they are.

We will seek to achieve this through an equitable approach striving to ensure that each individual receives what they need to be on an equal footing with others in terms of their access to education.

OVERALL AIMS OF OUR EQUALITY POLICY:

- To support the improvement of educational access and outcomes for all students, particularly those with protected characteristics, as well as those who may face particular barriers to learning.
- To eliminate, through education and action, discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To support the whole school in promoting positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.
- To promote partnership with parents/carers and the wider community and diverse groups, such that students are supported to benefit from their experience at Kingshill.

We will promote our vision, the key concepts and our duties on equality legislation across all aspects of school life, including working with partner organisations.

WE WILL PROMOTE EQUALITY AND EQUITY THROUGH:

LEADERSHIP

Leaders at all levels (staff, governors and students) are instrumental in demonstrating mutual respect with all members of the school community through

- An 'openness' of atmosphere which welcomes everyone to the school.
- Ensuring students and staff are friendly and respectful.
- Ensuring language and the use of terminology does not offend, or transmit/confirm stereotypes
- Equality and equity of opportunity are built into all aspects of the curriculum and extra-curricular provision
- Ensuring adults in the school provide good, positive role models in their approach to all issues relating to equality of opportunity
- Promoting the values and importance of equality, equity and tolerance through the curriculum and day-to-day interactions
- Senior leaders will also have responsibility for supporting other staff in implementing this policy; providing a lead in the dissemination of information relating to the policy; providing advice/support in dealing with any incidents/issues; and assisting in implementing reviews of this policy as detailed in the School Development Plan

THE LEARNING ENVIRONMENT

- The school is opposed to all forms of prejudice. The school will ensure that students and staff are aware of the impact of prejudice. The school will address any incidents immediately and, where appropriate, report them to the LA.
- Any reports of bullying and prejudice will be carefully monitored and dealt with accordingly. Annual training will be given to all staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.
- There is a consistently high expectation of all students. All students are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.
- The school provides an environment in which all students have equity of access to appropriate facilities and resources.
- All students are actively involved in their own learning. In all learning environments teaching is 'adaptive' to ensure that effective learning takes place at all stages for all students.

THE CURRICULUM (TAUGHT AND UN-TAUGHT)

- Planning reflects our specific commitment to an equitable approach to equality of opportunity in all subject areas and extra-curricular activities. For example, planning reflects the need to educate our students with regards to under-represented communities within the local area and school.
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of students in the various dimensions of equality of opportunity.
- The taught curriculum is planned and delivered to promote understanding of equality and equity.
- The school recognises that students have different needs and is sensitive to the need to provide appropriate extra-curricular activities and experiences.
- The school provides a 'shadow curriculum' online and resources that support students who are unavoidably absent.
- The school ensures that all students/student groups are able to access the curriculum and extra-curricular provision. Where barriers exist, the school seeks to minimise their impact.

OUR EQUALITY OBJECTIVES

The school is committed to promoting the welfare and equality of all its staff, students and other members of the school community.

The school sees all members of the school community as of equal value, regardless of any protected characteristic. The school's policies, procedures and activities will not discriminate but must nevertheless take account of differences in life experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic.

The school's equality information and objectives statement sets out how the school is meeting the PSED (Public Sector Equality Duty) (see Appendix A for definition) and outlines how, through an equitable approach, equality of opportunity is ensured for all members of the school community.

Equality of opportunity is monitored specifically through the Equality Objectives. The school has a statutory duty to publish these objectives every 4 years and they are published on the school's website

and reviewed annually. When formulating the equality objectives the school will review the following indicators and trends across different groups/cohorts in order to prioritise:

- Attendance
- Students' progress
- Behaviour indicators
- Students leaving the school

The school will consider stakeholder voice

To achieve this, the school has established the following objectives for 2023-2027:

1. Achievement: Increase the rates of progress of both PP and of SEND students so that align with national guides
2. Attendance: Increase the rates of attendance of both PP and of SEND students so that they align with national guides
3. Curriculum Access: Actively encourage PP students to choose subjects that require parental financial input (ie Photography and Food & Nutrition) and ensure there are viable options for all students
4. Parental Engagement: Increase the percentage of parents/carers of students with each of PP, SEND and Persistent Absence at parent consultation evenings.

ROLES AND RESPONSIBILITIES

The governing board will:

- Ensure that the school complies with the appropriate equality legislation and regulations.
- Meet its obligations under the PSED to:
 - Publish equality objectives at least every four years commencing on the date of the last publication.
 - Update and publish information every year to demonstrate school compliance with the PSED.
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the school's Admissions Policy does not discriminate in any way.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

The headteacher will:

- Implement and champion this policy and its procedures.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD.
- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.
- Produce an annual report on the progress of implementing the provisions of this policy and report it to the governing board.

Employees will:

- Be mindful of any incidents of harassment or bullying in the school.

- Track and monitor any instances of discrimination and deal with these in a consistent manner, making a report to the headteacher as necessary and following up with students as required.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor students' progress and needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.
- Champion diversity and inclusion.

Students will:

- Not discriminate or harass any other student or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to the head of year or to another member of staff.
- Abide by all the school's equality and diversity policies, procedures and codes.

The school will have an equality page on its website, in order to demonstrate how it is complying with the PSED in the Equality Act 2010, and advancing equality of opportunity.

MONITORING AND REVIEW

The Headteacher and governing body are responsible for drawing up, publishing and implementing the school's equality objectives. The governing body monitors progress towards the equality objectives and reports on this annually. The governing body will delegate responsibility for monitoring achievement of the objectives on a daily basis with the Headteacher.

The headteacher will review this policy annually, to ensure that all procedures are up-to-date. The policy will be monitored and evaluated by the headteacher and governing board in the following ways:

- Individual attainment data
- Equality impact assessments
- Ofsted inspection judgements on equality and diversity
- Incident records related to harassment and bullying

Any changes made to this policy will be communicated to all relevant stakeholders

COMPLAINTS

The school aims to resolve all complaints at the earliest possible stage and is dedicated to continuing to provide the highest quality of education possible throughout the procedure. Any person, including a member of the public, is able to make a complaint about the provision of facilities or services that the school provides.

The school will adhere to the Complaints Procedures Policy to ensure a straightforward, impartial, non-adversarial process, that allows a full and fair investigation, respects confidentiality, and delivers an effective response and appropriate redress. If a complaint has completed the school's process and the complainant remains dissatisfied, they have the right to appeal, as outlined in the Complaints Procedures Policy.

The school will work to develop good professional relationships between colleagues; however, the school understands that sometimes conflicts may arise. Through maintaining open communication, the school wants its employees to feel able to raise any grievances so that appropriate and effective solutions can be put in place. Grievances raised by staff members will be processed in accordance with the school's Grievance Policy.

APENDICES

Appendix A: Legislation, relationship to School Policies and definition of Protected Characteristics

Appendix B Collecting, Using and Publishing Information

Appendix C Our current Equality Objectives for 2023-2027

CIRENCESTER KINGSHLIL SCHOOL

EQUALITY, EQUITY, DIVERSITY AND INCLUSION POLICY

Reviewed by S Pritchard: S Pritchard (Deputy Headteacher)

Date: January 2024

Adopted by Governors: A Thomas (Trustee Chair)

Signed: 

Date: January 2024

Next Review Date: January 2026

APPENDIX A

Legal framework and relationship to School Policies

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- Education and Inspections Act 2006
- Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Public Sector Equality Duty (PSED)
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018

This policy also has due regard for non-statutory guidance, including the following:

- DfE (2014) 'The Equality Act 2010 and schools'

School Policies

This policy operates in conjunction with the following school policies:

- Equality Information and Objectives Statement
- Admissions Policy
- Complaints Procedures Policy
- Grievance Policy
- Data Protection Policy
- Accessibility Plan
- Anti-Bullying Policy
- School Discipline and Behaviour Policy
- Child Protection Policy
- Looked After Children Policy
- E-Safety Policy
- Exclusion Policy
- Offensive Weapons Policy
- Pupil premium Policy
- Substance Misuse Policy
- SMSC Policy and the Statement on the Promotion of British Values

Protected Characteristics:

The Equality Act 2010 provides a modern, single legal framework with three broad duties:

- Eliminate discrimination harassment and victimisation
- Advance equality of opportunity
- Foster good relations

For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'. The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities.

Protected characteristics, under the Act, are as follows:

- **Age:** The Act protects people of all ages; however, differential treatment because of age is not unlawful direct or indirect discrimination if it can be justified, i.e. if you can demonstrate that it is a proportionate means of achieving a legitimate aim
- **Disability:** The Act protects people who are disabled; the Act defines this as someone who has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.
- **Race including colour, nationality, and ethnic or national origin:** The Act protects people of all races; the Act's definition of race includes colour, nationality, and ethnic or national origins
- **Sex:** The Act protects men and women.
- **Gender identity and/or reassignment:** The Act protects transgender people. The Act no longer requires a person to be under medical supervision to be protected, so a person who does not undergo any medical procedures would be covered by these protections
- **Maternity and pregnancy:** The Act protects people against discrimination on the grounds of pregnancy and maternity during the period of their pregnancy and any statutory maternity leave to which they are entitled.
- **Religion and belief:** The Act protects people of any religion, including specific denominations or sects, as well as a lack of religion, i.e. employees or jobseekers who do not follow a certain religion or do not follow any religion are protected. The Act protects people of any belief; this is defined as any religious or philosophical belief, or a lack of such belief, that is a weighty and substantial aspect of human life and behaviour.
- **Sexual orientation:** The Act protects lesbian, gay, bisexual and heterosexual people
- **Marriage and civil partnership:** The Act protects people who are married or in a civil partnership against discrimination. Single people are not protected

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a student or potential student:

- In relation to admissions.
- In the way it provides education for students.
- In the way it provides students access to any benefit, facility or service.
- By excluding a student or subjecting them to any other detriment.

The responsible body for the school is the proprietor.

The school's liability not to discriminate, harass or victimise does not end when a student has left the school, but will apply to subsequent actions connected to the previous relationship between school and student, such as the provision of references on former students or access to former students' communications and activities.

The school will promote equality of opportunity for all staff and job applicants and will work in line with the Staff Equality, Equity, Diversity and Inclusion Policy.

APPENDIX B INFORMATION

Collecting and Using information

In accordance with the requirements outlined in the UK GDPR and Data Protection Act 2018, personal data will be lawfully collected and processed in line with the principles and practices outlined in the Data Protection Policy and only for specified, explicit and legitimate purposes, e.g. to comply with the school's legal obligations.

The school will collect equality information for the purpose of:

- Identifying key issues, e.g. unlawful discrimination in teaching methods.
- Assessing performance, e.g. benchmarking against similar organisations locally or nationally.

APPENDIX C

OUR EQUALITIES OBJECTIVES 2023 to 2027

At Cirencester Kingshill School this policy focuses on outcomes for PP and SEND students. This is because they are the groups most likely to underperform:

Student Group	2022 Results Progress 8 (Numbers in brackets)	2023 Results Progress 8 (Numbers in brackets)
All Students	+0.15 (186)	-0.31 (165)
Pupil premium (FSM)	-0.26 (28)	-0.66 (21)
Not Pupil premium (FSM)	+0.23 (158)	-0.24 (144)
SEN (EHC Plan)	+0.15 (5)	-0.78 (7)
Not SEN (EHC Plan)	+0.26 (160)	-0.12 (158)
English as Additional Language	+1.46 (3)	-0.49 (5)
Black African	-	+0.41 (4)
Indian	-	+0.73 (1)
Other Asian	+0.63 (5)	+0.51 (3)
Black Caribbean	-0.02 (2)	-
Chinese	+2.15 (1)	-
Any Other ethnicity	+0.63 (5)	-0.32 (3)
White	+0.11 (168)	-0.32 (152)

1. **Achievement:** Increase the rates of progress of both PP and of SEND students so that align with national guides
2. **Attendance:** Increase the rates of attendance of both PP and of SEND students so that they align with national guides
3. **Curriculum Access:** Actively encourage PP students to choose subjects that require parental financial input (ie Photography and Food & Nutrition) and ensure there are viable options for all students
4. **Parental Engagement:** Increase the percentage of parents/carers of students with each of PP, SEND and Persistent Absence at parent consultation evenings.

CIRENCESTER KINGSHILL SCHOOL

EQUALITY OBJECTIVES (January 2022)

Objective	Action	Success criteria	Evaluation Review (End of Term 1)																													
<p>To narrow the Progress 8 gap between Pupil premium and SEND students and non-Pupil premium and non-SEND students respectively.</p>	<ul style="list-style-type: none"> • All HOF/SLT lesson monitoring observations to focus specifically on (i) that the teacher can identify their PP/SEND students and (ii) that the teacher can explain the actions in place to support PP/SEND students to make progress in their learning. • Feedback to staff after each round of observations to highlight good practice. • Data analysis after each set of reports to highlight gaps and for this to be followed up through discussion with Line Managers. • Such discussions to form the basis of a section of feedback to SLT by Line Managers twice each academic year. 	<p>Evidence from pathways analysis (KS3) and GCSE (9-1) performance and final grades (KS4) that the gaps have narrowed.</p>	<p>Whole School Gap P8 (GCSE) for designated students:</p> <table border="1" style="margin-left: 20px; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2019</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>SEND</td> <td>0.12</td> <td>Awaiting data</td> </tr> <tr> <td>PP</td> <td>0.08</td> <td>0.39</td> </tr> </tbody> </table> <p><i>NB. There were no official P8 calculations for 2019/20 or 2020/21 due to the way examination grades were awarded. Our gap to national PP figures improved 2019 – 2022 as our figure for P8 went from -0.22 to -0.24 and national for PP went from -0.45 to -0.55.</i></p> <p>Internal data Value Added performance Nov 2022; Nov 2021; Nov 2020</p> <table border="1" style="margin-left: 20px; border-collapse: collapse;"> <thead> <tr> <th></th> <th>9A</th> <th>*10A</th> <th>11A</th> </tr> </thead> <tbody> <tr> <td>PP to non PP Gap P8</td> <td>-0.15; -0.08; -0.18</td> <td>-0.11; -0.09;</td> <td>-0.17; -0.23; -0.21</td> </tr> <tr> <td>PP Gap to whole cohort FFT</td> <td>-0.01; 0.00; 0.05</td> <td>-0.5; -0.05;</td> <td>-0.14; -0.6; -0.25</td> </tr> <tr> <td>SEND Gap to non SEND P8</td> <td>-0.44; -0.30; -0.47</td> <td>-0.27; -0.13;</td> <td>-0.36; -0.41; -0.42</td> </tr> <tr> <td>SEND Gap to whole cohort FFT</td> <td>-0.02; -0.21; -0.01</td> <td>-0.13; 0.07;</td> <td>-0.2; -0.38; -0.17;</td> </tr> </tbody> </table> <p><i>Awaiting 10A reporting data</i></p>		2019	2022	SEND	0.12	Awaiting data	PP	0.08	0.39		9A	*10A	11A	PP to non PP Gap P8	-0.15; -0.08; -0.18	-0.11; -0.09;	-0.17; -0.23; -0.21	PP Gap to whole cohort FFT	-0.01; 0.00; 0.05	-0.5; -0.05;	-0.14; -0.6; -0.25	SEND Gap to non SEND P8	-0.44; -0.30; -0.47	-0.27; -0.13;	-0.36; -0.41; -0.42	SEND Gap to whole cohort FFT	-0.02; -0.21; -0.01	-0.13; 0.07;	-0.2; -0.38; -0.17;
	2019	2022																														
SEND	0.12	Awaiting data																														
PP	0.08	0.39																														
	9A	*10A	11A																													
PP to non PP Gap P8	-0.15; -0.08; -0.18	-0.11; -0.09;	-0.17; -0.23; -0.21																													
PP Gap to whole cohort FFT	-0.01; 0.00; 0.05	-0.5; -0.05;	-0.14; -0.6; -0.25																													
SEND Gap to non SEND P8	-0.44; -0.30; -0.47	-0.27; -0.13;	-0.36; -0.41; -0.42																													
SEND Gap to whole cohort FFT	-0.02; -0.21; -0.01	-0.13; 0.07;	-0.2; -0.38; -0.17;																													
<p>To reduce the percentage of bookings in the Student Support Room for Pupil premium and SEND students.</p>	<ul style="list-style-type: none"> • Half termly reviews to scrutinise figures • Ongoing review of mentoring, ensuring appropriate match of staff to student • Ongoing review of interventions, ensuring programmes are established to 	<p>Reduce number of bookings for SEND/PP from previous year.</p>	<p>SSR bookings by student group (Term 1):</p> <table border="1" style="margin-left: 20px; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>SEND</td> <td>35%</td> <td>25%</td> </tr> <tr> <td>PP</td> <td>32%</td> <td>35%</td> </tr> </tbody> </table>		2021	2022	SEND	35%	25%	PP	32%	35%																				
	2021	2022																														
SEND	35%	25%																														
PP	32%	35%																														

	<p>support those most disaffected PP/SEND</p> <ul style="list-style-type: none"> Raise profile of SSR bookings for both SEND and PP at HOY and Year Team meetings 														
<p>To ensure involvement in the school's Extra-Curricular Programme is increasing for Pupil premium and SEND students in comparison with the rest of the school population.</p>	<ul style="list-style-type: none"> Establish a baseline of current participation rates. Ensure that a wider range of activities is offered which appeals to a range of interests. Where possible make financial assistance available if that is a barrier to participation. Establish efficient data collection systems to provide accurate future participation data. 	<p>Not only that involvement has increased in comparison with the rest of the school but also that involvement has increased in real terms too.</p>	<p>Percentage of types of student attending / registered for an Extend club (Term 1 2018 versus term1 2019):</p> <table border="1" data-bbox="1193 400 2107 528"> <thead> <tr> <th>STUDENTS</th> <th>2018%</th> <th>2019%</th> </tr> </thead> <tbody> <tr> <td>SEND</td> <td>48.6</td> <td>49.6</td> </tr> <tr> <td>PP</td> <td>52.7</td> <td>57.0</td> </tr> <tr> <td>All Students</td> <td>57.5</td> <td>56.7</td> </tr> </tbody> </table> <p>Most popular club for SEND is homework club (with TAs in support)</p> <p>Biggest barriers to participation are the fact that the clubs take place after school and so students cannot get transport home or are involved in some way as a carer etc. PP mentor promotes participation with individual students.</p> <p><i>NB There is no data for 2020 as extra-curricular clubs largely stopped due to COVID restrictions. Provision re-started part-way through term 1 in 2021. 2022 data is missing due to registers not being set up due to staff shortages in the admin team September-November 2022.</i></p>	STUDENTS	2018%	2019%	SEND	48.6	49.6	PP	52.7	57.0	All Students	57.5	56.7
STUDENTS	2018%	2019%													
SEND	48.6	49.6													
PP	52.7	57.0													
All Students	57.5	56.7													