



King Egbert School Equality Statement

October 2016

Review October 2020

Equality Statement

We have reviewed our performance with regard to the General Duty and the protected Characteristics.

In collating the equality information, we have:

- Identified evidence already in our policies and practices
- Explored how we engage with protected characteristics
- Analysed our effectiveness

Our equality evidence highlights:

Age

King Egbert School is committed to a policy of equal opportunities throughout its dealings with applicants and employees. Our aim is that potential and actual employees, along with the individuals that we represent, are treated fairly on the basis of merit and ability regardless of age, disability, family responsibilities, gender, HIV status, marital status, nationality, race, religious or political views or affiliations, sexual orientation or socio-economic background.

Our staff training programme ensures all staff have effective CPD opportunities

Disability

- King Egbert School considers all teachers to be teachers of SEND. Students in both mainstream and the Integrated Resources are supported by highly skilled and knowledgeable teachers and support staff who have high expectations of all students and ensure all students' learning needs are met.
- Our curriculum provides universal access regardless of additional need or disability. Every student

is entitled to access a broad and balanced curriculum and access to the same choices of subject at GCSE.

- Our L@kes curriculum and Health and Social Care curriculum includes activities designed to increase students' awareness of disability issues, and to promote disability issues positively.
- We ensure the needs of all staff and visitors with a disability are met and that all aspects of school life are accessible.

Gender reassignment

All of our policies are based on the model policies of Sheffield City Council.

Marriage and civil partnership

All of our policies are based on the model policies of Sheffield City Council.

Pregnancy and Maternity

All of our policies are based on the model policies of Sheffield City Council.

We assess risk to ensure the health and safety of all pregnant staff and visitors.

Race

- We have a diverse cohort of students from a variety of ethnic and cultural backgrounds.
- The diversity and uniqueness of our school is embraced and celebrated.
- We have a designated EAL teacher
- EAL attainment is a school priority with CPD and monitoring to accelerate the progress of EAL learners
- Senior and Middle leaders are delivering training and development across the school to increase expertise in meeting the needs of EAL learners

Religion or belief

Students learn about different faiths through the L@kes curriculum
We develop tolerance of different beliefs through assemblies and curriculum areas especially with regard to promoting British Values and specifically tolerance.

A prayer room facilitates the needs of students and staff with faith.

Gender

- We ensure that all students have access to the same opportunities regardless of gender.
- We have enabled flexible working for many members of staff of both genders.
- We monitor and analyse student achievement with regard to gender, and develop action points for the school.

Sexual orientation

Though we do not collect or retain information in this regard, as a school all of our policies and procedures are based on the model policies of Sheffield City Council.

The school records all incidents of homophobic bullying and has a robust and immediate response to bullying.

Cohesion

- King Egbert values the diversity of our school and the communities that we serve.
- Our governing body represents the community.
- We have introduced an enrichment programme to encourage fully engagement in a variety of activities and experiences
- We ensure that student voice, student leadership and the school council are fully representative of our school community.
- We use sixth form residential and the NCS to encourage full engagement and cohesion in the sixth form.
- We use the curriculum and assemblies to highlight anti-bullying, and to enable students to recognise and manage their own and other students' emotions and feelings.
- Regular progress and pastoral meetings ensure that the educational and engagement aspects of learners' needs is frequently monitored and acted upon.

Our Equality Objectives

1. To further accelerate the progress of EAL students through improved support for literacy.
2. To continue to provide high-quality personalised learning and support for students with complex needs
3. To ensure the introduction of new subject specifications at GCSE and A' level does not disadvantage vulnerable groups
4. To further use student voice to inform decision in school and increase engagement and attainment.
5. To review the anti-bullying policy to ensure that all types of bullying are accurately reported and appropriately dealt with.