



King  
Ecgbert  
School

King Ecgbert School

Equality Statement, Policy and  
Objectives

Review date: September 2023  
(Currently under review)

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## **Equality Impact Assessment**

Under the Equality Act (2010) we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

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

## **1. Vision and Values**

At King Ecgbert School, we believe in:

**Academic excellence for all**

**Showing respect at all times**

**Having high aspirations and personal goals that go beyond our time in school**

At King Ecgbert School, we are committed to providing outstanding education for all in a safe, happy and positive learning environment.

At King Ecgbert School, we are committed to ensuring equality of education and opportunity for all pupils, staff and parents/carers receiving services from the school, irrespective of race, gender, disability, religion and belief, or socio-economic background.

We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching.

We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all.

At King Ecgbert School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

A Dignity and Respect policy was put in place in September 2021 to clearly define our expectations of behaviour and how we will follow up any breaches of this policy. This applies to all students, staff, families of students and visitors to the school.

The school is on a journey to become an Anti-Racist School. In February 2023 we became the first school in the country to be awarded the Bronze Anti-Racist School Award by Leeds Beckett University (Carnegie School of Education). We continue to work with other schools to further this work, and are aiming for the Silver Award next.

## **2. Teaching and Learning**

As well as the specific objectives set out in this policy; the school operates equality of opportunity in its day-to-day practice in the following ways:

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;

- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Encourage parental involvement in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Use teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

### **3. Admissions and exclusions**

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. We adhere to the Local Authority rules and regulations regarding admissions.

Exclusions and suspensions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

We always act in the best interests of the pupils at King Ecgbert School.

### **4. Recruitment**

We recognise that by valuing and promoting equality and diversity for all employees and job applicants and avoiding unlawful discrimination in employment and delivery of services, we will be able to deliver a first class education. To do this we will:

- Appoint on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community;
- Review our recruitment procedures and documents regularly to ensure that individuals are treated on the basis of their relevant skills and abilities and documents avoid stereotyping or use of words that may discourage groups with protected characteristics from applying;
- Ensure shortlisting is completed by more than one person in the Senior Team and Middle Leadership Team at every round of recruitment;

- Take reasonable steps to ensure that our vacancies are advertised to a diverse labour market;
- Ensure that applicants are not asked about a health or disability before a job offer is made other than where necessary to establish if an applicant can perform an intrinsic part of the job (subject to reasonable adjustments), to establish reasonable adjustments for fair interview and/or to carry out equal opportunities monitoring (which will not form part of the decision-making process);
- Ensure applicants are not asked questions about protected characteristics;
- Not make assumptions about immigration status based on appearance or apparent nationality. All employees regardless of nationality will be required to produce specified documents before employment to satisfy current legislation;
- Monitor diversity data as part of recruitment to help us avoid discrimination and improve equality and diversity;
- Consider equality aspects such as 'equality cohorts' when appointing staff to ensure decisions are free of discrimination;

## **5. Employer Duties**

This section deals with aspects of equal opportunities relating to staff at King Ecgbert School, including: training and development; opportunity for promotion; conditions of service; pay and benefits; and termination of employment. The policy covers staff working at all levels and includes Governors, Consultants, Contractors, Trainees and Agency Workers. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. Actions to ensure this commitment is met include:

- All staff promotions are made on the basis of merit and ability and in compliance with the law;
- Monitoring of potential bullying and harassment of staff;
- Continued professional development opportunities for all staff identified through appraisal. All staff will be given appropriate access to training for their job and in order to enable them to progress;
- Monitoring of performance for pay and promotion decisions;
- Review of conditions of service, benefits and facilities to ensure they are available to all employees and there are no unlawful obstacles to accessing them;
- Monitoring of physical features of premises to consider whether they place disabled employees or applicants at a disadvantage;
- Redundancy criteria and procedures are fair and objective and are not discriminatory;

- Disciplinary procedures and penalties are applied without discrimination whether they result in warning, dismissal or other action;
- Senior Team support to ensure equality of opportunity for all.

## 6. Equality and the Law

There are a number of statutory duties that must be met by every school in line with legislation from the Equality Act (2010).

- Public Sector Equality Duty Under the Equality Act (2010) - it is unlawful to discriminate against a pupil or prospective pupil by treating them less favourably on the basis of a 'protected characteristic.' The protected characteristics are:
  - Sex;
  - Race;
  - Disability;
  - Religion or belief;
  - Sexual orientation;
  - Gender reassignment;
  - Pregnancy or maternity.

A person's age is also a protected characteristic in relation to employment, and in regard to the provision for goods and services. It does not however apply to pupils, and so the school is free to arrange pupils in classes based on their age group with materials appropriate to them. The Equality Act 2010 introduced a single Public Sector Equality Duty, which applies to all schools, including both LA maintained and Academies. The school must have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the act;
- Advance equality and opportunity between people who share a prohibited characteristic and people who do not share it;
- Foster good relationships across all characteristics, between people who share a protected characteristic and people who do not share it. Please see the Public Sector Equality Duty Guidance for Schools in England:

<https://www.equalityhumanrights.com/en/advice-and-guidance/public-sector-equality-duty-guidance-schools>

Having due regard in this context means that when significant decisions are being taken, thought must be given to the equality implications.

- **Race equality**

The definition of race includes colour, nationality and ethnic or national origins.

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 department

- EAL attainment is a school priority with CPD and monitoring to accelerate the progress of EAL learners
- Senior and Middle leaders deliver training and development across the school to increase expertise in meeting the needs of EAL learners

Please refer to our EAL policy [here](#)

- **Disability**

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Plan.

The Equality Act (2010) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'. People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities. Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities. The Equality Act 2010 places a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment; Under our specific duty we will:
  - Prepare and publish equality information and objectives which cover the requirements for our Accessibility Plan by identifying our disability equality goals and actions to meet them;
  - Review and revise this plan every three years.
- 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 Equality**

The Equality Act (2010) and the Public Sector Equality Duty Guidance for Schools in England (2014) places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people. Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.
- 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.

Under our specific duty we will:

- prepare and publish equality information and objectives which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- review and revise this Scheme every three years.

- **Sexual orientation**

The Equality Act (2010) made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation. The act makes discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

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

- **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.



## **7. Roles and Responsibilities**

### **The role of Governors:**

- The governing body has set out its commitment to equal opportunities in this document and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on the protected characteristics;
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of the protected characteristics;
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils;
- The governors welcome all applications to join the school, whatever a child's socioeconomic background, race, gender or disability;
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability, gender, religion and belief or the fact that they are pregnant or are undergoing gender reassignment.
  - Our Governing Body reflects the community.

### **The role of the Headteacher:**

- It is the Headteacher's role to implement the school's equality objectives and he is supported by the governing body in doing so.
- It is the Headteacher's role to ensure that all staff are aware of the equality objectives, and that teachers apply these guidelines fairly in all situations.
- The Headteacher ensures that all appointment panels give due regard to the equality information and objectives, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness. The role of all staff (teaching and non-teaching):
- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's equality information and objectives;
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images;
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher;

- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents;

## 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.

## 8. Tackling Discrimination

Harassment or victimisation on account of race, gender, disability or sexual orientation, gender reassignment or pregnancy is unacceptable and is not tolerated within the school environment. All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Staff and governors should be aware of both direct and indirect discrimination and understand the differences.

**Direct discrimination** occurs when one person treats another less favourably because of a protected characteristic. In limited circumstances, employers can directly discriminate against an individual for a reason related to any of the protected characteristics where there is genuine occupational requirement. This must be crucial to the post and a proportionate means of achieving a legitimate aim. This will only be used in exceptional circumstances at King Egbert School.

**Indirect discrimination** occurs when a 'provision, criterion or practice' is applied generally but has the effect of putting people with a particular characteristic at a disadvantage.

**Associative discrimination** is where an individual is directly discriminated against or harassed for association with another individual who has a protected characteristic.

**Perceptive discrimination** is where an individual is directly discriminated against or harassed based on a perception that a person has a protected characteristic irrespective of whether they do (this does not include marriage/civil partnership and pregnancy/maternity).

**Third party harassment** occurs where an employee is harassed in relation to a protected characteristic (other than marriage / civil partnership and pregnancy / maternity) by third parties such as parents, clients or customers.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher/Headteacher where necessary. All incidents are reported to the Headteacher and racist incidents are reported to the governing body and local authority on a regular basis.

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender.
- Use of derogatory names, insults and jokes.
- Racist, sexist, homophobic or discriminatory graffiti.
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia.
- Bringing discriminatory material into the school.
- Verbal abuse and threats. • Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation.
- Discriminatory comments in the course of discussion.
- Attempts to recruit others to discriminatory organisations and groups.
- Ridicule of an individual for difference e.g. food, music, religion, dress etc.
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

### **Responding to and reporting incidents:**

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school. This is further outlined in the Behaviour Policy.

Our procedure for responding and reporting is outlined simply below:

- i. Incident;
- ii. Member of staff to investigate further (if incident reported) or challenge behaviour immediately – Senior Team involvement as required;
- iii. Response to victim and family;
- iv. Response to perpetrator and family;
- v. Incident registered on CPOMS/SIMS;
- vi. Incidents to be reported to governing body on a termly basis;
- vii. Action taken to address issue with year group / school if necessary.

## **9. Review of Progress and Impact**

Our Governing Body has agreed the equality objectives. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will

review progress against our equality objectives annually and review the entire information and objectives on a four- year cycle. We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

## **10. Publishing the Objectives and Demonstrating Compliance**

In order to meet the statutory requirements to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to prepare and publish objectives, we will:

- Publish our information and objectives on the school website;
- Raise awareness of the objectives through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are made available if required.

## **11. Setting Equality Objectives**

Every year, we will review the previous year's equality objectives. It may be that objectives remain over a 3-year period to allow the school adequate time to action the relevant objectives.

Equality Objectives can be set on key improvement areas such as:

- Poor attendance
- Exclusion differentials
- Attainment differentials
- Access (physical and curriculum)
- Bullying
- Incidents based on prejudice of a protected characteristic
- Children who are missing from education
- Needs of parents (e.g. disabled, same-sex)
- Diversity friendly resources (e.g. books)
- Staff training

Intergenerational activities

- Workforce diversity

In line with all policy documentation, we review statutory policies annually and others at least every four years or when there are changes to legislation or practice. In line with legislative requirements, we will review progress against our equality objectives annually and review the entire information and objectives on a four-year cycle.

We make regular assessments of pupils' learning and use this information to track progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

## **12. Equality Objectives**

### **Equality Objective 1: Vulnerable Learners.**

We are committed to securing the best support and outcomes for all our students including those who are vulnerable for some or all of their educational journey. Students may be vulnerable because they face specific barriers and disadvantages, are SEND, PP, EAL, have a low reading age, have mental health issues or safeguarding concerns. Often a student will have more than one area of vulnerability. With our strategy we ensure that a student is not solely the responsibility of one area of school, that vulnerable students are understood holistically, and that all their needs are met.

Our Vulnerable Learner strategy ensures a coordinated response and shared understanding for the most vulnerable students of each year group (about 15-20). The leads for attendance, SEND, EAL, PP, behaviour, careers, diversity and equality, safeguarding and the relevant year manager meet to discuss those students' needs at a half termly meeting. As a result, everyone involved has the full picture of that child and we work together to match the most appropriate support or intervention to that child, often more than one. Key strategies and actions are shared with relevant staff.

This is underpinned by whole school policies which support all these areas: pastoral system, whole school literacy policies which support PP/SEND/EAL, behaviour routines, understanding of needs of low income families/students, teaching and learning strategies to support PP/SEND/EAL students, safeguarding routines and careers advice. Our Personal Development strategy links to this and provides additional support and information for students through the L@kes lessons, assemblies and form time programme.

### **Equality Objective 2: becoming an Anti-Racist School**

42% of our students have Black and Asian Minority Ethnic heritage and 36.8% of them are PP. Student, parent and staff voice, and external research, shows that most schools, including ours, up until now have not been as inclusive for racially minoritised groups through its curriculum and hidden curriculum. This can have an adverse effect on expectations in the classroom, application of sanctions and positive engagement with families, contributing in some instances to less engagement with school and lower academic outcomes.

Through our work to become an Anti-Racist School, we have focused on understanding the impact of racism on each area of school and committed to making improvements. The areas of school have been 1) Governance, leadership and management; 2) School Environment; 3) Professional learning and Development 4) Hidden Curriculum; 5) Pedagogy and Curriculum and 6) Parents/Carers and Community Partnerships.

After two years (2020-2022) we were able to demonstrate that we were 'embedding good practice' in each of these 6 areas and were therefore awarded the Bronze Award. To continue our journey towards 'Embracing Good Practice' for a Silver Award, we will continue work in all key areas ensuring staff training is kept up to date, monitoring the impact on students, staff and families, and sharing good practice with other schools.

### **13. Summary**

- The school complies with the Public Sector Equality Duty. The summary below is how we have due regard to the need to eliminate discrimination, harassment and victimisation:
- Through our curricula, we aim to educate pupils about the importance of the protected characteristics, equalities and the values of tolerance and respect.
- We are aware of the requirements of the Equality Act 2010 and that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage
- Our governors and trustees have been briefed on their legal responsibilities under the Equality Act 2010 and have also been involved in supporting our schools to meet its public sector equality duty
- We endeavour to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees
- Our schools have a behaviour policy that outlines our expectations of both pupils and staff in their interactions with each other, including our approach to tackling bullying, prejudice and discrimination
- We deal promptly and effectively with all incidents and complaints of bullying and harassment
- We keep a record of all such incidents and notify those affected of what action we have taken
- Our schools have a Special Educational Needs and Disabilities Policy that outlines the provision the school makes for pupils with special educational needs
- Our complaints policy sets out the procedures through which we deal with any complaints
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices

We pay due regard to safeguarding and protecting our pupils within our recruitment practices

We have procedures for addressing staff discipline, conduct and grievances

Details of relating to gender pay gap at Mercia Learning Trust can be found [here](#)