

Kesgrave High School



Equality and Diversity Statement

This is reviewed annually.

Policy Approval

Where	Chair	When
EE	David Bevan	6 February 2024

Chair of Governors	Sue White
Headteacher	Julia Upton

Policy History

Issue No.	Author	Date written	Approved by governors	Comments
1	Roz Coe	February 2021	9.2.21	Chair's action to approve
2	Julia Upton	March 2022	30.3.22	Statement redrafted in light of Trust statement and to ensure specific school context.
3	Julia Upton	February 2023		Additions to link to Trust policy
4	Julia Upton/T Rush	Jan 2024	6.2.24	Changes to policy opening format, stats updated and small additions

About this policy

The School is covered by the general equality duty that requires public bodies in the exercise of its functions to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

The Act further explains that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

The Act also states that meeting different needs involves taking steps to take account of disabled people's disabilities. It describes fostering good relations as tackling prejudice and promoting understanding between people from different groups. It states that compliance with the duty may involve treating some people more favourably than others.

Kesgrave High School, as a public body, is committed to meeting the general duty as stipulated in the Act to advance equality in all its activities.

Each academy within the Trust has their own equality objectives, dependent on their current demographic and annual review. These can be accessed directly from the individual school websites.

EAST Trust aims to: (Section 6, Equality and Diversity Policy)

<https://eastanglianschoolstrust.greenhousecms.co.uk/Policies-07112019092140/>

- Ensure that everyone is treated equally, fairly and with respect;
- Provide a safe, secure and stimulating environment in which all children can flourish and achieve;
- Recognise that people have different needs, and understand that treating people equally does not always involve treating them all exactly the same;
- Recognise that for some students extra support is needed to help them to achieve and be successful e.g. all those that fall within the protected characteristics;
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities;
- Improve knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
- Make inclusion a thread that runs through all activities;
- Prepare students for life in a diverse society in which they are able to see their place in the

- local, regional, national and international community;
- Plan to improve understanding and promotion of diversity by consulting people from different groups and involving them in decisions;
- Actively challenge discrimination and disadvantage;
- Ensure no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

This policy is written in the context of:

- The National Curriculum 2016
- The Race Relations (Amendment) Act 2000
- The Children Act 2004
- Gender Equality Duty Code of Practice 2007
- National Healthy Schools Programme 1999
- The Equality Act 2010
- Schools Admissions Code 2021

Who is the intended audience of this policy?

This policy is aimed at all staff, students and stakeholders connected with Kesgrave High School.

Glossary of key terms used in this policy

STEM Science, Technology, Engineering and Mathematics

Aims and Values

Kesgrave High School is proud of its inclusive structure, its broad and balanced curriculum and its breadth of offer, both within the classroom and beyond. We are thoroughly committed to providing the best educational experience possible, the chance to explore music and the arts, to study a range of STEM and Humanities subjects, experience a wide range of enrichment opportunities including sports and ensure all students are prepared for further study or the world of work.

Kesgrave High School is proud to be more than just a school. From the school's inception in 1931 with 180 students under the Headmaster Captain Harrison the school has always tried to ensure the whole child is educated, not merely an exam factory. Now we have over 1800 students and it could not be a more exciting time to be a student here.

Growing up as a young person in today's society is a huge undertaking and we have thought long and hard about trying to narrow our ethos down to just three qualities. Selecting qualities that we all value was important so all of our community stakeholders had a voice; students, parents, carers and staff all contributed towards this vision.

1. **Be positive.** We feel that being positive, adopting a positive mind-set and approach to all that we face in life gets us on the right path and moving towards success.
2. **Be respectful.** Respect for oneself, others, adults, elders and for our community goes a long way and if we all know how to treat each other and our environment, the world is a safer, kinder place.

3. **Be your best.** If everyone is their best what more can we ask?

Through our ethos we endeavour to ensure that everyone is valued highly and where acceptance, honesty, co-operation and mutual respect for each other are fostered. We seek to be a community that places learning at the centre of all its activities and a school that offers achievement, success and recognition of worth to all. We are a school that provides students with an awareness of the global dimension and a respect for other cultures, as well as fostering integrity, fairness and respect.

We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all students to maximize their potential regardless of age, gender, race, colour, religion, disability or sexual orientation.

At Kesgrave High School we aim to promote equality and diversity and tackle any form of discrimination. We are aware of and consider in our education, the profile and nature of our cohort and we seek to remove any barriers to access, participation, attainment and achievement.

Our school population has these features:

- 49% of the student population are female and 51% male
- 74% of the school staff are female and 26% are male
- 69% of the teaching staff are female and 31% are male
- 81% of the school support staff are female and 19% are male
- 0.2% of the student population is physically disabled
- 26.7% of students in Years 7-11 receive SEN provision (including KHS provision)
- 22.1% of students in Years 7-11 receive SEN provision (excluding KHS provision)
 - of which 3% have Education Health Care Plans (EHCP whole school)
- 17.4% of the school population identify as from minority ethnic groups
- 5.42% of the school population speak English as an additional language
- 12.04% of the student population are in receipt of free school meals
- 14.1% of the student population are Pupil Premium

Equality in Action at Kesgrave High School

Students' Attainment and Progress

Linked to Policy Objectives:

- Recognise that people have different needs, and understand that treating people equally does not always involve treating them all exactly the same;
- Recognise that for some students extra support is needed to help them to achieve and be successful e.g. all those that fall within the protected characteristics;

This school expects the highest possible standards. Staff have high expectations of all students and continually challenge them to reach higher standards.

The school recognises and values all forms of achievement. We will monitor and analyse pupil performance by ethnicity, gender, disability and special educational need and take account of socio-economic circumstances. Any disparities which are identified will be addressed through targeted

curriculum planning, teaching and support.

The Quality of Provision – Teaching and Learning

Linked to Policy Objectives:

- Provide a safe, secure and stimulating environment in which all children can flourish and achieve;
- Recognise that people have different needs, and understand that treating people equally does not always involve treating them all exactly the same;
- Recognise that for some students extra support is needed to help them to achieve and be successful e.g. all those that fall within the protected characteristics;

All staff ensure the classroom is an inclusive environment in which students feel all contributions are valued. Positive steps are taken to include students who may otherwise be marginalised. We take account of students' experiences and starting points and are responsive to students' different needs. Students are actively involved in their own learning. Feedback is a fundamental teaching-learning strategy, and we will provide all students with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

Student grouping is planned and varied to reflect the requirements of learners and their social development needs. Allocations to teaching groups will be kept under continual review. Our teaching styles include collaborative learning. All students will be encouraged to question, discuss and collaborate in problem solving tasks. Students will learn in an environment where they are expected to co-operate with their peers.

Teachers will use a range of methods and strategies to assess pupil progress. Assessments are analysed and prepared in order to support the progression of all students and take account of access issues, e.g. printsize and coloured paper.

The Quality of Provision – Curriculum and Other Activities

Linked to Policy Objectives:

- Prepare students for life in a diverse society in which they are able to see their place in the local, regional, national and international community;
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities;
- Improve knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
- Make inclusion a thread that runs through all activities;
- Prepare students for life in a diverse society in which they are able to see their place in the local, regional, national and international community;

This school provides an appropriate curriculum for students of all backgrounds. We will monitor and evaluate its effectiveness through target setting and attainment analysis. All students participate in the mainstream curriculum of the school. The curriculum builds on students' starting points and is differentiated appropriately to ensure the inclusion of:

- students learning English as an additional language
- students from minority ethnic groups, including Gypsies and Travellers
- students who are gifted and talented
- students with special educational needs
- students with a disability
- students who are in public care
- students who are at risk of disaffection and exclusion
- lesbian, gay, bisexual, transgender or questioning young people.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all students. The content of the curriculum reflects and values diversity. It encourages students to explore bias and to challenge prejudice and stereotypes.

Extra-curricular activities and special events e.g. school productions, cater for the interests and capabilities of all students.

The Quality of Provision – Guidance and Support

Linked to Policy Objectives:

- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities;
- Improve knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
- Actively challenge discrimination and disadvantage;
- Ensure no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

Our Year Group pastoral structure and House system are structures which facilitate and enforce a feeling of community. We actively promote good personal and community relations and recognise diversity as having a positive role to play within the school. All staff are expected to foster a positive atmosphere of mutual respect and trust among students from all ethnic groups and range of abilities.

Staff challenge stereotypes and foster students' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities. Our pastoral support takes account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of Traveller and Gypsy students, refugees and asylum seekers' children. The school provides appropriate support for students learning English as an additional language and students are encouraged to use their home and community languages to enhance their learning.

We expect work experience providers to demonstrate their commitment to equality, including all protected characteristics including but not limited to disability, gender and race equality.

Victims of harassment and bullying are given appropriate support using external agencies where appropriate. The perpetrators are dealt with in line with school policy and are provided with relevant support to consider and modify their behaviour.

Behaviour and Attendance

Linked to Policy Objectives:

- Plan to improve understanding and promotion of diversity by consulting people from different groups and involving them in decisions;
- Actively challenge discrimination and disadvantage;
- Ensure no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

Kesgrave High School expects high standards of behaviour from all students, appropriate for their developmental level. We have a clear Rewards, Behaviour and Sanctions policy which ensures that these rewards and sanctions are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and discipline.

It is recognised that cultural background and disability may affect behaviour. Our school takes this into account when dealing with incidents of unacceptable behaviour.

Clear procedures are in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and swiftly. This includes follow up work which educates.

Procedures are used consistently and are in line with the school's policies and guidance such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies. All staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice and are offered support in handling such matters.

We encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this policy. Adults in school take care to lead through example, demonstrating high expectations of all students.

We monitor exclusions by gender, ethnicity and special educational need and social-economic circumstances are also considered. Action is taken in order to address any disparities between different groups of students.

Students, staff and parents/carers are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable.

Information and advice on attendance and exclusion is made available to parents/carers in accessible formats such as relevant community languages and large print. There are strategies to reintegrate long-term non-attenders and excluded students, which address the needs of all students.

Families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up in a way that takes account of cultural issues or matters relating to a student's

disability. We make provision for leave of absence for religious observance for staff as well as students.

We monitor attendance by gender, vulnerable grouping and special educational need. Socio-economic circumstances are also considered. Action is taken in order to address any disparities between different groups of students. The school will fully support students with long-term medical needs who may have an erratic attendance because they are in and out of hospital. We expect full-time attendance of Traveller and Gypsy students.

Partnership with Students, Parents, Carers and the Wider Community

Linked to Policy Objectives:

- Plan to improve understanding and promotion of diversity by consulting people from different groups and involving them in decisions;
- Make inclusion a thread that runs through all activities;

We monitor parent/carers involvement and have strategies to raise participation of under-represented groups of parent/carers and sections of the community.

Information and meetings for parent/carers are made accessible for all.

Progress reports to parents are clearly written and free from jargon to encourage parents to participate in their child's education. Information is shared electronically to allow access tools to be used and to ensure that parents and carers directly receive all communication. Where barriers to understanding are identified the school puts in place bespoke arrangements to support parents and carers. Where necessary information is available in languages and formats other than English. Parents/carers with a disability or with learning difficulties will be able to access school's information.

Parents/carers are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action and are told about the parent partnership service when SEN is identified.

Informal events are designed to include the whole community and at times may target minority or marginalised groups.

Kesgrave High School works in partnership with parents/carers and the community to address specific incidents and to develop positive attitudes to difference.

Leadership and Management

Linked to Policy Objectives:

- Ensure that everyone is treated equally, fairly and with respect;

Steps are taken to ensure the school's admission process is fair and equitable to all students, including short-stay Traveller, Gypsy and refugee students and those with English as an additional language.

This school will not discriminate against a disabled pupil in the arrangements it makes for determining admission. We will admit students with already identified special educational needs and disabilities. Students with Education Healthcare Plans will always be admitted unless, through the statutory assessment process, it is demonstrated that the pupil's inclusion would be incompatible with the efficient education of other students.

Comprehensive information about students' ethnicity, first language, religion, physical needs, diet etc., is included in admissions forms OR gathered at admissions interviews.

The school adheres to recruitment and selection procedures which are fair, equitable and in line with statutory duties and guidelines. We will take steps to encourage people from under-represented groups to apply for positions at all levels in the school and ensure recruitment and selection processes are monitored. Equality and diversity issues are reflected in our school's employment practices.

Everyone associated with the school is informed of the contents of this policy. All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it.

We will ensure that staff training continually highlights equality issues.

The school's premises and facilities are equally available and accessible for use by all groups within the community. This includes accessible changing and gender-neutral changing facilities and toilets. Where structurally possible around the school toilets have been made open plan and unisex. There are two remaining areas of the school where these remain separated and gender based. The school prides itself on the development of our students into leadership roles. These includes an open process for the most senior roles within the school which recognize that students may not identify differently.

Our school uniform (both main school uniform and PE) have options for students to wear clothes of their choosing without gender reference.

The school has a space which has been identified for the use of students and staff for prayer should they wish to do so during the school day.

The skills of all staff, including non-teaching and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge. The Staff handbook, a Staff Code of Conduct and regular professional development activities are available for all staff members to support their practice in relation to this statement and with regard to their own professional development. Staff and visitors provide a wide range of role models, and the school strives to reflect the diversity of the local and wider community.

This school opposes all forms of racism, homophobia, prejudice and discrimination. Resources and displays in our school reflect the experience and backgrounds of students, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethics of the school.

Linguistic Diversity

Linked to Policy Objectives:

- Recognise that for some students extra support is needed to help them to achieve and be successful e.g. all those that fall within the protected characteristics;
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities;
- Improve knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;

We welcome bilingualism in our school and build upon this by celebrating the diversity of languages in British society. We look for opportunities to use languages to enrich the curriculum experience of all our students and we draw upon the expertise of our school community whenever possible.

We seek to facilitate engagement with parents and carers for whom English is not their first language, through the use of translators, family support for in school meetings and managing documentation in translated form where possible.

We recognise the positive role home and first languages have to play in the development of English language learning and in students' cognitive development. Bilingual students are encouraged to use their home or first language in school, and wherever possible, we offer specific support for students who are in the earlier stages of learning English.