



KING'S LEADERSHIP
ACADEMY WARRINGTON

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EQUALITY AND DIVERSITY POLICY

The Equality Act 2010

This Act replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It also provides some changes about which schools need to be aware.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

As far as schools are concerned, for the most part, the effect of the new law is the same as it has been in the past – meaning that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation. Protection is now extended to pupils who are pregnant or undergoing gender reassignment. However, schools that are already complying with the law should not find major differences in what they need to do.

The exceptions to the discrimination provisions for schools that existed under previous legislation – such as the content of the curriculum, collective worship and admissions to single-sex schools and schools of a religious character, are all replicated in the new act. However, there are some changes that will have an impact on schools as follows:

- Introduction of a new single equality duty to replace the previous three separate duties. This includes new specific duties which are less bureaucratic and more light-touch than previous duties, requiring schools to publish equality information and objectives. Initially this must be done by 5 April 2012, and then periodically updated (chapter 5 of the guidance below gives full details).



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- It is now unlawful for employers to ask health-related questions of applicants before job offer, unless the questions are specifically related to an intrinsic function of the work. This means that schools should no longer, as a matter of course, require job applicants to complete a generic health questionnaire as part of the application procedure. Schools are advised to review their existing practices to ensure they are complying with both the Health Standards Regulations and Section 60 of the Equality Act.
- It is now unlawful to discriminate against a transgender pupil.
- It is now unlawful to discriminate against a pupil who is pregnant or has recently had a baby.
- New Positive Action provisions will allow schools to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. Such measures will need to be a proportionate way of achieving the relevant aim – for example providing special catch-up classes for Roma children or a project to engage specifically with alienated Asian boys.

Extending the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled pupils. Following consultation on implementation and approach, this duty was introduced in September 2012.

Definitions

Equality

It is understood that Equality has taken place when there is a fair society in which everyone can Participate and is given the opportunity to achieve. Equality is also about eliminating discrimination and promoting fair and equal treatment for all. This means that employment opportunities and educational inclusion should be free from irrelevant barriers and accessible to all.

Equality is about:

- Widening life chances, not restricting them
- Fostering talents, not suppressing them
- Ensuring no child is disadvantaged or discriminated against



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- Creating a better and more efficient working environment

Diversity

Diversity is about recognising and valuing differences between individuals, groups and communities to create a positive and inclusive culture for the benefit of the school. Diversity is also about promoting good relations between staff and the community to attract and retain talented individuals to reflect the social and ethnic mix of the local community. This will allow the school to deliver education and services that meet the needs of the local people.

King's Mission Statement

'To develop in each of our students the academic skills, intellectual habits, qualities of character and leadership traits necessary to succeed at all levels and become successful citizens in tomorrow's world'.

Aims

King's Leadership Academy is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. 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 maximise their potential regardless of age, sex, race, colour, religion or disability. We endeavour to promote positive relationships with parents, governors and members of the wider community.

At King's Leadership Academy, we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

We aim to:

- provide a secure environment in which all our students can flourish and achieve their potential



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- provide a learning environment where all individuals see themselves reflected and feel a sense of belonging
- prepare students for life in a diverse society in which children are able to see their place in the local, regional, national and international community
- include and value the contribution of all families to our understanding of equality and diversity
- provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age
- plan systematically to improve our understanding and promotion of diversity; actively challenge discrimination and disadvantage
- make inclusion a thread which runs through all our activities

To achieve these aims we will:

- involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures
- publish and share our policies and impact assessments with the whole community
- collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage
- use all available information to set suitable learning challenges for all, respond to students' diverse needs and overcome any potential barriers to learning
- ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity
- have high expectations of behaviour which demonstrates respect to others

School Context

King's Leadership Academy is an 11-18 free school in the state sector. In Year 7, we have six classes, one of these being our nurture group to provide additional literacy and numeracy support. There are five classes each in Year 8 and Year 9 cohorts whilst Year 10 have three classes given that this is a smaller year group.



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Good links have been established with outside agencies and the local community as well as other Secondary schools and colleges within the community. At King's, we value everyone as an individual.

Application across the school

Equality and staff

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. With regard to disability we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. We will ensure the safety and well-being of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators. We will provide regular training for staff to enable them to deal effectively with prejudice-related incidents. Tackling discrimination and anti-bullying reporting and recording all forms of prejudicerelated incidents for example racism, homophobia, and negative views of disabled people or sexism.

Admissions

The School does not permit gender, race, colour or disability to be used as a criteria for admission.

Registration

- School lists are organised chronologically or alphabetically, not by group (unless this is required by an outside agency for a particular purpose).
- Student's names will be accurately recorded and correctly pronounced. Students should be encouraged to accept and respect names from other cultures.



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Discrimination

All forms of discrimination within the School should be treated seriously. Incidents will be logged whenever they take place in the School. It will be explained to the offender why the behaviour is unacceptable.

Curriculum

All students have access to the School's curriculum. Staff are aware how their own expectations affect the achievements, behaviour and status of each student. The curriculum is balanced, objective and meet the needs of all students.

Resources

King's aim is to provide for all students according to their needs, irrespective of gender, ability or ethnic origins. In selecting curriculum resources, staff should aim to present positive images that are non-racist and non-sexist. Students should be presented with accurate information about similarities and differences between cultural groups.

School and Classroom Organisation

1. Equal opportunities will be considered when grouping students for activities. This may involve special specific groupings to ensure that every child participates fully.
2. Each child will be given opportunities to exercise responsibility within the classroom or the School, with care taken regarding stereotyping of roles. We see boys and girls equally in the opportunities we provide for achievement and leadership.

Resources:

1. Books and resources are checked before use to ensure that they do not give a stereotypical or over-simplified view in terms of gender, race, culture or disability.
2. When choosing new materials we seek balance in the representation of the sexes and minority groups, looking for positive role models in stories and settings.



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3. Language used in resources is monitored for bias so that we do not promote negative or derogatory images.
4. Display materials and illustrations reflect the diversity of our society where appropriate and show both men and women in positive situations and roles.

Strategies for creating an equal opportunities environment:

1. Positive reinforcement of good behaviour, rather than giving a high profile to students who are misbehaving, including use of praise, certificates and rewards.
2. Clear and concise School rules, phrased in terms that the students can understand. All students need to understand that name-calling, bullying or biased attitudes and behaviour are unacceptable in our School.
3. Changing groupings for specific tasks, so that students have opportunities to join in cooperative activities with different people.
4. Creativity and role-play, including acting out feelings or conflicts, in order that students can see why their behaviour is unacceptable and be encouraged to change their attitudes.
5. Visits from people who have non-stereotypical jobs.
6. Visits from people from different races and cultures.
7. Visits from disabled people.
8. Contacts with multi-ethnic Schools and Academies.
9. Taking part in multi-cultural activities and events.
10. Contact with disabled students.
11. Recognition and praise for all forms of achievement from all students.

Personnel and staffing issues:

King's Leadership Academy affords equal treatment to all its employees and prospective employees. The aim of this policy is to ensure that no job applicant or employee receives less than favourable treatment on grounds of disability, gender reassignment, pregnancy and maternity, race, religion and belief, sex or sex orientation, or is disadvantaged by any conditions or requirements which cannot be shown to be justifiable. Selection and promotion criteria will be kept under continuing



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review to ensure that individuals are selected and promoted on the basis of their relative merits and abilities, having agreed to the need of the specific job.

Where possible, training will be given to enable employees to have an opportunity of promotion and progression according to their ability and potential.

All staff

1. All our staff will challenge incidents of prejudice or racism.
2. Serious incidents are recorded and reported to the Principal.
3. All staff will support the work of other colleagues and intervene in a positive way against any occurrence of discrimination.

Action in Cases of Discrimination against Students

All staff must challenge incidents of prejudice or discrimination. Incidents are to be recorded using a Behaviour Incident Form and reported to their line manager who is responsible for reporting to the Principal.

Serious Incidents

If a student or a group of students are found to be in breach of the Equality policy, the School will apply an appropriate sanction, which will be recorded in a special file and the student's personal file. The following sanctions may be used:

- Detention
- fixed-term exclusion
- permanent exclusion

Discrimination by Staff

Staff are required to adhere to the King's Equality and Diversity Policy.



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The complaints procedure will be invoked if it is found that the equal opportunities policies have not been adhered to. Disciplinary action may follow.

Discrimination against Staff

If a member of staff believes that they have been subject to discrimination they should report the matter to the Principal. If they feel unable to discuss the matter with the Principal, they may refer to GSAC who will respond.

The Principal will make a record of the interview with the member of staff and both should sign it as an accurate record. The Principal is responsible for conducting an investigation within four working days and informing those concerned of the outcome. The disciplinary procedure is followed if a member of staff is found to be in breach of the Equality Policy.

Monitoring and Review

It is the responsibility of the Principal to ensure that there is a procedure in place to monitor and evaluate:

- the progress of students of all groups compared to the progress made by other students in the School
- the staff appointment process, so that no-one applying for a post is discriminated against
- behaviour incident forms and exclusions to ensure that students from minority groups are not unfairly treated
- the impact of additional support on standards achieved

Any changes to the policy required as a result of monitoring the effectiveness of the policy and or changes in the law must be disseminated to students, parents and staff.

Access and Disability

The School has a duty under the Equality Act 2010 to provide access to the site and its facilities or to have a plan to do so. King's School is committed to ensuring that all reasonable adjustments and



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alterations are made to ensure that no students with a disability is disadvantaged compared to students without a disability.

Parents are encouraged to provide information with regard to age, sex and ethnic origin for monitoring purposes as per the Data Protection Act. An individual's race, nationality, ethnic origin, sex, disability or religious beliefs do not form part of the admissions process at King's.

In order to decide whether the School can meet the needs of a students, parents are requested to complete the part of the Registration Form detailing whether a students has a disability, special educational need or medical condition. The School may also take advice and arrange for assessments.

Where it is practicable, reasonable adjustments are made to enable a student to be admitted.

The Principal is responsible for:

- reviewing the School's policy, procedure and facilities with regard to the admissions, physical layout of the School and its facilities, access to the curriculum and extracurricular activities
- drawing up a disability plan as part of the School Strategic and Operational Plan which makes recommendations to improve accessibility

To meet the requirements of the above GSAC will:

- assess and monitor the impact of the Equality policy on students, staff, and parents, in particular the attainment levels and participation of students from different groups
- record racist incidents and respond to them in the most appropriate way review the policy on an annual basis

Inclusive Provision

- Teaching Assistants support timetables are arranged around the subject needs initially.
- All departments are assigned a Teaching Scholar (Teaching Assistant) where possible
- King's has volunteers who act as mentors to particular pupils in need of pastoral and academic support. Part of their role is to support individual pupil in lessons where necessary;



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these pupils may have problems with particular lessons, returning to lessons after illness, exclusion or long term absence. Individual students are identified as requiring additional monitoring through our Team Around the Child pastoral team

- We use the services of the school attached Educational Psychologist as well as the community police and other outside agencies such as CAMHs.
- The school has contact with other external agencies who visit the school and take part in annual reviews and Educational Healthcare Plan reviews for all pupils

External Support

- We have support from a variety of visiting professionals including the school nurse and advisory teachers
- We have a long established link and good relationships with the police
- We have an established Mentoring system for pupils to aid their total well-being and personal growth

Resource Allocation

The Senior Leadership Team allocates the budget for resources to improve access to the curriculum for all pupils. All departments work closely with external advisors to make sure the school is allowing pupils to access exams and resources that they are entitled to as well as staff being trained proficiently.

Assessment Procedures

- All teachers submit termly teacher assessments. The Senior Leadership Team use these assessments, along with SATs results and year 11 exam results to monitor and track various



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groups of pupils as well as monitoring individuals. These findings are then used to develop, adapt the curriculum and provide support/intervention where necessary.

- Where necessary, pupils have Individual Education Plans which highlight their social and emotional needs and development.
- King's runs additional 'out of class' intervention in order to develop areas of both strengths and weakness in literacy for all pupils in targeted groups. Progress is recorded and monitored.
- Our Foundation pupils in Key Stage 3 follow a curriculum which includes ASPIRE (PHSE) as well as Leadership, which is accredited by the CMI in order to encourage them to make a positive contribution to the wider community.
- Our Senior pupils in KS4 follow a curriculum which includes ASPIRE and Leadership as well as completing their Bronze and Silver Duke of Edinburgh Awards so as to prepare them for life in the wider community post 16 and in order for them to make a positive contribution.

Engagements, participation and involvement

Involving our learners, parents/carers and other stakeholders

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We welcome the participation and involvement of people from broad and diverse background and of different abilities.

When deciding what to do to tackle the equality issues, we will consult and engage both with people affected by our decisions – parents, pupils, staff, members of the local community – and with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations. Evidence of this engagement will be included in published information showing how the duty has been addressed.



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Commitment to review

King's Equality and Diversity Policy will be aligned with the School Development Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

At King's Leadership Academy, the Equality and Diversity Policy will be available on the School website to enable all stakeholders have access to this information.

APPENDIX

Annex 1: Definition of Discrimination

Discrimination in recruitment

This is unlawful and can be identified as direct/indirect discrimination, harassment, segregation and victimisation.

Direct discrimination

This occurs when a person or group is treated less favourably than others are or would be treated in the same or similar circumstances.

Indirect Discrimination

This involves the inclusion of a condition or a requirement which adversely affects applications from a large proportion of persons.

Harassment

This consists of any repeated and unwanted comments, looks, suggestions or physical contact that a person finds objectionable and offensive and causes them discomfort at work.

Segregation

This is unlawful and occurs when a person or group of people are kept separate from others on the basis of their particular race or sex.



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Victimisation

This is unlawful and occurs where a person is treated less favourably than others would be in the same circumstances.

Annex 2: Examples of incidents requiring serious response

Race:

- (a) a physical assault against a person or group because of colour or ethnicity;
- (b) verbal abuse, derogatory name calling, insults, threats, racist jokes;
- (c) racist graffiti;
- (d) issuing/wearing of racist materials e.g. leaflets, magazines, insignia;
- (e) inciting others to behave in a racist manner;
- (f) making racist comments or suggestions in the course of discussions or lessons;
- (g) refusing to co-operate with colleagues or students because of colour or ethnic origin;
- (h) Excluding students from activities, or recruiting and selecting in preferential ways.

Gender:

- (a) physical abuse against a person or group because of their gender;
- (b) verbal abuse and intimidation, insults, threats against a person or group, because of their gender;
- (c) using lurid or suggestive vocabulary to cause offence or humiliation;
- (d) reference to an individual or groups sexuality;
- (e) making sexist comments or suggestions in the course of discussion or lessons; (f) refusing to co-operate with colleagues or students because of their gender.



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Disability:

- (a) physical assault against an individual because his/her disability;
- (b) verbal abuse, intimidation, insults, threats against the individual because of his or her disability;
- (c) offensive reference to an individual's disability inside or outside lessons; (d) refusing to cooperate with an individual because of his/her disability.

USEFUL LINKS

www.legislation.gov.uk/ukpga/2010/15/contents

<https://www.gov.uk/guidance/equality-act-2010-guidance>

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