

KING INA



CHURCH OF ENGLAND ACADEMY

# King Ina Church of England Academy

## Equality and Diversity Information and Objectives Statement

March 2023

Date statement last reviewed: March 2023

Date of next statement review: March 2024

Signed by:

<i>Sarah Salt</i>	Acting Headteacher	Date: March 2023
<i>Cathy Farley</i>	Chair of Governors	Date: March 2023

## **Opening statement**

We welcome our duties under the Equality Act 2010. The school's general duties with regard to equality are:

- Challenging discrimination.
- Fostering good relationships.
- Promoting equality of opportunity.

We will not discriminate against, harass or victimise any staff member, pupil, prospective pupil, or other member of the school community because of their:

- Sex.
- Age.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.
- Marriage and civil partnership.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity, proactively developing the school community's understanding and appreciation of diversity. As a Church of England school, our vision and values are theologically rooted in the Christian faith whilst also being committed to learning about and celebrating other religions and beliefs.

## **Aims to eradicate discrimination and dealing with prejudice**

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm. We do this at King Ina C of E Academy by:

- Providing inclusive opportunities to access a broad and balanced curriculum.
- Promoting respect through the school's Golden Rules and the school's Christian Values woven into whole school practice.
- Discussing equality issues as an agenda item for meetings held within the school community, where appropriate
- Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the school's values.
- Providing an environment where prejudiced assumptions, attitudes and behaviours are challenged
- Instilling in pupils an awareness of prejudice both historical and current, giving them skills and confidence to challenge prejudice and discrimination in their communities.
- Always treating all members of the school community fairly.
- Encouraging compassion and open-mindedness, so that staff members, pupils, parents/carers and the whole school community are welcomed and feel valued and listened to.
- Setting down expectations and monitoring through agreed codes of conduct for the school community.
- Challenging bias and calling it out in order to move the conversation forward, following school procedure where necessary.
- Ensuring admission arrangements will not unfairly disadvantage a pupil from a particular social or racial group, or with SEND

- Ensuring awareness of what constitutes discriminatory behaviour.
- Investigating and recording details of prejudice-related incidents, including reporting the number of those incidents to the Governing Body each term, referencing the Protected Characteristics involved.

## **Celebrating Diversity**

We believe that a greater level of success from pupils and staff at King Ina C of E Academy can be achieved by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel confident and at ease with themselves and others is a commitment of the school, from Nursery to Year 6. Our pupils are taught to be understanding of others, celebratory of diversity, eager to reach their full potential in this inclusive environment by:

- Ensuring that pupils are addressed by their preferred names and gender pronouns, which may be different from their legal names
- Taking care in the use of language and the choice of resources, so that teaching and non-teaching staff avoid reinforcing stereotypical views of society
- Valuing the cultural experiences and contributions of all pupils, regardless of any protected characteristic that they may have
- Providing a variety of learning and development activities that expose pupils to a range of cultural experiences
- Ensuring equal access to opportunities, such as extracurricular activities and the curriculum
- Promoting equality of opportunity within the wider society
- Communicating our provision to celebrate diversity with parents
- Adopting an inclusive curriculum that is accessible to all.
- Developing an understanding of diversity and inclusion and the benefits it can have through the PSHE curriculum, SMSC opportunities and visiting experts in the field of equality.
- Providing a bank of books for each year group from Nursery to Year 6, that are actively used to promote equality and raise awareness of diversity.

We are committed to having a balanced, diverse and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a sensitive way that promotes inclusive attitudes.

The school's employees will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.
- Promote discriminatory attitudes.

The school's employees will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.
- Undertake continuing professional development to improve their knowledge in relation to equality and diversity through both appraisal and discussion with SLT.

Throughout the year, the school provides a variety of opportunities to celebrate diversity, including:

- Planning activities for key diversity awareness days.
- Inviting guest speakers to talk to members of the school community about diversity. E.g. RAISE (Racial awareness, Inclusion, Support and Education),
- Staff training to promote inclusivity. E.g. No Outsiders lessons modelled by Stephen Moffat
- Incorporating lessons about diversity into the curriculum.

## **Equality and dignity in the workplace**

We do not discriminate against staff with regard to their:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

## **Diversity and representation**

At King Ina C of E Academy, all groups are welcomed to our school community as pupils, parents, teaching and non-teaching staff, PTFA and governors. This is continually monitored in order to respond to the demands within our changing community. The school is committed to working in partnership with relevant agencies in the wider area.

## **Inclusion**

King Ina C of E Academy fosters an inclusive and accessible environment for all members of the school community by:

- Ensuring the office lobby displays welcome messages in all our school languages.
- Ensuring all classrooms are dyslexia friendly
- Ensuring physical aids are maintained in good working order.
- Ensuring an open door policy for all members of staff
- Ensuring that all children are supported to identify their Trusted Adult Team in order to voice any concerns.
- Ensuring that any families with limited English are provided with increased opportunity to communicate to break down potential barriers
- Ensuring resources are available to all
- Ensuring learning and development opportunities are inclusive and accessible to all, including those which are extra-curricular.

## Identified Areas for Development:

King Ina C of E Academy recognises that equality and diversity is an area of children's Spiritual, Moral, Social and Cultural development that would benefit from increased understanding.	
<b>Objective:</b>	To enrich the curriculum so that it reflects wider society.
<b>Aim:</b>	To ensure that all children are exposed to increased opportunities to discuss Equality and Diversity and to develop their understanding in a positive, supportive and inclusive environment.
<b>Action:</b>	To achieve this objective, the school will: <ul style="list-style-type: none"><li>• Ensure staff are introduced to the NO OUTSIDERS resources and programme by end of Term 3.</li><li>• Organise visit from Andrew Moffat (founder of NO OUTSIDER programme) to model use of the NO OUTSIDER resources in classes to all teachers.</li><li>• Ensure the NO OUTSIDERS resources are available to use in classes from the beginning of Term 4.</li></ul>
<b>Responsibility:</b>	The headteacher will be responsible for developing this objective; however, all staff are responsible for children being exposed to increased opportunities to discuss Equality and Diversity and to develop their understanding in a positive and supportive environment.
<b>Affected parties:</b>	All children
<b>Timescales:</b>	Ongoing. <ul style="list-style-type: none"><li>• Programme and resources introduced to teaching staff on non-pupil INSET day (10.02.23)</li><li>• Resources and programme modelled by programme founder on first day of T4 (20.02.23)</li><li>• Children's voice sought at end of Term 5.</li></ul>
<b>Success criteria:</b>	Children will be able to both articulate their ideas and display positive behaviour around the topic of Equality and Diversity in an inclusive way. Those with protected characteristics are not experiencing negative experiences at school in relation to those characteristics.
<b>Review:</b>	A pupil conference will be held, in which children will be asked what NO OUTSIDERS means and what impact this has had on them or their peers.

King Ina C of E Academy recognises that children from SEND and PP groups do not always make as good progress as their peers.	
<b>Objective:</b>	To support children from Pupil Premium and Special Educational Needs and Disability groups, making progress in line with their potential.
<b>Aim:</b>	To ensure Pupil Premium and Special Educational Needs and Disability groups are a focus in planning provision, staff training and lesson delivery.
<b>Action:</b>	To achieve this objective, the school will: <ul style="list-style-type: none"> <li>• Ensure teaching staff develop the knowledge and skills to support children to overcome potential barriers to their learning and development.</li> <li>• Ensure that SEND is regularly addressed in staff training.</li> <li>• Ensure that staff continue to be effectively supported by the SENCo Team.</li> <li>• Ensure that all Pupil Premium children are accessing interventions as part of their learning week to enhance their education and impact positively on their progress.</li> <li>• Ensure our Pupil Premium Pledge enables access to all opportunities.</li> </ul>
<b>Responsibility:</b>	The headteacher will be responsible for developing this objective alongside the SENCo Team; however, all staff are responsible for ensuring their PP and SEND children within their classes are having their needs met.
<b>Affected parties:</b>	Pupil Premium and Special Educational Needs and Disability groups
<b>Timescales:</b>	Ongoing. <ul style="list-style-type: none"> <li>• SENCo Team ensure SEND support offered/requests met – ongoing.</li> <li>• SEND Surgery to be held, whereby teachers are given dedicated time to review their SEND practice, address APDR and EHCP requirements and access the SENCo Team for support. (Non-Pupil INSET Day – 10.02.23)</li> <li>• APDR support at dedicated staff meetings (Term 2, Term 4, Term 6)</li> <li>• Pupil Progress Meetings include dedicated section whereby interventions for Pupil Premium children are reviewed and next steps addressed in class teacher and SLT teams. (Term 2, Term 4, Term 6)</li> <li>• Interventions for SEND and PP children are reviewed and next steps addressed each half term as part of classroom practice.</li> <li>• Children’s voice sought by SENCo Team</li> <li>• Implement Working Memory training for all teachers (08.02.23)</li> </ul>
<b>Success criteria:</b>	Children will reach their potential, achieving good progress alongside their peers.
<b>Review:</b>	At end of 2022-2023 academic year, data and parental survey will drive decisions about provision for SEND and PP groups next academic year.

*Prejudice is not tolerated at King Ina C of England Academy and we are continuously working towards a more accepting and respectful environment for our school community.*

The school’s Equality Information and Objectives Statement relates to the school’s Child-on-Child Abuse Policy, the PSHE and SRE KIA Policy, the Spiritual, Moral, Social, Cultural Policy and the Recruitment Policy (currently under review) outlined on the school’s website.