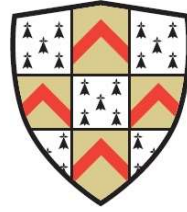


<b>Reviewed by governors on:</b>	6 <sup>th</sup> October 2022
<b>To be reviewed:</b>	Autumn 2024
<b>To be reviewed by:</b>	Headteacher
<b>Ratified by:</b>	Student & Staff Welfare Committee



KING EDWARD VI  
SCHOOL LICHFIELD  
**Equality Policy**

### **Legal framework**

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to disability, ethnicity, sex (gender), religion/belief, sexual orientation, gender identity (and as relevant; pregnancy/maternity, and in relation to employment; age and marriage/civil partnership). We recognise and act on all opportunities to promote community cohesion. We recognise that these duties and intentions reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

### **Guiding principles**

In fulfilling the legal obligations and our intentions cited above, we are guided by the following principles:

#### **1: All learners are of equal value.**

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their sex (gender) or gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual orientation

#### **2: We recognise and respect difference.**

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of prejudice that people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- sex(gender), so that the different needs and experiences of girls and boys, and, women and men, are recognised
- religion, belief or faith background
- sexual orientation
- gender identity

(and as relevant; pregnancy/maternity, and in relation to employment; age and marriage/civil partnership).

### **3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.**

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and nondisabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities
- different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual, homophobic, and gender identity based harassment

### **4: We observe good equalities practice in staff recruitment, retention and development.**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their sex (gender), gender identity or sexual orientation  
(and as relevant; in respect of pregnancy/maternity, age and marriage/civil partnership).

### **5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist in relation to:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men
- sexual orientation
- gender identity

(and as relevant; in respect of pregnancy/maternity, and in relation to employment; age and marriage/civil partnership).

### **6: We consult and involve widely**

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

As appropriate, we consult and involve groups and individuals in relation to:

- disability
- religion/belief
- sexual orientation
- sex (gender)
- gender identity
- ethnicity

### **7: Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of all groups and individuals in relation to:

- disability
- religion/belief
- sexual orientation
- sex (gender)
- gender identity
- ethnicity
- age

### **8: We base our practices on sound evidence and information**

We maintain and publish at least annually, quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- religion/belief
- sexual orientation
- sex (gender)
- gender identity
- ethnicity

## 9: Objectives

We formulate and publish at least every four years, specific and measurable objectives, based on the evidence we have collected and published and the engagement in which we have been involved in relation to:

- disability
  - religion/belief
  - sexual orientation
  - sex (gender)
  - gender identity
  - ethnicity
- The objectives which we identify take into account national and local priorities and issues, as appropriate.
  - We recognise that the actions resulting from a policy statement such as this are what make a difference.
  - We revisit our equalities action plan annually within the framework of the overall school improvement plan and processes of self-evaluation.
  - We keep our equality objectives under review and report annually on progress towards achieving them.

## The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the relevant principles set out in our guiding principles above.

## Ethos and organisation

We ensure the relevant principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- students' progress, attainment and achievement
- students' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community
- addressing prejudice and prejudice-related bullying

We are opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to above:

- prejudice around disability and special educational needs
- prejudice around racism and xenophobia, including that directed towards
- religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against travellers, migrants, refugees and people seeking asylum
- prejudice reflecting sexism and homophobia
- prejudice against gender identity issues

There is guidance in policies and the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are addressed.

### **Roles and responsibilities**

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

The head teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

The leadership team have day-to-day responsibility for co-ordinating implementation of the policy.

**Staff** are expected to:

- actively endorse and support the Equality Policy
- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur, addressing incidents of inappropriate language or behaviour in line with the Behaviour for Learning Policy
- plan and deliver curricula and lessons that reflect the relevant principles above
- support students in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work
- report any misgivings they may have about discrimination and harassment

**Students** are expected to:

- refrain from using inappropriate language;
- act in a respectful and supportive manner to staff, visitors and their fellow students;
- refrain from telling inappropriate jokes;
- not wear unsuitable badges or insignia;
- report to a member of staff any incidents of harassment, particularly where the victim may be afraid to report.

We ask our **parents and carers** to play a vital role by:

- stressing to students the importance of positive behaviour;
- reinforcing the point that harassment is never acceptable;
- reporting any misgivings they may have about discrimination and harassment;
- actively endorsing and supporting the Equal Opportunities Policy.

### **Information and resources**

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all students and their parents and carers.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

### **Religious observance**

We respect the religious beliefs and practice of all staff, students and parents, and comply with reasonable requests relating to religious observance and practice.

### **Staff development and training**

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

### **Breaches of the policy**

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

**Monitoring and evaluation**

We collect, review and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

The impact of our Equal Opportunity Policy will be monitored in the following ways:

- Via the regular surveys of students, parents and staff;
- The school record of incidents of bullying, discrimination and harassment;
- Analysis of students' achievements by gender, ethnicity, disability and other background;
- Analysis of the data related to rewards and sanctions;
- Review of subject curriculum and resources in Department Reviews;
- Analysis of patterns in subject choices in Key Stage 4 and Post 16;
- Observation of school publications and displays;
- Reporting to governors.

## Appendix 1

### King Edward VI School Lichfield Equality Objectives 2022-24

Equality Objective	Action	Person Responsible	Timing	Outcomes
To ensure high levels of awareness of the Equality Plan amongst stakeholders.	Publish and promote the Equality Plan through the website, staff meetings and governor meetings.	Headteacher, SLT & Governors	Ongoing	
To ensure that the school supports students in the nine protected characteristics categories, as well as those who are linked by association.	To close gaps in attainment and achievement between students and all groups of students; especially boys and girls, students eligible for free-school meals, service family students, students with special educational needs or disabilities, looked after children and students from different heritage groups. Focus for all staff in providing support and intervention.	Deputy Headteacher  Inclusion, Achievement Leaders,  Inclusion Manager	Ongoing	
To address inequality in access to ICT beyond school in order to support home learning	Evaluation of home access to ICT for individual students, including through the year 7 settling in survey.  Sixth form students able to access laptops during study sessions in school.  Homework club open to all students to provide additional access to ICT after the school day.	Deputy Headteacher,  Achievement Leaders		
To ensure that reasonable adjustments are made for accessibility of written information about the school, with particular regard to current and prospective parents.	The school will be able to provide written information in different formats when required for individual purposes.  To be shared with parents via website and newsletters as well as with individual parents as required	Assistant Headteacher Inclusion,  Headteacher's PA,  Office Manager	Ongoing	

<p>To further reduce the incidence of the use of homophobic, sexist and racist language by students in the school, including language of respect between genders.</p>	<p>Regular focus in assemblies, PSHE, key messages around the school site. Robust logging of incidents, including 'low level' harmful behaviours, to enable tracking and early intervention.</p> <p>To support staff in dealing with incidents, upskilling staff in leading conversations with students through regular training and updates.</p> <p>Identify students who need extra support in this area and provide a programme of support Ongoing analysis of behaviour data. Data presented to governors at least termly via the student trends and safeguarding report.</p> <p>The action plan formulated following the 'Beyond Referrals' audit is regularly reviewed and used to shape our overarching safeguarding action plan.</p>	<p>PSHE/RSE Leaders Assistant Headteacher – Inclusion SLT, all staff</p>	<p>Termly</p>	
<p>Develop protocols for supporting transgender students or staff</p>	<p>Ensure that any transgender member of the school community has access to support and that school routines and processes provide a supportive environment.</p> <p>LGBTQ+ student group identifies strategies and opportunities for support</p>	<p>Headteacher, SLT, Inclusion Manager, all staff</p>		

## Appendix 2

### Accessibility Plan

#### 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils
- Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

#### 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities. Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.



### 3. Accessibility Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current Practice	Objectives	Actions to be Taken	Person Responsible	Completion Date
Increase access to the curriculum for students with a disability	Our school offers a differentiated curriculum for students at Key Stage 4. Our pathways allow students to study the most appropriate subjects for them. These pathways consider the needs of the student and prior attainment.	Students achieve the best outcomes in line with their personal predicted targets.	Interviews in year 9 to ensure that students are on appropriate pathways.	SENCo and Assistant Headteacher – Curriculum & Timetabling	Ongoing
	Educational visits are planned in advance to ensure access for students with a disability.	All students are able to access the full range of opportunities within the curriculum.	Visit leaders to liaise with the SENCo and Educational Visits Coordinator to ensure accessibility.	Visit leaders Educational Visits Coordinator	Ongoing
	We review the implementation of interventions to ensure that they are fit for purpose without narrowing a curriculum	Ensure effective preparation and planning for students who are having interventions.  Trial and review different intervention models to support students, including: withdrawal from lessons, small group work, academic mentoring from a sixth form student.	Collate and review information on interventions taking place. Share information with governors via the SENCo annual report to governors	Assistant Headteacher – Achievement  SENCo	Ongoing
	Student profiles and other data allow staff to have a greater depth of understanding about the needs of students including their areas of strengths/weakness and strategies for differentiation.	Greater support for staff when accessing student profiles and other data.  Development of ‘live’ information to ensure that information is shared quickly and efficiently.	SEND profiles shared on Go4Schools.  Assessment data to be shared on Go4Schools	SENCo and SEND administrator  Assistant Headteacher – Achievement	Summer 2023

		Students to have access to resources that are appropriate for their needs e.g. if necessary, resources to be printed on coloured paper or in particular font size.			
	Curriculum resources include examples of people with disabilities  The curriculum is reviewed to make sure it meets the needs of all students.	Curriculum documentation, including departmental statements of intent, are regularly reviewed to ensure the curriculum meets the needs of all learners.	Curriculum intent statements reviewed annually, focus in summer 2023 on the diversity of the curriculum including disability.	Heads of Department	Summer 2023
Improve and maintain access to the physical environment	Any new accommodation developments are reviewed to improve accessibility. Staffordshire County Council recognise that the current school site is not fully accessible for individuals with mobility issues.	Whilst within a challenging site students can access specialist learning environments that support effective teaching and learning	Opportunities to support accessibility to the physical environment kept under review.	Headteacher and Business Manager	Ongoing
Improve the delivery of information to students with a disability.	Staff are aware of the needs of students and how to support them within the classroom.	Timely access to information about the needs of students in an appropriate format. Adaptations are made to support students to ensure that they can access information. This could include but is not limited to: <ul style="list-style-type: none"> <li>• Visual representations</li> <li>• Chunked information</li> <li>• Minimum print size</li> <li>• Use of coloured paper or overlays.</li> </ul>	Learning walks by the SENCo and other staff ensure that adaptations suggested in student profiles are made in the classroom.	SENCo	Ongoing