

Our Equality Objectives

Date agreed: _____

Date for review: _____

Contents

Legal Requirements

Introduction

Our School Context

Race

Disability

Gender

Religion and Belief

Sexual Orientation and Gender Identity

Age

Anti – bullying

Employment Practices

Due Regard

Consultation

Equality Objectives Summary

Roles and Responsibilities

Contracting and Procurement

Reporting and reviewing the objectives

Publication

Complaints

Action Plan

Legal Requirements

Everyone has the right to be treated with dignity and respect.

The Equality Act 2010 prohibits direct and indirect discrimination, harassment and victimisation of people on the grounds of protected characteristics - disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation and age.

The Equality Act 2010 also requires public bodies such as schools to have due regard to the need to:

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations between people from different equality groups

This is called the public sector Equality Duty and its purpose is to promote equality for all.

The Government has issued guidance which sets out that having due regard means consciously thinking about the three aims of the public sector Equality Duty as part of the process of decision-making. This means that considering equality issues must influence the decisions reached by schools— such as in how we act as employers; how we develop, evaluate and review our policies; how we design, deliver and evaluate what we offer and how we commission and procure services from others.

Schools also have a responsibility to:

- Publish equality objectives by 6 April 2012 and every four years thereafter;
- Publish information annually from 6 April 2012 to demonstrate their compliance with the general Equality Duty
- Publish information relating to their employees and others affected by their policies and practices
- Public bodies with fewer than 150 employees are not required to publish information on the effect of their policies and practices on their workforce.

A school's published information should include:

- Information on the effect that their policies and practices have had on employees, service users and others from the protected groups;
- Evidence of the analysis undertaken to establish whether their policies and practices will (or have) furthered the three equality aims in the general equality duty;
- Details of the information used in that analysis, and
- Details of engagement with people with an interest in the aims of the duty.

This information must be published in a way that is accessible to the public

Our Vision and Aims for Equality and Diversity

‘At Knightsfield School we encourage our pupils to develop their speaking and listening skills through consistent use of an auditory-oral approach. We aim to give each of our pupils a high quality, personalised educational experience that equips them for a full and fulfilling role in society.

Knightsfield School is committed to providing equality of opportunity for all pupils in all aspects of school life irrespective of gender, ethnicity, religion, age, ability or disability, sexual orientation or social context

Introduction

Knightsfield School recognises that equality of opportunity means more than treating everybody the same or expecting an equal performance from all. To achieve this, we will :

1. Respect the equal human rights of all our pupils and teach them about equality.
2. Work to promote positive attitudes to disability by enabling all people involved in the school community to contribute to and gain full access to all activities.
3. Respect and value the linguistic, cultural and religious diversity which exists in our school.
4. Take account of difference and help to overcome any barriers to learning in order to promote achievement and fulfilment in all our pupils.
5. Respect the equal rights of our staff and other members of the community, including parents.

Deciding on and meeting our Equality Objectives will require ownership by Governors, senior leaders, all staff, the school community and learners.

This document is to help us focus on the outcomes that matter to the people who use our school and its services and our local community; and to ensure that our services are accessible and delivered effectively.

We need to be able to demonstrate what we have done and what we plan to do to improve opportunities and outcomes for pupils, staff, parents and other users of the school. Our success in meeting our objectives will be monitored and delivered through the governors’ role, school improvement processes and our self evaluation processes.

We will ensure that every pupil irrespective of race, disability, gender, religion and belief or sexual orientation is able to achieve high standards and that strategies are in place to tackle under-achievement. We will ensure that every pupil has access to the necessary teaching and support required to enable them to achieve their highest potential. We will ensure that the school’s procedures for disciplining pupils and managing behaviour are fair, effective and equitable.

Our intention is to ensure that the adults working or volunteering in the school are from diverse groups. We believe that this provides good role models for our pupils.

We will involve pupils, staff, parents, carers, governors and communities in the development of our objectives. They will be involved from the very start and their involvement will inform the preparation, development, publication, review and reporting of our objectives. The aim is to ensure that we meet the needs of people: from all ethnic backgrounds and of all religions or beliefs; of all ages; of all genders and sexual orientations and of all abilities.

100% of our students have a Statement of Educational needs due to their hearing impairment.% of our students are from minority ethnic groups.
55% of our students are female, which is slightly higher than the national average.
16% of our students' first language is one other than English.
Our staff and Governing Body in January 2014 included representatives from various groups.
We are an inclusive school and would welcome staff or governors who represent any disability, religious belief or sexual orientation.

Our school context:

Roles and responsibilities, commitment and accountability

We will mainstream equality issues by:

- Paying **due regard** to equality issues within all our key policies, planning, decision making processes and performance management;
- Ensuring that our planning contributes towards our equality objectives;
- Ensuring that arrangements are in place to monitor and report on our progress against our objectives; and
- Ensuring that we engage effectively with our learners, staff, parents and local communities in planning, delivering and monitoring the objectives

Race

We are committed to working for the equality of all ethnic groups. The Governing Body understands its accountability. Under the duties of the Equality Act we will:

Tackle unlawful discrimination by:

- Keeping accurate records of all ethnic groups, their backgrounds and needs and how we respond to them;
- Dealing with complaints of discrimination and harassment speedily according to local authority guidance *Challenging and Dealing with Racist Incidents in Schools* and notify complainants of the outcomes and action taken; and
- Encouraging dialogue between different racial groups

Advance equality by:

- Expanding access and achievement across all communities and in all areas of school activity;
- Promoting the active participation of minority communities in shaping the future of our school;
- Consulting with ethnic minority learners, their families and staff on issues affecting them rather than with people acting on their behalf.
- Ensuring the school staff, learners and their families as well as the wider community fully understand the principles of race equality and good race relations.

Foster good relations and cohesion by:

- Promoting activities that celebrate our common experience as well as those that recognise diversity

- Encouraging learners and their families of all ethnic groups to participate fully in all aspects of school life;
- Fostering understanding and respect for the cultures and faiths of all our learners and their families;
- Countering myths and misinformation that may undermine good community relations;

We will publish our progress annually as part of our review of the School's Equality Objectives.

We recognise that Black and ethnic minority people experience discrimination on the basis of colour, race, nationality and ethnic origin. This discrimination manifests itself in all areas of life. Racial harassment and violence is one of the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities.

We will take all necessary measures to prevent and tackle racial harassment and assist our learners to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their time at our school.

Disability

Knightsfield School has admissions criteria which describe the type and range of disability we cater for :

“All pupils will have a significant hearing impairment.

On admission to the school. pupils' language and communication skills will be significantly affected and will meet the LA's criteria for statutory assessment. Needs will range from pupils who have difficulties expressing their thoughts and feelings, receiving information, developing relationships and communicating with others to those who have significantly delayed language and communication skills affecting their interaction, speech intelligibility, use of hearing, comprehension and expression.

They will be pupils who :

- Have developed language in the auditory / oral mode.
- Use the visual channel as a secondary cue to support their understanding.
- Communicate their thoughts, feelings and needs primarily through spoken language.
- Are able to receive information from others who use the auditory/oral approach.
- For equal and direct communication with their peers and adults, require to be in an environment where the pace of communication can match the need to :
 - i lip read the speaker
 - ii draw on higher levels of visual material than is normally available in mainstream secondary schools e.g. written language presented on an OHP
 - iii be in an acoustically treated environment to interpret spoken language effectively
 - iv provide a cohort of staff with the expertise to communicate effectively using an auditory / oral approach
- In all cases, prospective pupils will be assessed for their auditory / oral potential.
- The school will not admit pupils who depend upon sign and/or finger spelling.”

We have the following policies in place which refer to disability :

- Statement of Policy for Special Educational Needs

- Inclusion Policy
- Equal Opportunities Policy
- Anti-bullying Policy

We are committed to working for the equality of people with and without disabilities. The Governing Body understands its accountability. Under the duties of the Equality Act we will:

Tackle unlawful discrimination against people with disabilities by:

- Challenging patronising or discriminating attitudes;
- Making the environment as safe as possible and challenging antisocial or bullying behaviour against, or harassment of, disabled learners, staff and families.
- Monitoring and eliminating discrimination and disability related harassment
- Improving the environment of the school to increase the extent to which disabled learners can take advantage of education and associated services

Advance equality for people with disabilities by:

- Removing barriers to accessibility, particularly in relation to education, employment and access to services, information and buildings;
- Increasing the extent to which disabled learners can participate in the school curriculum
- Providing where possible, support, assistance and care to disabled learners to enable them to lead independent lives;
- Supporting disabled learners, staff and carers according to their individual need
- Taking steps to meet people's needs related to their disability, even if this requires more favourable treatment

The standard procedures and processes of our school – community cohesion

We offer a range of opportunities across the curriculum to promote shared values, help pupils value difference and to challenge discrimination. These include :

- PSHE/Citizenship lessons and Humanities at Key Stage 4
- RE
- Activities programmes in school, our local and the wider community
- Curriculum based visits to places of worship : Neasden Temple, local synagogue, Battlefields Trip – Ypres.
- Literacy and language programmes for all pupils and individual programmes for those with English as an additional language.
- Assemblies promoting themes, festivals and special events within the five major world religions.
- Partnership links and inclusion programmes with our adjacent mainstream secondary school, Monk's Walk School.
- Bringing community representatives into our school
- Ensuring pupil voice is heard through our School Council to encourage their ability to make a difference in school and to enable them to take responsibility.
- Maintaining strong links and multi-agency working between the school and other local agencies such as health and social care professionals, the school community police, the school counselling service.
- Engaging with parents through parent consultation, presentation evenings and social events.

- Involving disabled learners, their families and disabled staff in the changes and improvements we make and consulting them on issues affecting them, rather than with people acting on their behalf.
- Monitoring staff and learners by disability.
- Having a Disability Equality Objective

Foster good relations and cohesion by:

- Promoting equality of opportunity between people with disabilities and other people.
- Promoting positive attitudes towards people with disabilities
- Increasing the inclusion of positive images of people with disabilities across the curriculum
- Encouraging participation of people with disabilities in school life.

We will publish our progress annually as part of our review of the School's Equality Objectives.

Gender

We are committed to working for the equality of women and men. The Governing Body understands its

We recognise that people with disabilities experience discrimination across all areas of life. We welcome the requirements of the Equality Act and set out our commitment to meeting the duties in relation to disability. Our aim is to advance disability equality across all areas of the school, to disabled pupils, staff, parents, carers and other school users.

accountability under the Equality Act and we will give due regard to the need to:

Tackle unlawful discrimination by:

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation
- Challenging patronising or discriminating attitudes;

We will monitor the achievement of children by disability and of disabled staff including numbers and type of disability, to ensure there is no adverse impact on either of these groups
Information is gathered from parents regarding SEN/ disability and from outside professionals and details of need is recorded and acted upon
Parents are fully consulted regarding IEPs and statements for children with disabilities
We will ensure there are no gender gaps in attainment and if there are we will ensure that we strive to minimise them

- Making the environment as safe as possible and challenging antisocial or bullying behaviour against, or harassment of girls, boys, women and men

Advance equality for girls, boys, women and men, in all our functions by:

- Monitoring learner outcomes and achievement by gender
- Monitoring staffing and pay by gender
- Having a Gender Equality Objective

Foster good relations and cohesion by:

- Promoting equality of opportunity between men and women
- Increasing the inclusion of positive, non stereotypical images of women and men, girls and boys across the curriculum
- Encouraging the equal participation of boys and girls, women and men in all aspects of school life.

We will publish our progress annually as part of our review of the School's Equality Objectives.

Religion and Belief

We are committed to working for the equality for people based on their religion, belief and non belief. The Governing Body understands its accountability under the Equality Act and we will give due regard to the need to:

Tackle unlawful discrimination by:

- Monitoring and eliminating unlawful discrimination and harassment on the grounds of religion or belief
- Making the environment as safe as possible and challenging antisocial or bullying behaviour on the grounds of religion, belief or non-belief

Advance equality in all our functions by:

- Removing any barriers which prevent children and adults of all religions, beliefs or non belief taking a full part in our school life
- Assessing the impacts of our policies and procedures on promoting equality based on religion, belief and non belief

Foster good relations and cohesion by:

- Encouraging the equal participation of people of all religions, beliefs and non belief in all aspects of school life

We will publish our progress annually as part of our review of the School's Equality Objectives.

Sexual Orientation and Gender Identity

We respect the rights of individuals to be open about their sexual orientation. We tackle homophobia, challenge stereotyping and aim to improve knowledge about LGBT communities, both internally and within the community as a whole. The Governing Body understands its accountability under the Equality Act and we will give due regard to the need to:

Tackle unlawful discrimination by:

- Taking a pro-active approach to preventing all forms of homophobia within the school
- Challenging patronising or discriminating attitudes and homophobic language;
- Making the environment as safe as possible and challenging antisocial or bullying behaviour against, or harassment on the grounds of sexual orientation or gender identity
- Dealing with complaints of discrimination and harassment speedily and according to Local Authority Guidance and notify complainants of the outcome and actions taken.

Advance equality for of LGBT people in all our functions by:

- Assessing the impacts of our policies, functions and procedures on promoting sexual orientation equality

Foster good relations and cohesion by:

- Promoting equality of opportunity between men and women
- Increasing the inclusion of positive, non stereotypical images of LGBT people and the contributions they have made to different aspects of the curriculum

We will publish our progress annually as part of our review of the School's Equality Objective

We recognise that the Equality Act 2010 requires us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief. We will take all necessary measures to prevent and tackle discrimination and assist our learners to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their time at our school.

Age

We are committed to promoting equality of opportunity for younger and older people. We recognise that society has negative attitudes, stereotypes and myths about youth, ageing, younger and older people. These attitudes and beliefs can lead to both younger and older people being socially and economically disadvantaged, excluded and marginalised. We believe that younger and older people have the right to equality of opportunity and that they make a significant and valuable contribution to the community at large.

Age equality means securing the equal participation in society of people of every age, securing a balance between equal citizenship, equality of opportunity, equality of outcome and respect for difference

Tackle unlawful discrimination by:

- Challenging patronising or discriminating attitudes and language;
- Dealing with complaints of discrimination and harassment speedily and according to Local Authority Guidance and notify complainants of the outcome and actions taken.

Advance equality by:

- Assessing the impacts of our policies, functions and procedures on promoting age equality

Foster good relations and cohesion by:

- Increasing the inclusion of positive, non stereotypical images of people of all ages and the contributions they have made to different aspects of the curriculum

The Curriculum is inclusive, broad, balanced and non -stereotypical
Resources and books reflect this
Social, Emotional Aspects of Learning, SEAL, is part of the focus on positive self esteem and promoting the understanding of others needs(PSD Policy)
Curriculum
E-Safety

Anti-bullying

Our School states clearly that all forms of bullying and discrimination are unacceptable and will not be tolerated. We recognise that a strong and well observed anti bullying policy will have a positive impact on the lives of children from all equality groups. We have therefore set out the measures that our school will

All staff have a legal duty not to bully or otherwise harass children or other staff
Any incidents of racism or bullying amongst children will be dealt with immediately in line with the Behaviour Policy
Where staff come across incidents of bullying or racism they must report this to their line manager who will report it to the Head Teacher or in her absence to the Deputy Head.

take to address bullying and discriminatory incidents in Behaviour Policy . We monitor and submit data regarding bullying and discriminatory incidents to the Local Authority as required

Knightsfield School ensures that it monitors, observes and implements the principles of equal opportunities in employment

Advertisements and job specifications will include a statement that welcomes applications from appropriately qualified persons regardless of sex, race, religion, disability or age

The interview process will include a question on equal opportunities

We will make and keep information about sex, ethnic background, disability and age of candidates for appointments, actual appointments and inform the Governing Body as requested

Regarding training and development of staff

All employees have an equal chance of training, career development and promotion and are guided and supported as part of the Performance Management process

All new members of staff will receive an induction programme which will make reference to the Equal Opportunities Policy.

Employment Practices

In our School we ensure that we observe the principles of equal opportunities in how we employ, develop and treat our staff.

Due Regard

Under the legislation we are required to pay **due regard** to equalities when planning and implementing policies, functions or procedures. We need to understand whether our policies and services are meeting everyone's needs and that anyone who needs to can get access to them.

-Policies and procedures are reviewed by Governors as necessary, usually every two years

-Policies and procedures are adapted and changed according to how they are meeting the need

Consultation

We have a strong ethos of consulting all stakeholders as much as possible on all aspects of the nursery and children's centre including policy changes. Most policies are published on our website and all policies are approved by a policies committee from the Governing Body which includes parent representatives.

We have a strong inclusion agenda and take into account issues of language and communication, venues and times of meetings when making consultations, to ensure we reach as many stakeholders as possible.

Equality Objectives Summary

This section summarises the objectives we have identified in order to eliminate discrimination and harassment and advance equality in relation to gender, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity. You may want to keep this as a simply written document for a page on your website. Parents and others can then click through to the detail if required

Knightsfield School Equality Objectives for the next 4 years are as follows:

To represent the diversity of the school in the school council to ensure more groups are represented, e.g. with regard to gender, race and religion.

To increase involvement by students in House Activities

To increase the extent to which with students with visual impairments feel included and considered in the day-to-day running of the school.

See attached Action plan for all Equality Objectives

Roles and responsibilities

The Governing body accepts their responsibility to promote equality and eliminate discrimination and harassment, as outlined in the objectives.

We will ensure that

Knightsfield School meets the requirements of the Equality Act 2010 and pays due regard to equality issues when reaching decisions by referring to this document and acting upon the decisions made in this document

Knightsfield School continues to monitor the delivery of the Schools Equality Objectives

All members of staff understand the importance of the Objectives and their role in delivering them through training and staff development

Contracting and Procurement

Strong emphasis is placed on equality requirements within the contracts for services procured by the school.

Monitor contractors' commitment to implementing equal opportunities standards within employment and service delivery.

Actions

Reporting and reviewing the objectives

In line with the requirements of the Public Sector Equality Duty we will produce a report on our progress every year and review and revise the Schools Equality Objectives every four years.

- **We will** conduct a regular review of progress against our equality objectives by the Governor and staff member with responsibility for overseeing Equality, and the Head teacher . The results of this review will be reported back to the Governing body and staff .
- The above group will also be responsible for monitoring the progress prior to the review
- An annual report will be produced on the school website and summarised in parent newsletter.
- It will be made available in other formats if requested
- The annual report will inform the targets for the next objectives and school priorities .

Publication

The School's Equality Objectives are published and are available to all on our website

We will publish the information on the school website and refer to it in a newsletter so parents are aware of the new policy

Complaints

If a member of the public feels that they have suffered harassment or been treated unfairly by the school because of their sex, colour, race, nationality, ethnic group, regional or national origin, age, marital status, disability, political or religious belief, sexual orientation or class, they should report this without fail through the School's complaints procedure.

Complaints by staff will be dealt with under our Grievance or Dignity at Work Policies, as appropriate. We take all external and internal complaints seriously and will not tolerate any form of discriminatory behaviour. Complaints about staff will be investigated using the appropriate Local Authority procedures.

Monitoring complaints is also another way of gathering information to see whether we are meeting our equality duties. We will report on complaints annually and on action taken.

Action Plan 2014-2016

Objective	Action	Group	Outcome/ monitoring
1	<p>School Council members check that views of all groups are shared</p> <p>School Council Co-ordinator schedules Council Meetings to ensure opportunities for consultation</p>	Pupils with disabilities, including VI, race, gender, religion and age	<p>Calendared meetings every half-term at times that impact on learning as little as possible.</p> <p>All groups are represented in discussions and decisions as evidenced in meeting notes.</p>
2	<p>Survey students' involvement in House activities, school clubs and trips.</p> <p>Identify groups / individuals who have a low level of involvement in House Activities etc and take steps to address these, i.e. develop new opportunities or increase accessibility.</p>	as above	All groups are able to take part in any extra curricular activities of their choice.
3	<p>Audit access of materials across subjects and extra-curricular activities.</p> <p>Train new staff to use software/ equipment for VI students.</p>	Pupils with disabilities (VI)	Feedback from VI students, club and lesson observations.