

Marjory Kinnon School

Equality and Diversity Policy

June 2016



Marjory Kinnon School Equality and Diversity Policy

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1. Introduction

All schools are expected to deliver high quality education and support, coupled with the best value for money. Understanding the different needs of the pupils and communities we serve will enable us to target resources more effectively and deliver better services. Our aim is to provide outstanding education and to build a cohesive school community.

We are also expected to employ the best people on merit, and to find ways to reach out to the best potential recruits, removing barriers to successful careers, and creating workplaces free from harassment and bullying. However, as part of safeguarding and safer recruitment, we do not employ staff who are closely related to a pupil in order to maintain confidentiality and to promote the pupil's independence.

We are committed to increasing the diversity of our workforce and to meeting the different needs of our students. We aim to provide an environment in which everyone, regardless of their background and identity, can study and work to the best of their ability.

2. Equality and Diversity Statement

MKS is committed to providing high quality education and training that reflects the best practice in equality and diversity. We aim to recruit staff from diverse backgrounds, and provide them with rewarding work, support their professional development and value their contributions to the school.

Our goal is for all of our pupils to be successful and we will provide them with the support necessary to achieve this goal. We will work to ensure our students, as far as they are able, uphold traditional British values of democracy, upholding the rule of law, individual liberty and mutual respect and tolerance for those of different faiths and beliefs. We will work to promote good relations between students, whilst acknowledging that this presents challenges for many of our pupils. We will work to promote anti-bullying strategies, and to address any incidents of bullying.

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3. Purpose

The purpose of this Policy is to set out how Marjory Kinnon School will meet its obligations under the above statement, under the Equality Act 2010. The Equality Act establishes the following nine protected characteristics: Age, Disability, Gender reassignment, Marriage & civil partnerships, Pregnancy and maternity, Race, Religion or belief, Sex, Sexual orientation.

4. General Duty Requirements of the Equality Act 2010

The general duty requires Marjory Kinnon School to have due regard to the need to:

- address unlawful discrimination whether direct, indirect, through association or perception
- address harassment/victimisation
- advance equality of opportunity
- foster good relations between different groups.

In order to fulfill these duties, we will also ensure that decision making is based on real life experience and evidence of need, rather than arbitrary assumptions and stereotypes.

5. Specific Duty Requirements of the Equality Act 2010 (Equality Objectives, Monitoring and Reporting)

The Equality Act 2010 requires the school to publish equality objectives at least every four years and these need to be specific and measurable. The objectives should reflect the major issues facing Marjory Kinnon School. Our equality objectives will be reviewed annually and outcomes will be reported to the Governors Resources Committee.

The objectives will be the result of a sound analysis of trends in pupil placements, pupil progress and success rates, employment and promotion patterns and disciplinary action.

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6. Scope of this Policy

This Policy reflects the current relevant legislation and related guidance and applies to all aspects of Marjory Kinnon School activity whether that be pupil or staff focused. It applies to our relationships with other stakeholders as well as strategic planning, self-assessment, procurement and third party contracting arrangements.

7. Implementing this Policy

This Policy will be implemented through established school structures and procedures and through setting and agreeing with Governors priorities and objectives for the year. The Headteacher will have overall responsibility for implementing the Policy and may designate a named senior post-holder to lead on equality issues.

All managers are responsible for implementing this Policy in their area of responsibility and all members of staff are responsible for implementing this Policy in the delivery of their day-to-day work. Management action, including formal staff disciplinary procedures, will be used where there are serious or repeated breaches of this Policy and/or where this constitutes direct or indirect discrimination, harassment or victimisation. The processes of staff induction and the content of professional development will support the practical application of this Policy.

Pupils (as far as possible) will be supported to help them to adhere to this Policy in their relationships with fellow pupils, with members of staff and with visitors.

The Governors' Strategic Planning and Resources Committee will be responsible for monitoring the implementation of this Policy.

Any stakeholder may use Marjory Kinnon School Complaints Procedure (which is the adopted procedure from Hounslow Local Authority) if they believe they have been treated in a way that contravenes this Policy.

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8. Key Equality Principles

Marjory Kinnon School should be an environment free from harassment, prejudice, unfair and unlawful discrimination and victimisation.

We will aim to employ a workforce that reflects the needs of the pupils we serve. We will ensure that no job applicant or employee is disadvantaged, or treated less favourably, because of conditions or requirements not related to the job or because of a protected characteristic. Reasonable adjustments will be made to policies, arrangements, facilities and premises to ensure equal access for disabled pupils and staff and prospective pupils and staff.

9. Our Approach to Equality

Our approach is based on the following six principles:

- All learners are regarded as of equal value.
- We recognise, respect, and value difference and understand that diversity is a strength.
- We foster a shared sense of cohesion and belonging.
- We observe good equalities practice for our staff.
- We have the highest expectations of all our pupils.
- We work to raise standards for all our pupils.

10. Promoting and Monitoring Equality

What are we doing to promote and monitor equality of opportunity between different groups of pupils?

- We know the needs of our school population well and collect and analyse progress data in order to inform our planning and identify targets.

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- We take action to close any gaps, for example monitoring those with below expected progress and those exceeding expected progress, and develop strategies to ensure the best educational outcomes are achieved for all.
- We collect and analyse progress data on the school population:
 - by gender and ethnicity
 - by key stage (reported to DfE)
 - on the school population for whom pupil premium funding has been received against those who do not, to measure the impact of deprivation
 - in relation to attendance and behaviour and exclusions.
- We avoid using language that runs the risk of placing a ceiling on pupils' achievement or that seeks to define their potential as learners.
- We use a range of teaching strategies that ensures we meet the needs of all pupils.
- We provide support to pupils at risk of underachieving.
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation and learning where necessary.

11. Fostering Good Relations

What are we doing to foster good relations?

- We prepare our pupils for life in a diverse society and ensure there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our pupils.
- We teach about tolerance in our curriculum.
- We use materials and resources that reflect the diversity of the school, the population and the local community, avoiding stereotyping of these communities.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures through our curriculum, school trips and class cooking.

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- We promote positive messages about equality and diversity through displays, assemblies, and whole school events.

12. Other Ways to Promote Equality Issues

In what other ways do we address and promote Equality Issues:

- We maintain records of staff access to training.
- We review relevant feedback from the annual parent questionnaire and parent feedback in annual reviews.
- Secure feedback from the pupils through the school council and annual reviews.
- Take account of feedback from Governor meetings.

13. Communicating this Policy and Related Outcomes

- This Policy, and any associated information, will be communicated through induction processes for new staff, through line management, and other professional development activities.
- Curriculum and publicity materials, student activities, displays and exhibitions will reflect MKS commitment to equality and diversity.
- Outcomes of monitoring exercises relating to this Policy will be shared with Governors.
- The Policy is available to stakeholders on the school intranet, and the school website.
- The Policy is updated annually at the end of each academic year.

14. Policy Review

Approved by: Governors: June 2016.

This Policy will be reviewed every four years (or sooner if legislation changes) to assess its implementation and effectiveness.

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EQUALITY OBJECTIVES: MARJORY KINNON SCHOOL Sept 2014 - 2017

Objectives	Target group(s): e.g. whole school, girls, boys, staff etc	Action:	Who's responsible?	Outcome
To work in partnership with parents and carers to make clear and underline the negative effects of pupil absence on progress and achievement and to support school attendance.	Parents/carers of pupils whose attendance drops below 95%	Identify and track pupils. Phone call & letter to parents/carers. Inform EWO.	SM/DM	COMPLETED Procedures are followed and embedded.
To increase the participation of parents/carers of pupils/students from minority, marginalised or vulnerable backgrounds in school life.	Parents/carers of minority, marginalised and vulnerable pupils/students	Identify which groups are less likely to engage with school. Home visit before pupils enter school with interpreter. Interpreter booked for all parent meetings. Targeted parent workshops. Review website and electronic Information available for parents.	SLT Class team/FLW AB SMk	Parental engagement strategy written to be implemented in 2016-2017 SDP Workshops included in SDP for 2016-17 Member of SLT to hold responsibility for co-ordinating parental engagement
To ensure that all yr9-11 pupils, but particularly vulnerable groups of children, have access to an after school clubs throughout the school year.	PPG pupils Pupils/parents without transport Provide travel training	Positive discrimination for places. Positive encouragement for pupils to attend classes and liaison with parents to facilitate transport home.		COMPLETED Increase in number of Secondary after school clubs to include: - PE (football) - Martial Arts - Film Club - Art (lunchtimes targeting ASD pupils) - Science
To engage travel training team to support those pupils who are currently on LA transport to access college courses and leisure facilities outside their immediate community.	Identify secondary pupils who could travel independently.	Parents and school complete paperwork. Book travel training team and timetable sessions.	SLT/LK Travel Training Team	COMPLETED
To ensure that there are high levels of pupil supervision in the playground and all pupils experience a safe and interactive play time, where they are given the opportunity to develop their communication and social interaction skills.	All pupils	Appoint an SMSA for every LP class and provide induction. Train core group of staff on use of PlayPods in KS3 & 4 to engage pupils in play and to lead and model play activities to promote positive play and appropriate behaviour. Accredited training for lead staff. Structure Primary play areas and purchase play equipment.	SLT Strategic Lead: TM Staff Lead: ST, SB	COMPLETED 2014-2015
To ensure ASD pupils have access to sensory provision.	ASD pupils	Upgrade provision.		Sensory provision in KS1 and secondary completed 2015-16 KS2 sensory provision planned for 2016-17

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To provide opportunities for all staff and pupils to have input into the design decisions regarding the new build.	Whole School	Ensure consultation on key decisions taken place.	MOB	2015-16 Consultations with: - School council presentation to Architects - SBM presentation to Secondary Staff and pupils - SLT consultation with departments - Specialists designed own room layout - ICT technical staff working on ICT transition plan - Admin staff designed offices and reception area 2016-17 further consultations to be completed
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