

JKHS EQUALITY AND DIVERSITY POLICY

Introduction

John Kyrle High School & Sixth Form Centre is a caring school and provides a high quality education within a secure environment to all our students. We hope that they will leave school with confidence, positive memories and valuing the time they spent with us.

The school recognises its responsibilities under the Equality Act 2010 and is committed to equality with respect to parents, carers and students. The school will not discriminate, either directly or indirectly, against an individual especially those who have a protected characteristic listed below:

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

Our aims are:

For students to be Happy, Healthy and Successful.

To provide a secure, caring and stimulating environment in which the school and the home are partners, and in which all students will be encouraged:

- to develop their potential as unique individuals;
- to develop an awareness of their own self-worth in order that they become responsible and self-disciplined members of society;
- to become active and independent participants in the learning process;
- to develop self-motivation and pride in their work.

To provide education in line with national legislation and local authority guidelines.

To plan and deliver a broad and balanced curriculum to enable all our students to develop their social, intellectual and physical potential.

To provide equal opportunities for all our students to develop and extend their social, intellectual and physical potential.

To provide equal opportunities for all our students to develop and extend their moral and cultural capacities, whilst fostering an awareness of, and respect for, the beliefs and practices of other communities.

Roles and Responsibilities



The Governing Body

The governing body will:

- ensure that the school complies with the appropriate equality legislation and regulations;
- meet its obligations under the Public Sector Equality Duty to publish equality objectives;
- ensure that the school's policies and procedures are developed and implemented with the appropriate equality impact assessments informing future plans;
- ensure that the recording and reporting of equality and diversity data is sufficiently scrutinised;
- ensure that the school's Admissions policy does not discriminate in any way;
- ensure equal opportunities in staff recruitment and promotion practices, professional development programmes and in governing body membership;
- proactively recruit high-quality applicants from under-represented groups;
- provide information in appropriate and accessible formats;
- ensure that the necessary disciplinary measures are in place to enforce this policy.

The Headteacher

The Headteacher will:

- implement this policy and its procedures;
- ensure that all staff members receive the appropriate equality and diversity training as part of their New Staff Induction and continuous professional development;
- ensure that all parents, visitors and contractors are aware of and are in compliance with the provisions of this policy;
- actively challenge and take appropriate action in any case of discriminatory practice;
- address any reported incidents of harassment or bullying in line with DfE guidance;
- produce an annual report on the progress of implementing the provisions of this policy.

Employees

All employees will:

- be mindful of any incidence of harassment or bullying in the school;
- address any minor issues of harassment or bullying and report any major breaches of this policy to the Headteacher;
- identify and challenge bias and stereotyping within the curriculum and the school's culture;
- promote equality and good relations, and not harass or discriminate in any way;
- identify certain groups of students who require extra support;
- monitor students' progress and academic needs to ensure that the appropriate support is in place;
- keep up-to-date with equality legislation and its applications by attending the appropriate training.

Parents and Carers

Parents and carers should:

- expect their children to be welcomed into a school in which there is no place for prejudice or intolerance;
- read this policy in conjunction with the school's Behaviour for Learning policy;
- inform the school of any behaviour, concerns or incidents that affect the school's behaviour expectations;



- ensure their own behaviours and those of their children support and uphold the policies and values of the school

Students

Students will:

- not discriminate against or harass any other student or staff member;
- actively encourage equality and diversity in the school by contributing their cultural experiences and values;
- report any incidence of bullying or harassment, whether to themselves or to others, to their Form Tutor/Head of Year or to another member of staff
- abide by the school's equality and diversity policies, procedures and codes;
- be treated as an individual, bearing in mind his/her particular needs and the expectations of the school;
- follow a curriculum that is appropriate to his/her needs, with work and expectations of outcomes differentiated according to the intellectual ability of individual students;
- be entitled to a broad and balanced curriculum which develops key skills, including literacy, numeracy, information technology, study skills and social skills;
- have access to learning resources which are appropriately pitched and available and which include homework tasks;
- be encouraged to value subjects in terms of their own aptitudes and future potential rather than by stereotypical expectations of progression routes.

Monitoring

The success of this policy will be monitored and evaluated on an annual basis by the Headteacher and the governing body in the following ways:

- via Governor Learning Walks
- the analysis of attainment and progress;
- the analysis of examination results data and effort grades;
- monitoring of attendance;
- equal opportunities recruitment data;
- equality impact assessments;
- Ofsted inspection judgements;
- incident records related to harassment and bullying;
- classroom observations;
- analysis of exclusions
- meeting of targets set within the School Development Plan.

Enforcement

Staff and students who do not comply with the provisions set out in the policy may be subject to the school's disciplinary procedures.

Review

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| Senior Leadership Group member: | Kristian Phillips |
| Link Governor: | Helen Lindley |
| Date reviewed: | March 2016 |
| Date for review: | March 2020 |

