



# KINGSWOOD SECONDARY ACADEMY

## **Updated and Review Date**

January 2021, this document is reviewed annually.

## **Background**

The Public Sector Equality Duty came into force in April 2011 as part of the Equality Act (2010). It extends the previous responsibilities placed on schools to eliminate discrimination on grounds of Race, Disability and Gender to cover additional “protected characteristics”, namely Age, Sexual Orientation, Religion and Belief, Pregnancy and Maternity and Gender Reassignment. Schools must now have due regard to the need to eliminate discrimination, advance equality of opportunity between people who share a protected characteristic and the rest of the academy community and foster good relations across all characteristics.

## **Equality Objectives**

These are set on the basis of the Equality Analysis and Equality Engagement documents that follow. Where gaps in effectiveness and process have been identified the academy will set improvement objectives. The objectives are:

- ***To reduce and ultimately eliminate any incidences of discriminatory behaviour towards people with a protected characteristic***
- ***To improve consultation and involvement of pupils with a protected characteristic through the representation of their views on the Student Council***
- ***To establish Academy projects/initiatives aimed at fostering ever improving relationships between those who share a protected characteristic and those who do not***



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## Equality Analysis

A brief analysis of KSA's effectiveness in promoting each of the 3 aims for each of the protected groups:

**Green = 'Completed'**

**Amber/Yellow = 'Improving'**

**Red = 'Emerging, work to be done'**

Where there is further work to be done, doing that work will benefit a significant group of pupils in our academy setting. This provides the starting point for the setting of Equality Objectives.

Protected characteristics	Aims of the general duty		
	How effective are we at eliminating unlawful discrimination, harassment and victimisation?	How effective are we at advancing equality of opportunity?	How effective are we at fostering good relations between people who share a protected characteristic and those who do not?
Race	Green	Green	Yellow
Disability	Green	Green	Green
Sex	Green	Green	Yellow
Gender Reassignment	Yellow	Yellow	Yellow
Pregnancy and Maternity	Green	Green	Green
Age	Green	Green	Green
Religion and Belief	Green	Green	Green
Sexual Orientation	Yellow	Yellow	Yellow



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## **Equality Engagement**

In addition to the information below several Academy and Trust policies help ensure we work towards eliminating discrimination and promoting equality and inclusion for all those with a protected characteristic. Pertinent policies and documents available on the website and *secure site for staff* include:

- Equality for Pupils policy
- Anti-bullying policy
- SEN and Disability Policy
- Community Cohesion and Preventing Extremism and Radicalisation Policy
- Intimate Care Policy
- Medical Support for Pupils
- Sex and Relationships Education Policy
- *Equal Opportunities Policy*



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Protected characteristics	Aims of general duty		
	How are we working to eliminate discrimination?	How are we improving equality of opportunity for people with protected characteristics?	How do we consult and involve those affected by inequality to promote equality and eliminate discrimination?
<b>Race</b>	<p>PSHE curriculum</p> <p>Assemblies</p>	<p>Addressing diversity through assemblies</p> <p>Discrimination Incidents logged and monitored</p>	<p>Parent Forum</p> <p>Newsletter for info</p> <p>Twitter for info</p>
<b>Disability</b>	<p>SEND Review meetings</p> <p>Local offer accessibility</p> <p>PSHE curriculum</p>	<p>Annual Review meetings</p> <p>Differentiated curriculum</p> <p>DSP unit reintegration into mainstream curriculum</p>	<p>Contact with relevant parents, planning and review meetings etc</p> <p>Learning Support Provision, including deployment of Learning Assistants</p> <p>DSP Unit Provision</p>
<b>Sex</b>	<p>Not applicable to staff</p> <p>Raise online analysis (pupils)</p>	<p>Raise online analysis (pupils)</p>	<p>Year 11 Intervention Programmes</p>
<b>Gender Reassignment</b>	<p>Staff: HR first point of contact</p> <p>Pupils: PSHE curriculum</p> <p>Assemblies</p> <p>Bespoke section of books/materials in LRC re LGBT issues</p>	<p>Pupils: Curriculum &amp; facilities arrangements suitably differentiated to accommodate full inclusion</p> <p>Discrimination Incidents logged and monitored</p>	<p>Pupils: Meeting with parents, Pastoral team and clinicians (if appropriate) as soon as aware</p> <p>School Counsellors</p> <p>School Nurse</p>



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<b>Pregnancy and Maternity</b>	<p>Staff: HR first point of contact</p> <p>Pupils: Pastoral team first point of contact</p>	<p>Staff: Currently Line Manager identifies necessary adjustments such as flexible working hours following Risk Analysis</p> <p>Pupils: Pastoral team make adjustments to curriculum in order to maximise inclusion and accessibility</p>	<p>Staff: Individual conversations with pregnant staff</p> <p>Pupils: Meetings as appropriate between pupil, parent, pastoral team</p> <p>Use of external agencies as appropriate</p>
<b>Age</b>	<p>Abolition of default retirement age</p> <p>Flexible working requests are made in consultation with management at the academy</p>		
<b>Religion and Belief</b>	<p>RS/PSHE/English Curriculum</p> <p>Acts of worship</p>	<p>Using representatives of other faiths to raise awareness</p> <p>RS/PSHE/English Curriculum</p> <p>Acts of worship</p>	<p>Using representatives of other faiths to raise awareness</p> <p>RS/PSHE/English Curriculum</p> <p>Acts of worship</p>
<b>Sexual Orientation</b>	<p>Staff: HR first point of contact</p> <p>Pupils: PSHE curriculum</p> <p>Assemblies</p> <p>Bespoke section of books/materials in LRC re LGBT issues</p>	<p>Raising awareness through PSHE/Assemblies etc to eliminate discriminatory behaviour etc</p> <p>Discrimination Incidents logged and monitored</p>	<p>Staff: HR first point of contact</p> <p>Pupils: PSHE curriculum, School Counsellor</p>