



KINGS NORTON  
GIRLS' SCHOOL

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## Diversity and Inclusion Policy

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### Rationale

Kings Norton Girls' School is an inclusive school where we focus on the well-being and progress of every student and staff member, and where all members of our community are viewed as being of equal worth. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of our work, to provide an environment in which all staff feel safe enough to express and question views. Through doing this we live out our core values of showing respect and courage in order to flourish.

### Our approach to equality is based on the following key principles:

1. All staff and students are of equal value whether or not they have a disability; whatever their ethnicity, culture, national origin or national status; whatever their gender and gender identity; whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
2. To ensure that no job applicant or employee is discriminated against either directly or indirectly on the grounds of race, colour, religion or belief, nationality, ethnic or national origin, gender, sexual orientation, marital status, disability, age, part-time working or trade union affiliation. Therefore, everyone in school is of equal value and should have equal opportunities in the school, community and life.
3. We recognise, respect and value difference and understand that diversity is strength. Equal opportunity is not about treating everyone the same, it is about adapting to meet individual needs and appreciating them. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex or sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
4. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
5. We foster a shared sense of cohesion and belonging so that all feel valued. We want all members of our school community to feel a sense self-worth and of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life. They will also develop a sense of worth of others, irrespective of social, cultural, ethnic, linguistic or faith background.

6. We observe good equality practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, wellbeing and in continuing professional development.
7. We have the highest expectations of all our students. We expect that all students can make good progress and achieve to their highest potential, be courageous and flourish whilst being respectful of other cultures and social groups and being willing to learn from them in order to underpin relationships.
8. We work to raise standards for all students, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of students raises standards across the whole school.
9. We provide regular training to staff to ensure that staff understand the origins and nature of racism, disability, sexism and other forms of prejudice and to recognise their own where it exists.
10. Appointments: Those involved in making appointments ensure that in recruitment procedures any advertisements, short listing and interview procedures are without any direct or indirect discrimination, unless there is a specifically exempt area, for instance relating to sex and decency.
11. We ask that parents/carers, visitors and contractors fully support this policy.

### **Purpose of the policy**

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against staff or students on the grounds of race, colour, religion or belief, nationality, ethnic or national origin, gender, sexual orientation, marital status, disability, age, part-time working or trade union affiliation.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty (PSED). This requires all public organisations, including schools to:-

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited under the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not.
- Foster good relations between people who share a protected characteristic and people who do not.
- Publish information to show compliance with the PSED annually.
- Publish the equality objectives, these are reviewed at least every 4 years and are specific and measurable.

### **Practice**

#### **What we are doing to eliminate discrimination, harassment and victimisation**

- We take account of equality issues in relation to:
  - The appointment of staff.
  - The admission, suspensions and permanent exclusion of students.
  - Educational provision for our students.
  - Provision of access for staff and students to facilities and services.
  - Recognition of no default retirement age and therefore, employees are only judged on their performance
- We are aware of the duty to make reasonable adjustments for those with disabilities – designed to enhance access and participation and stop those with disabilities being placed at a disadvantage compared to their peers.

- The trust board will monitor the gender and ethnicity of staffing as well as the membership of the board.
- The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities. Short listing and interviewing will be carried out by more than one person, in accordance with the school's appointments procedure.
- The trust board recognises that there cannot be any default retirement age and therefore employees will be judged only on their performance.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day today life of the School.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all through the provision of resources that challenge negative perspectives and provide positive images to students
- Our admissions arrangements are fair and transparent, and we do not discriminate against students by treating them less favourably on the grounds of their race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.
- To provide an environment in which all staff and students feel safe enough to express and question views.
- To ensure that all staff can feel valued, supported and have appropriate advice and encouragement for their professional development.
- To ensure the principles and practices of equal opportunities apply to all members of the school community.
- The school recognises the diversity of cultures and religions of its employees and takes a sensitive approach when this affects dress and uniform requirements. Religious symbols, that neither interfere with an employee's work nor affect their health and safety or that of others, are acceptable.

### **Behaviour, Suspensions and permanent Exclusions and Attendance**

The school policy on behaviour takes full account of the new duties under the Equality Act. We make reasonable adjustments for students with a disability that are appropriate and flexible. We closely monitor data on suspensions and permanent exclusions and absence from school for evidence of over-representation of different groups and act promptly to address concerns.

### **Addressing prejudice and prejudice-based bullying**

All students at KNGS should treat each other and staff with respect and everyone at KNGS should challenge all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality. These include prejudices around:

- Disability and special educational needs.
- Race, religion or belief, for example anti-semitism and Islamophobia, travellers, migrants, refugees and people seeking asylum.
- Gender and sexual orientation, including homophobic and transphobic attitudes.

Prejudice-related incidents should be identified, assessed, recorded and dealt with, and reported to the Deputy Headteacher (Students). We treat all bullying incidents equally seriously and we will support the victims of such incidents. We keep a record of different prejudice-related incidents and include them and their outcome as appropriate in reports to the trustees. We review this data termly and act to reduce incidents.

**What we are doing to advance equality of opportunity between people who share a protected characteristic and people who do not share it**

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our student admissions meetings.
- We collect data and monitor progress and outcomes of different groups of students and use this data to support school improvement. We act to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.
- We collect, analyse and publish data:
  - On the school population by gender and ethnicity.
  - On the % of students identified as having a special educational need and/or disability and by their principal need or disability.
  - By year group – in terms of ethnicity, gender and those with English as an Additional Language (EAL).
  - On inequalities of outcome and participation, related to ethnicity and disability.
- We publish an analysis of progress reached by different groups:
  - Pupil Premium
  - Ethnic groups represented in the school
  - All categories of SEN
- We also collect, analyse and use ethnicity data in relation to attendance, suspensions and permanent exclusions of different groups. This data is available from the School.
- We avoid language that runs the risk of placing a ceiling on any students' achievement or that seeks to define their potential as learners, such as "less able".
- We use a range of teaching strategies that ensures we meet the needs of all students.
- We provide support to students at risk of underachieving.
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.
- 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 between, for example:
  - people with disabilities and those without;
  - people of different ethnic, cultural and religious backgrounds.
- We ensure equality of access for all students to a broad and balanced curriculum, removing barriers to participation where necessary.
- We annually review access to the curriculum with the purpose of increasing the extent to which students with a disability can participate in the curriculum; improving the physical environment and; improving the availability of accessible information to students with a disability.

### **Positive Action**

We will take positive and proportionate action such as targeted support to address the disadvantage faced by particular groups of students with particular protected characteristics. The actions will be designed to meet the school's equality objectives.

### **What we are doing to foster good relations**

- We prepare our students for life in a diverse society and ensure that there are activities across the curriculum that promote spiritual, moral, social and cultural development.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and across the curriculum.
- We use materials and resources that reflect the diversity of the school population and local community in terms of race, gender, sexual identity and disability.

- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for students to appreciate their own culture and to respect and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history.
- We provide opportunities for students to listen to a range of opinions and empathise with different experiences.
- We promote positive messages about equality and diversity through displays, Theme of the Week (TOTW), assemblies, visitors, whole school events.
- We develop positive links with parents/carers and the community from which our students come from.

#### **Other ways we address equality issues**

- Our monitoring records include evaluations of aspects of equalities.
- We have a rolling programme for reviewing all of our school policies in relation to equalities and their impact on the progress, safety and well-being of our students.
- The implications for equalities of new policies and practices are considered before they are introduced.
- Students, staff, parents/carers should expect to be listened to and have any complaints investigated through the appropriate policy.

#### **In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:**

- Review relevant feedback from the parent questionnaire, parents' evening, parent/carer-school forum and/or focus meetings or trustees' parent/carer-consultation meeting;
- Secure and analyse responses from staff surveys, staff meetings and training events;
- Review feedback and responses from the students and groups of students, from the student leadership group, student equality and diversity group, PSHE lessons, school surveys on children's attitudes to self and school.
- Analyse issues raised in annual reviews or reviews of progress. Monitor progress against Individual Education Plans.
- Provide and seek feedback at trust board meetings.
- Actively support a staff equality and diversity group to promote best practice in all areas of school life.
- Have a trustee equality and diversity link to support and challenge.

#### **Publishing equality objectives (see School Development Plan)**

The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also consider national and local priorities and issues.

We evaluate our success in meeting our responsibility for equality by the extent to which we achieve improved outcomes for the different groups.

Our equality objectives are:

- All students to make progress in line with their targets
- Achieve a year on year (over three years) reduction in the % of fixed term suspensions for students with protected characteristics.
- Narrow the gap between the progress of disadvantaged students and all others

Our School Development Plan refers to these equality objectives.

## **Monitoring**

- We review and update our equality objectives as part of the annual review of the School Development Plan and report annually to the trust board on progress towards achieving them.
- We involve and consult staff, students, trustees and parents and carers.
- We monitor incidents of discrimination at trust board meetings.
- We monitor and report the makeup of staffing and student body.
- We record and collate equality data gathered as part of the recruitment process and report annually to the trust board.

## **Responsible**

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

### *Trust board*

- The trust board is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and objectives are implemented.
- Every trust board's committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment.
- Trustees evaluate the success of the school's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys).

### *Headteacher and Leadership team*

- The Headteacher 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 Deputy Headteacher (students) has day-to-day responsibility for co-coordinating implementation of the policy and for monitoring outcomes for students.
- The Business Manager has day-to-day responsibility for co-coordinating implementation of the policy and for monitoring outcomes for staff.

### *Teaching and Support Staff*

- All teaching and support staff will be made aware of the school's values and expectations relating to equality of opportunities. They will:
- Promote an inclusive and collaborative ethos in their classroom and areas of work.
- Challenge prejudice and discrimination;
- Deal fairly and professionally with any prejudice-related incidents that may occur;
- Plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive representation in terms of race, gender and disability;
- Maintain the highest expectations of success for all students;
- Support different groups of students in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult;
- Keep up-to-date with equalities legislation relevant to their work.
- We will provide training and guidance on equality for all staff new to the school as part of the induction procedure.

### *Visitors/Parents/Carers/Contractors*

- Appropriate guidance is provided by the school to ensure visitors act within the school's ethos of equality for all.

**Key Contacts**

Staff responsible for equality: (Deputy Headteacher Students)

Lead Trustee: Deborah Longworth

**Other relevant policies/procedures:**

SEN & Inclusion

Teaching and Learning

Curriculum

Child Protection & Safeguarding

Behaviour For Learning

Admissions

Anti-bullying and Harassment

Access Plan

Safer Recruitment

Relevant DfE legislation

Accessibility Policy

Whistleblowing Policy

Staff Code of Conduct

Staff Disciplinary Policy

**Other relevant documents**

Equality Act 2010

## **APPENDIX ONE**

Check list for school staff and Trustees:

- The school collects information on race, disability and gender with regards to both students and staff, e.g. student achievement, attendance, exclusions and staff training.
- This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides.
- The Equality Policy and Plan and Objectives have been shaped by the views, input and involvement of staff, parents/carers, trustees, students and other stakeholders through our self-review process.
- The school publishes information to demonstrate purposeful action on the general duties.
- The school analyses student achievement in terms of progress and standards for different groups and takes action when their trends or patterns indicate a need.
- The school sets equality objectives within the Development Plan to improve outcomes for vulnerable students and monitors progress on reaching these objectives.
- The Deputy Headteacher (students) has responsibility for coordinating the implementation of the policy and monitoring outcomes for students.
- The school ensures that all staff understand and implement the key requirements of the Equality Policy.
- The school ensures that visitors to the school have appropriate guidance on equality expectations.
- The curriculum includes opportunities for all students to understand and celebrate diversity and difference.
- All groups of students are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the student leadership group.
- The school monitors bullying and harassment of students in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern.
- Visual displays and multi-media resources reflect the diversity of the school community.
- Minority ethnic, those with a disability, male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies.
- The school takes part in annual events such as Black History Month, to raise awareness of issues around race, disability and gender.
- The school environment is as accessible as possible to students, staff and visitors.
- Open evenings and other events which parents/carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered.
- The accessibility needs of parents/carers, students and staff are considered in the publishing and sending out of information.
- The trust board seeks to be representative of the community it serves.