

# Equality Policy and Strategic Equality Plan



## King Henry VIII 3-19 School Ysgol 3-19 Brenin Harri'r VIII

We believe in the limitless capacity for everyone to achieve great things.

Effective from: October 2024

Approved by Governors: October 2024

Next Review Due: September 2026

## Aims

King Henry VIII 3-19 School believes in the limitless capacity for everyone to achieve great things. By promoting and celebrating effort, achievement and responsible acts and kindness, we aim to encourage all children and young people to have high aspirations, to achieve their potential and to take responsibility for their own actions.

We welcome our duties under the Equality Act 2010 and aim to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

As a school community we are fully committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith, religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit our schools.

## Legislation and Guidance

This document meets the requirements under the following legislation:

- **The Equality Act 2010**, which introduced the public sector equality duty and protects people from discrimination victimisation and harassment on the basis of the following characteristics: Age; Disability; Gender reassignment; Marriage and civil partnership (protection against direct discrimination only); Pregnancy and maternity; Race; Religion or (non-) belief; Sex and sexual orientation
- **The Equality Act 2010 (Specific Duties) Regulations 2011**, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

*UNCRC Article 29: Your right to be the best you can be.*

## Roles and Responsibilities

The school regards equality for all as a responsibility for all and operates a zero-tolerance approach to all types of discriminatory behaviour and bullying. All members of the school community are therefore expected to be familiar with the Equality Act (2010) and to behave with dignity, courtesy and respect towards others and in a manner that does not unlawfully discriminate at any time. All discriminatory incidents that are reported will be investigated fully and action taken where it is deemed necessary to do so.

*UNCRC Article 3: Everyone who works with children should always do what is best for each child*

## Governing Body

It is the duty of the Governing Body to ensure that the school complies with the Equality Act 2010 and that this policy and its related procedures are implemented. In order to achieve this the Governing Body will:

- Ensure that people are not discriminated against when applying for jobs at the school
- Takes all reasonable steps to ensure that the school environment gives access to people with disabilities
- Work with the Headteacher to ensure communication is fully inclusive

- Ensure that no child or young person is discriminated against while in the school on account of their race, sex, gender, socio-economic background or disability
- Designate a member of the governing body to oversee this policy and its implementation

### Senior Management Team

- Ensure they are familiar with all relevant legislation and the contents of this document
- Review policies and procedures to ensure compliance with the Equality Act 2010
- Attend appropriate equality and diversity training
- Report back to the Governors regarding any issues
- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Promote high quality, inclusive teaching, ensuring a positive environment where all pupils are challenged and supported to reach their potential
- Ensure no one is discriminated against when interviewed, with reference to the protected characteristics outline within the Equality Act 2010

### All Staff

- Ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan
- Have regard to this document and work to achieve its objectives
- Challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of members of SLT
- Report any incidents of prejudice or discrimination to a member of SLT so that they can be recorded
- Undertake appropriate equality and diversity training as required

### Teaching Staff

- Ensure a growth mindset underpins all teaching and learning experiences
- Strive to provide material that presents positive images based on race, gender and disability, and challenges stereotypical images
- Provide opportunities for pupils to celebrate diversity and difference

### Pupils

- Engage positively with school-based activities that raise awareness of equality, diversity and inclusion
- Promote the school's values by being inquisitive, non-discriminatory and kind
- Report all incidents of bullying, or prejudice

*UNCRC Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.*

### Parents/Carers

- Work with your child, staff and governors to promote the values of tolerance, acceptance and inclusivity
- Act with dignity, courtesy and respect when communicating with members of the school community

*See Appendix 1: Equality Checklist for School Staff and Governors.*

### What is a discriminatory incident?

Harassment on the grounds of race, gender, disability, sexual orientation or other factors such as socioeconomic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: *'any incident which is perceived to be racist by the victim or any other person'*.

### Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender

- Use of derogatory names, insults and jokes
- Racist, sexist, homophobic or discriminatory graffiti
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia
- Bringing discriminatory material into school
- Verbal abuse and threats
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation
- Discriminatory comments in the course of discussion
- Attempts to recruit others to discriminatory organisations and groups
- Ridicule of an individual for difference e.g. food, music, religion, dress etc
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation

*See Appendix 2: Responding to and reporting incidents.*

### **Equality considerations in decision-making**

King Henry VIII 3-19 School ensures it has due regard to equality considerations whenever significant decisions are made.

We will always consider the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the School considers whether the trip:

- Cuts across any religious holidays
- Is accessible for pupils who are disadvantaged, e.g. in receipt of free school meals
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

### **Protected characteristics**

We understand the principle of the Equality Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A discriminatory incident is any incident which is perceived by the target or any other person, to be motivated by hostility or prejudice based on one of the protected characteristic, listed below

- Age;
- Disability;
- Gender reassignment;
- Marriage and civil partnership;
- Race;
- Religion or belief;
- Sex;
- Sexual orientation;
- Welsh Language (*not officially a protected characteristic but treated as such by Monmouthshire County Council*).

In school we also recognise that differences in socio-economic status, faith, ALN/disability and higher current abilities are sometimes antecedents in pupils to be unkind to one another. These differences are treated as protected characteristics by the school.

We will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school and will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

*See Appendix 3: The King Henry VIII 3-19 School Equality Plan (SEP) Objectives 2024-2026*

## **Monitoring arrangements**

We continue to make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress and use this to inform strategies to raise achievement.



## APPENDIX 1

### Equality Check list for School Staff and Governors

- Is information collected on race, disability and gender with regards to pupils e.g. pupil achievement, attendance, exclusions? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies and the School Council?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a positive change for staff and pupils?
- Are racist incidents reported to the Local Authority by set deadlines?
- Are visual displays reflective of the diversity of the school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as during circle time and class assemblies?
- Does the school take part in annual events such as Black History Month, Down's Syndrome Awareness Day, Deaf Awareness Week and International Women's Week to raise awareness of issues around race, disability and gender?
- Is the school environment as accessible as possible to pupils, staff and visitors?
- Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as hearing impairment and language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information?



## APPENDIX 2

### Responding to and reporting incidents

The School will ensure that pupils and staff are aware of how they report incidents. All staff, teaching and non-teaching, will view dealing with incidents as vital to the wellbeing of the school community.

Our procedure for responding and reporting is outlined below:

#### Initial Response

Incident is reported – you can talk to a teacher, a PAL, Wellbeing Ambassador, use reporting stations, or use our QR code to fill in an online form. We treat each incident seriously and listen to pupils. We keep information confidential. We take perspectives from everyone involved. A log is made and filed with the Wellbeing Team. The matter is passed on to a Wellbeing Leader.

#### Respond

The incident is investigated in detail. Staff will discuss with everyone involved. We may ask pupils to keep a diary of incidents over a short period of time. All information will be logged. Parents and carers will be informed.

#### Resolve

Feedback will be given to pupils, staff, parents and carers. The school will look for the best way to resolve the issue, keeping in mind the effects of the response and how likely it is to help address the root causes for the incident that has occurred. We will consider which actions will have the greatest impact stopping the issue from continuing. Responses could include:-

- mediation – this involves helping talk about the issue and agree on a solution with the people involved
- restorative approaches – built on values, which separate the person from the behaviour. They ensure someone takes responsibility for behaviours and seek to repair any harm caused in a situation
- building resilience – helping people to effectively cope, adjust or recover from the incident
- peer support – e.g. by our PALS or Wellbeing Ambassadors
- sanctions – school may use sanctions to address unacceptable behaviour. The consequences will reflect the seriousness of the incident so that others see that that behaviour is unacceptable.

#### Report

All incidents will be recorded, including within the school's 'Anti-Bullying Log'. Reports will be made to the Local Authority and the Headteacher on a termly basis.

#### Monitor

The school will monitor relationship and will put further resolutions in place where required.

## APPENDIX 3

### The King Henry VIII 3-19 School Strategic Equality Plan (SEP): 2024-2026

Objective 1: To raise pupil understanding of difference, ensuring acceptance, tolerance and respect towards all members of the school and wider community.				
Action	School Lead	Success Criteria	Monitoring	Evaluation
Gain accreditation for anti-bullying practices across the school so that the Anti-Bullying Quality Mark is achieved.	Assistant Headteacher (Vulnerable Pupils)	Pupil voice highlights bullying is taken seriously and that pupils know how to report it and do so.	Review points linked to Anti-Bullying Quality Mark accreditation criteria.	Anti-Bullying Quality Mark accreditation.
Ensure all school councils and pupil voice groups are as fully representative as possible by promoting them fully across the whole school community.	Associate Assistant Headteacher (Pupil Engagement)	Staff respond consistently to incidents of bullying, as set out within the Schools Anti-Bullying Policy.	Weekly monitoring of bullying logs.	Evaluation of bullying logs
Provide accessible facilities for children and young people with physical disabilities, including through the sharing of specialist resources that are located across the school	Assistant Headteacher (Inclusion)	Pupil Leadership groups comprised of pupils with protected characteristics and from diverse backgrounds.	Half-termly reviews of School Council membership	Staff feedback in focus groups
Complete a yearly review of the Health and Happiness Calendar to ensure school events celebrate difference and diversity. Particular emphasis will be placed upon: <ul style="list-style-type: none"> <li>Race</li> <li>Sexual orientation</li> <li>Gender</li> <li>Disability</li> </ul>	Assistant Headteacher (Vulnerable Pupils)	Pupils with physical disabilities report trouble free and full access to all parts of the school building and its facilities.	Termly pupil surveys	Pupil feedback in Diversity committee
Provide education to pupils on diversity via an improved values curriculum, assemblies, themed food events and trips to local sites that aid understanding of diversity.	Assistant Headteacher (Wellbeing)	Pupils show high levels of kindness around the school to all groups of pupils.	Staff feedback in focus groups	Analysis of PASS Survey
		Pupils use positive, inclusive language that celebrates diversity in lessons and in unstructured time.	Pupil feedback in Diversity committee	
			LA ALN Reviews.	



<b>Objective 2: Ensure that children and young people are not disadvantaged by poverty.</b>				
<b>Action</b>	<b>School Lead</b>	<b>Success Criteria</b>	<b>Monitoring</b>	<b>Evaluation</b>
All staff to receive Child Poverty Action Group (CPAG) Training.	Assistant Headteacher Vulnerable Pupils	All school events are fully inclusive for all pupils without burden of cost. All disadvantaged pupils take part in all school activities.  eFSM pupils make same rates of progress of nFSM pupils.  All CPAG Youth Voice Champions demonstrate the confidence to voice their opinions in relation to school decisions when asked to do so.	CPAG Youth Voice Champions feedback (half termly).	CPAG Youth Voice Champions meeting with Assistant Headteacher Vulnerable Pupils
CPAG Youth Voice Champions to contribute to pupil leadership groups.	Assistant Headteacher Vulnerable Pupils		AHT (Vulnerable pupils) monitors every trip/event/opportunity with financial implication to ensure all disadvantaged pupils involved.	Evaluation of trip data across the academic year.
Establish pre-loved uniform and equipment shops.	Assistant Headteacher Vulnerable Pupils  Deputy Headteacher (Primary Site)		Termly analysis of numbers of parents/carers visiting pre-loved uniform and equipment shops.  Parent surveys.	Evaluation of pupil engagement with enrichment activities across the academic year.  Governor analysis of 'on track data' at end of academic year.
Publish a calendar of school trips at the beginning of the school year, ensuring costs are transparent and any financial support clearly signposted.	Assistant Headteacher Upper Phase and Wellbeing		Standards meetings monitor progress of eFSM pupils and deduce next steps.	.
Set up a clear policy that supports families with low incomes – that makes transparent what the school will do to ensure full pupil inclusion.	Assistant Headteacher Upper Phase and Wellbeing		Teaching and Learning Review points – analysis of their learning	

<b>Objective 3: Promote role models, heroes and events that reflect the school's commitment to achieving equality and promoting diversity and inclusion.</b>				
<b>Action</b>	<b>School Lead</b>	<b>Success Criteria</b>	<b>Monitoring</b>	<b>Evaluation</b>
Place images and infographics relating to role models from diverse backgrounds (including alumni, Welsh heroes and those with protected characteristics) in prominent places around the school.	Assistant Headteacher (Inclusion)	Pupils, in diversity group, report a curriculum with diverse role models, heroes, and events.  Review Point Lesson observations report a diverse curriculum.	Regular meetings of the Pupil Diversity Group  Review point lesson observations	Evaluation from pupil Diversity Group.
Ensure Form Groups adopt and investigate a role model each half-term and engage in activities that promote diversity and inclusion, e.g. BSL	Assistant Headteacher (Inclusion)	Schemes of Learning demonstrate a diverse and inclusive curriculum.  Pupils are motivated to take an active role in planning and delivering assemblies that celebrate a broad range of cultural festivals and traditions.		
Create prominent and changing displays and engaging assemblies that celebrate a broad range of cultural festivals and traditions.	Assistant Headteacher (Wellbeing)			
Publish a list of age appropriate reading material for staff and pupils that is regularly updated and includes role models and heroes from diverse backgrounds and who have protected characteristics.	Assistant Headteacher (Middle Phase)			
Department Development Plans to include targets relating to further promoting diversity (heroes/role models).	Heads of Department			

Collaborate with 'Future First' to ensure pupils have the opportunity to meet alumni who are from diverse backgrounds and who have protected characteristics.	Acting Deputy Headteacher (Primary Phase)			
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