

Marjory Kinnon School

Equality, Diversity & Inclusion Policy

May 2023



Contents	Details	Page
1.	Introduction	3
2.	Equality & Diversity Statement	3
3.	Purpose	4
4.	General Duty Requirements of the Equality Act 2010	4
5.	Specific Duty Requirements of the Equality Act 2010 (Equality Objectives, Monitoring & Reporting)	4
6.	Scope of this Policy	5
7.	Implementing this Policy	5
8.	Key Equality Principles	6
9.	Our Approach to Equality	6
10	Promoting & Monitoring Equality	6
11	Fostering Good Relations	7
12	Other Ways to Promote Equality Issues	8
13	Communicating this Policy & Related Outcomes	8
14	Policy Review	9
Appendix 1	Equality Objectives	10
Appendix 2	Public Sector Equality Duty	12
Appendix 3	Public Sector Equality Duty Statement	17

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 & 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.

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 & 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 Child, Family & Community 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.

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' Child, Family & Community 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.

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 & 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.
- 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.
- We promote positive messages about equality and diversity through displays, assemblies, and whole school events.
- We aim to empower, through increased knowledge and resources, and create an LGBTQ+ inclusive ethos. We equip teaching staff with the most up to date and relevant information, enabling them to be confident in supporting the gender diverse community and embracing all members of the LGBTQ+ population within the school.

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. All those involved in the school community shall have an entitlement to equality of access to high-quality induction and continuing development and the school will have effective measures in place to audit the professional and personal needs of staff and link to the performance management system.
- We review relevant feedback from the annual parent questionnaire and parent feedback in annual reviews to ensure responses confirm the school's strong commitment to ensuring the equal treatment of all its pupils; that the school's ethos and practices are effective in eliminating discrimination; that the school is an inclusive community and that all degrees of learning disability are treated equally and the school promotes a positive view of children, young people and adults with a disability.
- Secure feedback from the pupils through the school council and annual reviews. The school has these structures in place to allow pupils to have a say in issues that affect them and to know that their opinions count. The school achieves effective pupil participation via the Pupil Council - a formal group of pupils who are elected by their peers to represent them and voice their opinions in a meaningful way and have their views taken into account in decisions which impact upon them.
- Take account of feedback from Governor meetings where the Terms of Reference state that they will consider the impact on equality, referencing the protected characteristics, when making recommendations and when reviewing/drafting policies.

13. Communicating this Policy & 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.

14. Policy Review

Approved by Child, Family & Community Committee: May 2023

Appendix 1 EQUALITY OBJECTIVES: MARJORY KINNON SCHOOL 2023

	Objectives	Target Group(s)	Action	✓	Objective Owner	Status	Next Steps
SAFEGUARDING	To work in partnership with parents and carers to make clear the negative effects of pupil absence on progress and achievement and to support school attendance.	Parents/carers of pupils whose attendance drops below 90%	Identify and track pupils and set targets for improvements.	✓	Designated Safeguarding Lead	● On track	FS&COW appointed to start in Summer 2022 on persistent absentees and their families post-pandemic.
			Phone call & letter to parents/carers.	✓			
			Work closely with EWO.	✓			
			Embed attendance incentives and rewards in assemblies and classes.				
			To appoint a Family Support officer to support and improve persistent absenteeism and hard to reach families.	✓			
	To set up groups for the minority cohort of girls to enable them to talk about any worries and concerns they have around sexual harassment and address self-harm issues.	Girls 24% of school population	Identify and prioritise vulnerable girls for Thrive interventions.	✓	Headteacher	● On track	Capture pupil/girls voice on how safe they feel.
			Create groups to boost self-esteem - creative projects.	✓			
			Create Secondary girls nurture group 'The Den' with nurture teacher.	✓			
			Train staff on self-harm issues.	✓			
			To capture pupil voice from girls only on how safe they feel in school.				
CFC	To increase and support 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	Family Support & Community Outreach Worker (FS&COW) appointed.	✓	AHT KS1/ Parental Engagement Lead/ FS&COW	● On track	School to identify interpreters as required.
			Home visit before pupils enter school.	-			
			Targeted parent workshops around needs.	✓			
			Review website and electronic information available for parents.	✓			
	To develop pupil voice opportunities so that Governors are hearing all the pupil's views and opinions.	All pupils/ Governors	To invite pupils to CFC Committee meetings and for Governors to attend School Council.	✓	UPS teachers who have responsibility	● On track	Invite pupils to CFC.
		To have pupil, parent, staff, SLT and Governors represented on the Change Team led by the Well-being Award.	✓				
T&L/CFC	Liaison and engagement with Careers Advisors and potential work experience placements will ensure equal opportunities for all students.	Secondary pupils	Community outreach – continue to build on success of Careers Fair, making links with a variety of providers to meet all pupils needs.		DHT Secondary	● Started and on track	
			Work experience is appropriate to all abilities.				
			Learning opportunities are appropriate to pathways.				
T&L	To ensure the statutory changes to the RSE curriculum and policy are being taught and monitor and evaluate pupil outcomes.	All pupils/ Parents	Integrate new RSE guidelines/LGBT content into the curriculum for RSE.	✓	DHT Curriculum/ AHT KS4	● On track	To monitor delivery and outcomes – Spring/Summer 2022.
			To arrange training from Mermaids related to transgender issues.	✓			
			To book training for all staff on delivering the curriculum effectively.	✓			
			To monitor delivery of the curriculum and pupil outcomes.	-			
			To support parents to understand the curriculum content.	-			
	To ensure our reading and library books fully represent diversity in society including bilingual books.	All pupils	To ensure the English & Library Lead has budget to purchase books.	✓	TLR English	● On track	New TLR English to complete audit and order books.
			To audit areas where we are deficient and plug the gaps.	-			

Marjory Kinnon School – Equality, Diversity & Inclusion Policy

	Objectives	Target Group(s)	Action	✓	Objective Owner	Status	Next Steps
T&L	To provide opportunities to celebrate the gender, sexuality, disabilities and culture and religions of all staff and pupils that make up a very diverse school.	All pupils/ Staff	Revised assembly schedule to include all major world religions and festivals especially as represented by the school pupils and staff i.e. Eid, Diwali, Christmas, Chinese New year, Black History Month (African Dance and Drum workshops and focus on Black Authors and Literature), Holocaust Memorial. Gender and female Icons and Icons from the gay and transgender community.	✓	Headteacher/ SLT	● On track	To focus on achievements by well-known women and role models representing diverse sexualities.
	To ensure disadvantaged pupils are prioritised for interventions and catch up post pandemic.	All pupils	Analysis of progress data in relation to pupil premium/FSM groups.	✓	HT/SLT	● On track	Data to be analysed Summer Term 2022 and interventions identified.
			Continue to monitor and provide Chromebook to families that need technology.	✓			
			Provide intensive interventions and reading recovery to pupils who have fallen behind in the pandemic with Covid Catch-up Funding including Summer School.	✓			
To ensure school values of kindness, tolerance and respect are embedded in the school and delivered through the Rights Respecting Schools curriculum and contribute to personal development.	Whole School Parents Governors	Each term to focus on one key value to underpin lessons and assemblies: <ul style="list-style-type: none"> Autumn: Kindness Spring: Tolerance/perseverance Summer: Respect 	✓	DHT / AHTs Primary & Secondary / SS-RRS Lead	● On track	Achieve the Gold RRS Award.	
RESOURCES	To ensure all ASC pupils have access to sensory provision and suitable therapies.	ASC pupils	Governance review and audit of therapeutic provision.	✓	SLT/ Lead Practitioner for ASC	● Started and on track	Audit of breakout rooms by new LP for ASC as part of the external Autism accreditation review.
			Evaluate and restructure therapies in line with the expanding ASC cohort.	✓			
			Audit the use of break out rooms and current equipment.	-			
			Allocate a budget and new equipment to be purchased for sensory breakout rooms.	-			

Appendix 2

Public Sector Equality Duty

We aim to be a community where everyone is treated fairly and with respect. We want everyone to reach their potential, and we recognise that for all our pupils extra support is needed to help them to achieve and be successful.

We are required to publish equality information as well as equality objectives, which show how we plan to reduce or remove particular inequalities or disadvantages. This information is reviewed and updated annually.

The equality duty supports good education and improves pupil outcomes. It helps us as a school to identify priorities such as underperformance, poor progression, and bullying. It does this by requiring it to collate evidence, take a look at the issues and consider taking action to improve the experience of different groups of pupils. It then helps us to focus on what can be done to tackle these issues and to improve outcomes by developing measurable equality objectives.

Full details of the requirements placed on schools are included in the [Public Sector Equality Duty Guidance for Schools in England](#), published by the Equality and Human Rights Commission.

Our school is committed to equality both as an employer and a service-provider and we carry out our day to day work through our embedded values:

1. We try to ensure that everyone is treated fairly and with respect.
2. We want to make sure that our school is a safe, secure and stimulating place for everyone.
3. We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
4. We recognise that for our pupils extra support is needed to help them to achieve and be successful.
5. We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our school staff and pupil leaders.

6. We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

1. Pupils from certain cultural and ethnic backgrounds.
2. Pupils who belong to low-income households and pupils known to be eligible for free school meals.
3. Pupils who are disabled, or who are in the process of being diagnosed as disabled.
4. Pupils who have special educational needs.
5. Boys in certain subjects, and girls in certain other subjects.
6. Vulnerable Pupils, where home circumstances are known or believed to be unsettled in some way, causing some level of concern.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

1. Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations between people who share a protected characteristic and people who do not share it.

At Marjory Kinnon School we have rigorous systems for monitoring standards and challenging any under-performance; our responsibility in this equality duty is scheduled as part of this rigorous process.

There are pupils at our school with different types of disabilities and these include:

1. Asthma & Eczema
2. Physical Disability
3. Attention Deficit Disorder
4. Autism
5. Global Learning delay
6. Diabetes
7. Mild Learning Difficulties
8. Epilepsy

Disability

The Equality Act defines disability as when a person has a ‘physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities.’

1. We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
2. Where applicable our policies make explicit that we aim to give careful consideration to equality issues and as policies are reviewed in line with the monitoring cycle they will be edited to reflect this requirement.
3. We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
4. We analyse our data to ensure we act upon any concerns in relation to the protected groups and this is reported termly to Governors.
5. We record any racist or homophobic incidents and act upon any concerns and report this to the LA and the Governing body on a termly basis.
6. The Leadership Team of the school is concerned with closing gaps, this is reflected in the school’s values.
7. We give due regard for equality issues in decisions and changes we make.
8. We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to

age, disability, ethnicity and race, gender, gender reassignment, marriage and civil partnership, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken and importantly monitor the impact our provision has had.

9. We provide training to all staff in relation to dealing with bullying and harassment incidents.
10. We have a SEN Information Policy that outlines the provision the school makes for our pupils.

Under the Equality Act 2010, we are also required to have due regard to the need to advance equality of opportunity and foster good relations. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

Disability

The Equality Act defines disability as when a person has a ‘physical or mental impairment which has a substantial and long-term adverse effect on that person’s ability to carry out normal day to day activities.’

We are committed to working for the equality of people with and without disabilities:

- We provide good quality training for our staff on inclusion.
- When required we gain external advice and support from many different professionals.
- We promote positive links with our parents.
- We provide specific targeted support where appropriate.
- Annual reviews meetings comment upon successful strategies and interventions, noting any continuing difficulties and any significant changes in the pupil’s circumstances or requirements for equipment, aids and access to ensure the pupil is fully included within their school community. An interpreter is available for families whose first language is not English.
- Liaising and working in partnership with a number of professional organisations that promote equality and diversity.
- A wide range of resources are available that represent our diverse population.
- The London Borough of Hounslow school admissions criteria welcomes all pupils. The LBH Fair Access Protocol has been formulated to ensure its compliance with

the School Admissions Code and Equality Act 2010. It seeks to ensure that there is no discrimination against pupils, parents or carers because of their sex, race, disability, religion or belief and sexual orientation or pupils who are pregnant or undergoing gender reassignment. All LA officers and school staff must adhere to this protocol. Internal and external auditors may complete monitoring exercises on an ad hoc basis to ensure full compliance, fairness and transparency

- We hold regular meetings with parents as we know that parental engagement has a significant and positive impact on children's learning. Therefore our school places a strong emphasis on working together with Parents and Carers to promote equality and diversity. We work closely with Parents whose children have medical needs to ensure they have the appropriate care in school. In addition, the Thrive and SCERTS Practitioners work with Parents whose children receive these interventions, working on programmes to be implemented at home and school that promote equality of access.
- We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience.
- We ensure that the curriculum and resources we use have positive images of disabled people and represent our multi-cultural and diverse community.
- We ensure all lessons in the curriculum promote equality and diversity and provide fair access.
- Pupil voice opportunities on the School Council and Change Team allow for the children's opinions on equality to be heard and included in policy decisions.

Appendix 3

Public Sector Equality Duty Statement

This information describes how the Governing Body of Marjory Kinnon School intends to fulfil its responsibilities under the Public Sector Equality Duty with regard to its workforce. The Equality Objectives is also part of the School Development Plan.

We will have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and foster good relations between people who share a protected characteristic and those who do not share it.

We will collect and use equality information to help us to:

- Understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby plan them more effectively.
- Assess whether the school are discriminating unlawfully when carrying out any of our functions.
- Identify what the key equality issues are for our organisation.
- Assess performance.
- Benchmark our performance and processes against those of similar organisations, nationally or locally.
- Take action.
- Consider taking steps to meet the needs of staff who share relevant protected characteristics.
- Identify if there are any actions we can take to avoid discrimination and harassment, advance equality of opportunity or foster good relations.
- Make informed decisions about policies and practices which are based on evidence about the impact of our activities on equality.
- Develop equality objectives to meet the specific duties.
- Have due regard to the aims of the general equality duty by ensuring that staff have appropriate information for decision-making.

Publication of Equality Information

We will collect and use enough workforce information to effectively meet the general equality duty. Where relevant and proportionate we will publish on our website some information about the impact of our employment functions on people with the different protected characteristics in order to demonstrate compliance with the general equality duty.