



EQUALITY POLICY (Including
statement and objectives)

For September 2021

POLICY INFORMATION

Named personnel with designated responsibility for policy

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2021-22	M Haimendorf	E Humphreys	Ms J. Moses	Ms J. Moses

Policy review dates (frequency of review: tbc)

Review Date	Changes made	By whom
July 2021	Policy reviewed	LGB

Ratification by Governing Body

Academic year	Date of ratification	By whom

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1 INTRODUCTION

- 1.1 This policy is in line with and according to the 2010 Equality Act.
- 1.2 At King Solomon Academy we pride ourselves on the diversity of people who make up our Academy community; and we value the varied contribution that everyone can make to our learning. We believe that all children, regardless of gender, identity, sexual orientation can have high aims and that the Academy's task is to help them all achieve their potential. In order to achieve this, we shall ensure that all areas of the curriculum are suitably resourced in ways that reflect the range of cultures and that encourage children to respect each others' languages and background.
- 1.3 We shall similarly encourage parents/carers to share their children's experiences and to offer their own as an aid and encouragement to learning. We will confront and discuss racist and sexist language or conduct; and through the positive enforcement of our Behaviour Policy we will do our best to ensure that all individuals in the Academy, including visitors, feel safe and are treated with consideration when they are amongst us.
- 1.4 This Equality Policy sets out the Academy's approach to promoting equality and diversity. It covers disability, gender identity, sexual orientation and race, in response to the statutory duties on academies to publish disability and gender equality schemes and a race equality policy

2 AIMS AND VALUES

2.1 Equality of opportunity at King Solomon Academy is about providing equality and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the Academy community — pupils, staff, governors and parents/carers. Our Equality Policy is based on the following core values, as expressed in the Academy's aims and in line with the 2010 Equality Act.

2.2 We want all our children to:

- Experience a broad and balanced curriculum.
- Develop lively enquiring minds and a love of learning.
- Have high self-esteem.
- Work with independence.
- Value and care for others.
- Be successful and have their achievements celebrated.
- Feel safe.
- Become good citizens and make positive contributors to the community and society.
- Care for their environment.
- Be self-disciplined and courteous.
- Be tolerant and respectful of others.

2.3 We want all staff to:

- Deliver high standards of teaching and learning by staying in the school and developing

professionally.

- Feel valued and supported.
- Enjoy a healthy work-life balance.
- Be their authentic selves at work.
- Act as allies for those who might feel isolated

2.4 We want all parents/carers to:

- Feel welcomed by the Academy.
- Work in partnership with staff.
- Be well informed by clear communications.
- Feel their culture, identity and beliefs are valued by the school

2.5 We want governors to:

- Work as friends and partners of the Academy.
- Know the Academy and staff well.
- Offer constructive advice.
- Promote the Academy in the wider community.

2.6 We want the wider community to:

- Develop good relations with our Academy.
- Broaden our horizons and challenge our thinking.

2.7 We aim to help children:

- To develop lively, enquiring minds with the ability to question and argue rationally.
- To acquire knowledge, skills and understanding.
- To use language and numbers with confidence and enthusiasm.
- To develop respect for religious and moral values and tolerance towards ways of life which differ from their own
- To understand the world in which they live and the interdependence of individuals, groups and nations.
- To respect and care for other people and the environment.
- To grow in aesthetic awareness and make best use of opportunities for the creativity and imagination.
- To develop agility and physical co-ordination and the ability to express themselves through music and movement.
- To develop habits of self-discipline, acceptable behaviour, courtesy and good manners.

2.8 We guide each child towards fulfilling their potential:

- Through the provision of high quality education and resources.
- Through encouragement and high expectation.

- By developing self-esteem and fostering self-confidence.
- By providing a happy and safe environment in which he/she may work confidently.
- By ensuring progression through the setting of appropriate goals.
- By preparing him/her for future education and a fulfilling life.

2.9 Our mission is for King Solomon Academy to provide an environment where:

- Children are happy and highly motivated to learn.
- The quality of teaching and learning enables each child to achieve their best.
- Staff are motivated and keen to develop their skills for the sake of the children and their own professional development.
- Parents/carers are proud to send their children and enjoy working in partnership with the Academy.

2.10 These aims are designed to ensure that the Academy meets the needs of all, taking account of gender, ethnicity, culture, religion, language, disability, ability, sexual orientation, age, and social circumstances. We strive to include and engage all pupils and to prepare them for full participation in a diverse society. This Academy will take steps to:

- Promote equality of opportunity and access.
- Promote racial equality and good race relations.
- Oppose all forms of prejudice and negative discrimination.
- Ensure pupils with a disability have full access to the Academy buildings and to the curriculum.

3 OUR APPROACH TO PROMOTING EQUALITY

3.1 The information provided here aims to show that we give careful consideration to equality issues in everything that we do. We are committed to working for the equality of people with and without disabilities.

3.2 The overall objective of the Academy's Equality Policy is to provide a framework for us to pursue our equality duties to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all our activities.

3.3 Through the Equality Policy, the Academy seeks to ensure that no member of the Academy community or any other person through their contact with the Academy receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual orientation, gender reassignment, age, trade union or political activities and socioeconomic background. The principles of this policy apply to all members of the extended Academy community

4 RACE EQUALITY

We are fully committed to meeting our obligations under the 2010 Equality Act and this is reflected in the

policy statements above. To meet the specific duties of the Act we shall:

- Ensure that all pupils and staff are encouraged and able to achieve the best of which they are capable.
- Respect, embrace and value differences between people.
- Prepare pupils for life in a diverse society.
- Make the Academy a place where everyone, taking account of race, colour, ethnic or national origin, feels welcomed and valued.
- Promote good relations between different racial and cultural groups within the Academy and within the wider community.
- Ensure that an inclusive ethos is maintained.
- Acknowledge the existence of racism and take steps to prevent it.
- Oppose all forms of racism, racial prejudice and racial harassment.
- Be proactive in tackling and eliminating unlawful discrimination.

5 DISABILITY EQUALITY

- 5.1 We aim to ensure that wherever possible disabled people have the same opportunities as others in their access to education and to prevent any form of unlawful discrimination on the grounds of disability. Appropriate measures will be taken to ensure that pupils and prospective pupils with a disability are not treated less favourably than other pupils and we shall take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- 5.2 In addition, steps will be taken to ensure that employees support the governing body in meeting their duties and do not act in such a way that is or could be deemed discriminatory.
- 5.3 Staff are made aware of the basic requirements of the 2010 Equality Act.
- 5.4 There may be occasions where the treatment of disabled children is different from that of other pupils. In such cases the Academy will be able to demonstrate that such treatment is justified. The reason for the different treatment will be both material to the circumstances of the particular case and substantial (e.g. health and safety reasons). The Academy will also demonstrate that all reasonable steps have been taken to avoid the disabled pupil being placed at a significant disadvantage. Where at all possible we will do all that we can to ensure that all disabled children can access the curriculum and participate in activities and trips.
- 5.5 Careful consideration will be given to how participation can be best facilitated. A range of factors may be part of this consideration including:
- The need to maintain academic, musical, sporting and other standards.
 - Health and safety requirements.
 - The interest of other pupils.
 - The extent to which it is practicable to take a particular course of action.
 - The financial resources available and the cost of a particular action.

- 5.6 The consideration of these factors may lead to the adoption of certain reasonable adjustments rather than others.
- 5.7 We recognise that the duty to make reasonable adjustments for disabled students is anticipatory. To meet this duty we will review policies, practices and procedures to ensure that we do not discriminate against disabled pupils. Examples of the specific measures we will be taking include:
- Ensuring providers of facilities for academy trips and extra-curricular activities can accommodate disabled pupils before making bookings.
 - Reviewing staffing arrangements to ensure that the Academy is in a position to administer medication if required in exceptional circumstances.
 - Ensuring there are special arrangements in place for disabled pupils who are taking examinations.
 - Ensuring all our policies and procedures have due regard for disability equality.
 - Working closely with parents/carers and disabled pupils to identify potential barriers to participation and devising reasonable adjustments to overcome them.
 - Ensuring that staff are briefed on the Equality Act 2010.
- 5.8 We will also take reasonable steps to find out whether prospective or existing pupils have a disability. This will include:
- Creating an ethos and culture which is open and welcoming so that parents/carers and pupils feel comfortable sharing information about the disability.
 - Asking parents/carers during the admissions process about the existence of any disability.
 - Providing continuing opportunities to share information (e.g. when seeking permission to go on an academy trip).
 - Monitoring levels of participation, achievement and behaviour that may indicate a disability that has not been identified and referring the matter to specialist agencies where appropriate.
- 5.9 We believe that improving access to education and educational achievement for all:
- Ensures equality of opportunity.
 - Encourages full participation in society.
 - Improves the likelihood of independent living and economic self-sufficiency in the future.
- 5.10 We carry out accessibility planning for disabled pupils that increases the extent to which they can participate in the curriculum, improves the physical environment of the academy and increases the availability of accessible information to disabled pupils (see the Academy's Disability Equality duty attached to the Pupil Support Policy, for further details).
- 5.11 We shall continue to improve the accessibility of the physical environment within the resources available in response to needs arising. We identify and monitor the performance of different groups of pupils: boys/girls; minority ethnic groups; SEN; disabled pupils; "Looked After Children"; EAL; chronic medical conditions.
- 5.12 Our assessment procedures take into account the SEN Code of Practice (2001) the needs of EAL pupils and the needs of minority ethnic pupils. We have procedures for involving all pupils in their own learning and we monitor this involvement and the outcomes.

6 GENDER EQUALITY

- 6.1 The Academy promotes equality of opportunity between males and females and endeavours to eliminate all unlawful sex discrimination and harassment. Conditions for learning (e.g. environment, teaching and learning, resources, social and emotional aspects of learning) provide equal access and opportunities to all.
- 6.2 We monitor the attainment of all our pupils by gender. We take a "Which boys? Which girls?" approach to address underachievement: neither boys nor girls are treated as homogeneous groups. We set targets to improve the attainment and rates of progress of particular groups of boys and girls.
- 6.3 We are identifying and addressing barriers to the participation of boys and girls in activities.
- 6.4 We ensure that gender stereotypes in subject choices, careers advice and work experience are avoided. We ensure that young people have access to information about different sector workplaces and occupations to challenge outdated images and ideas about careers and employment.
- 6.5 We work in partnership with other organisations, including FE and HE institutions, to develop innovative and inventive ways of tackling gender segregation in subject and career choice.
- 6.6 We are developing particular initiatives to tackle boys' attitudes to school and learning, for example by engaging with fathers and drawing them into academy life.
- 6.7 Parents, carers and families are given opportunities to contribute to the development, delivery and evaluation of the academy's gender equality initiatives. Both male and female parents and carers are encouraged to be involved in the work of the academy and contribute to their children's learning and progress.
- 6.8 Gender Assignment and Sexual orientation
- We challenge all discrimination and prejudice towards gay, lesbian, bisexual or transgender members of the Academy.
 - We promote acceptance and understanding of these groups through PSHE, form time, assemblies and our curriculum.
 - We do not collect data on these groups from pupils currently.

7 BEHAVIOUR AND BULLYING

- 7.1 We have a behaviour policy that is equitable and consistent in its aims and procedure.
- 7.2 We have an anti-bullying policy that provides clear guidance on creating equal opportunity.
- 7.3 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 disability or special educational need, ethnicity and race, gender, gender reassignment, 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. We provide

training to all staff in relation to dealing with bullying and harassment incidents.

8 RELIGION AND BELIEFS

- 8.1 King Solomon Academy promotes the spiritual, moral, social and cultural development of all pupils through whole academy assemblies and the curriculum.
- 8.2 Our curriculum, including RE, supports pupils to be accepting of one another's lifestyles and beliefs, as well as exploring shared values.
- 8.3 The RE curriculum enables pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice and discrimination.
- 8.4 We tackle prejudices relating to racism and xenophobia, including those that are directed towards religious groups and communities, such as anti-Semitism and Islamophobia.
- 8.5 All pupils study Religious Studies to GCSE level. As the majority of our pupils are Muslim and our country has a Christian background, these are the two religions that are studied in the course.

9 ROLES AND RESPONSIBILITIES

All who work in the Academy have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

9.1 Our governors are responsible for:

- Making sure the Academy complies with all current equality legislation.
- Making sure this policy and its procedures are followed.

9.2 The Principal is responsible for:

- Ensuring this policy is readily available and that the governors, staff, pupils and their parents/carers know about it.
- Making sure its procedures are followed.
- Producing regular information for staff and governors about the policy, its effectiveness and providing training for them on the policy, if necessary.
- Ensuring all staff know their responsibilities and receive training and support in carrying these out.
- Taking appropriate action in cases of harassment and discrimination.

9.3 All our staff are responsible for:

- Dealing with racist, sexist and homophobic incidents, and being able to recognise and tackle bias and stereotyping.
- Promoting equality and good community relations and avoiding discrimination against anyone for

reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances.

- Engaging in training and learning opportunities.

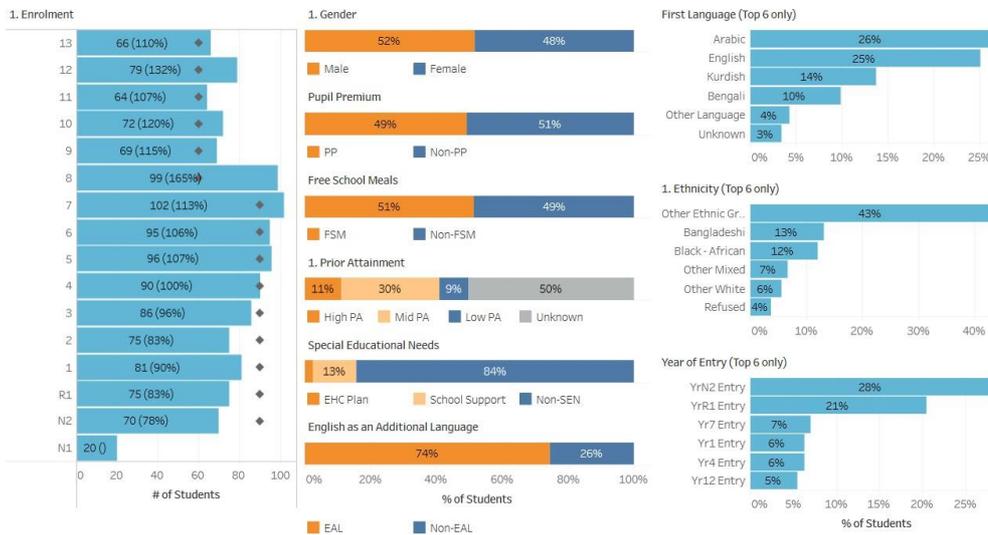
9.4 Responsibility for overseeing equality practices in the Academy is as follows:

- Coordinating and monitoring work on equality issues (Principal).
- Dealing with and monitoring reports of harassment, including racist and homophobic incidents (Principal)
- Monitoring the progress and attainment of vulnerable groups of pupils e.g. Black and minority ethnic pupils, including Gypsies and Travellers (Head of School).
- Monitoring exclusions (Head of School).

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

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct 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 between people who share a protected characteristic and people who do not share it.

10.1 Information about the pupil population (July 2021)



10.2 Religious background of pupils at KSA

Religion	#	%
Buddhist	1	0%
Christian	54	4%
Hindu	10	1%
Jewish	1	0%
Muslim	974	79%
No Religion	49	4%
Other Faith	19	2%
Roman Catholic	21	2%
Not provided	111	9%
Total	1240	

11 OUR MAIN EQUALITY CHALLENGES

This is a summary of the issues that we are most concerned about. We are already developing strategies and interventions to tackle some of these concerns.

Progress and achievement is our central concern and is a major equality issue

Our primary concern is that all individuals, irrespective of their background, make outstanding academic progress in order that they can secure good qualifications and have the choice to go to university or pursue a career of their choice. Given the low starting point many of our pupils start at, they are required to make exceptional progress to ‘close their gap’ on their contemporaries who come from more privileged backgrounds. Without this progress they will not have the equality of opportunity to choose university or a particular career.

Given this, we have a great deal of strategies to address this, some of which are detailed below:

- Operate an extended academy day.
- Analyse progress data of individuals and the various discrete groups and then write evaluations and create action plans at a departmental level and school level, in order that no one falls through the net.
- Reading lessons every day for every pupil to boost literacy and engender a love of reading. These groups are organised according to chronological reading age.
- Plan using the end point as our starting point. In other words, we think about the skills and knowledge our pupils will need at GCSE and A level and start planning towards this within an all-through context.
- Planned interventions for pupils who are making insufficient progress or who are failing to meet the required standards.
- Provide interventions for pupils who are facing difficulties at home or are struggling with their behaviour.

High quality of teaching from all teachers is a central equality issue

Given this area of concern we have to ensure a high quality of teaching and learning across every department/class and every member of staff. An academy which hopes to secure excellent outcomes for all is an academy which must ensure that every teacher is consistently teaching lessons of a high quality and every pupil can be sure of having an equal opportunity of achieving a good level or grade and make excellent progress. This is a real challenge but a very important one. In short, every pupil should expect to have the same chance of securing a good grade no matter who teaches them maths, English, science or indeed any subject they follow.

We do this through the following:

- Embedding co-planning within year groups across all year groups, so that all teachers learn together and this can ensure consistent and high quality resources and activities.
- Embed a culture of learning from one another. There are frequent opportunities for learning from others: Senior staff, middle leaders, main scale teachers and NQTs. This fosters a dialogue about teaching and learning amongst all staff and creates a desire to always get better.
- Training for staff is part of our weekly cycle and the focus is teaching and learning. A full and detailed PG programme operates on PD days.
- A support programme for colleagues whose teaching is judged to require improvement.
- Analysis of attainments and progress across and within departments/year groups/phases (ETAL). Every department lead/class teacher has to analyse their progress and attainment data on a termly

basis and plan to address any gaps or areas for development. This may of course mean providing more support for individual pupils and/or teachers.

Exemplary standards of behaviour are a central equality issue

Whilst teaching and learning is our primary concern, we also have to ensure that behaviour is exemplary in all lessons in order that everyone's equal opportunity to learn and make progress is not hampered. No child can be allowed to behave in a way that prevents others from learning. Without this expectation being made clear and realised there can be no equality of opportunity for all to learn.

However, we are also keen to ensure that no group is discriminated through disproportionate and unfair sanctions or rewards. Therefore, there will need to be close analysis of rewards and sanction, including exclusion figures. As an academy we are determined that no groups or individual pupil is discriminated against or treated unfairly through harsh treatment or lack of reward.

Therefore, we have two challenges: maintain excellent standards of behaviour whilst supporting all children in making appropriate decisions about how to behave, whilst being scrupulously fair and just in dealing with all children. We are very successful in these aims but it requires a great deal of hard work and the answer is not simply to avoid punishing certain pupils because they come from certain groups. This would not be equal or fair. The answer is to put support mechanisms and systems in place to encourage good behaviours and prevent bad ones. This of course, is true for all pupils. Some of our strategies are as follows:

- A comprehensive duty system so pupils are supervised throughout the academy day.
- A zero tolerance sanction system which is cumulative, inevitable and swift but fair.
- A house system which encourages competition, participation, pride and belonging.
- A comprehensive rewards system which embed our core values.
- A team of therapists who support our young people and help them to express and deal with their emotions and difficulties.
- An analysis of all sanctions and rewards data by individual pupil, discrete group, teacher, achievement level.

12 CONSULTATION AND ENGAGEMENT

We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

Consultation and engagement

Who we consult	Timing	Summary
Parents/carers	Annually	We meet hold parent meetings we ask for a survey to be completed in person. Where meetings have been remote we have used Microsoft Forms (electronic survey) to gauge parent views on specific views and the Ark Parent survey to gain comments and views with a benchmarked reference point.
	Every half term	We hold home learning workshops where parents can openly discuss and ask questions about the running of the school and upcoming learning and events
	Every half term	Parent Council meetings which allow feedback to Senior Staff – the key points are highlighted at the Local Governing Body meeting. Parent Council is split into Consultation Committee and Events and Fundraising.
Staff	Twice a year	An anonymised staff survey (one in school and one at a network level) allows us to understand the staff views of the school, including issues of equality, including the Ark Parent survey which gain views with a benchmarked reference point. The in school survey focuses on issues of inclusion.
	Staff Working Group	This representative group provide feedback to senior leaders about the operational delivery of the school and staff wellbeing. This group meets twice a year.
Pupils	Annually	There is a Ark Schools pupil survey each year which allows feedback. This will be done in school to ensure pupils voices are heard.
	Every half term	The school leaders / 6 th form leaders meet and discuss with staff how to improve the school.
	Every half term	Many of the issues of equality are addressed in PSHE lesson planning and delivery

13 OUR EQUALITY OBJECTIVES FOR 2021-22

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

Equality Objective 1: To increase the diversity of our staff, particularly our teaching staff.

We believe the school will better serve its mission and adhere to the principles of equality if our staff body diversifies. We are under-represented by Muslim and BAME staff. This change will be achieved by:

- Retaining our diverse staff, with active career coaching
- Adapting our recruitment materials and processes to better attract, identify and hire diverse talent
- Evaluate our recruitment and retention approaches to identify successes from 2020-21 and build on these in future years.

Equality Objective 2: Increase inclusion across the school community.

We want all members of the community to feel they can be their authentic selves as part of our community. We everyone to feel included and respected. For protected characteristics where there is discrimination in society, we know this means actively challenging negative or discriminatory attitudes, words or actions.

This will be achieved by:

- Refine our approach to teaching issues of identity and inclusivity in our PSHE curriculum
- Embrace a range of authors and role models in our reading and curriculum including our careers curriculum
- Sustain the staff working group to focus on diversity and inclusion
- Use the key themes from the evaluation of Inclusion to drive training priorities
- Ensure there are staff activities that include all including social sessions targeted at groups – eg LGBT+
- Facilitate staff to make more social connections across groups that they spend time in normally – e.g. staff choir

Equality Objective 3: Improve attendance

We will:

- Review roles and responsibilities for attendance to ensure consistency and clarity (leaders, pastoral staff and administrators)
 - Communicate systems with parents and pupils including the five zones of attendance and impact of number of days absence
 - Ensure all absent pupils are called by the pastoral team after 2pm on the day of absence to encourage pupils in the next day.
 - Increase visibility of pupil attendance tracking (e.g. doors, class displays, assemblies)
 - Review the use of rewards and recognition for excellent attendance
 - In Secondary, extra staff in year groups (those without a form) are expected to be on the phone during form time
 - Rigorous escalation process driven by Pastoral Leads and completed in LM weekly with actions and accountability
 - Weekly Pastoral Briefing shares data with all relevant leaders.
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We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity. We will use an appropriate Equality Impact Assessment to monitor the impact of all our policies and the policy may be amended as a result of this assessment.