



# Khalsa Secondary Academy

## **KHALSA SECONDARY ACADEMY POLICIES EQUALITIES & DIVERSITY POLICY (L13)**

DATE APPROVED:	November 2014
DATE FOR REVIEW:	July 2016
APPROVED BY:	FULL GOVERNING BODY

*We are committed to maintaining a safe and positive environment that fosters an ethos of respect, honesty and helpfulness where students and staff of all faiths and none are valued and supported through the Academy's Sikh principles of Kirt Karna (Beyond the Academic); Nam Japna (Beyond the Individual) and Wand Chakna (Beyond Self).*

**This policy refers to all staff, governors and pupils and should be read along with the Academy's safe guarding and safer recruitment Policy, pupil premium policy and SEND policy.**

### **Rationale**

#### **Our school vision is:**

Actively Learning Together... in a safe, happy environment built on a strong foundation of Sikh ethos.

**At Khalsa Secondary Academy we have chosen those values that best reflect our thoughts as a school and community**

- ✓ **Be Respectful and Polite**
  - ✓ **Be Punctual**
- ✓ **Be Prepared and Ready to learn**
- ✓ **Be Responsible for my own learning**
  - ✓ **Be Considerate and Helpful**
- ✓ **Work quietly and not disturb others**
- ✓ **Listen courteously when others are talking**
  - ✓ **Always rise to new challenges**
- ✓ **Always collaborate with other students**
- ✓ **Always aim to achieve my best and try to achieve excellence in all that I do**



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1.1 At Khalsa Secondary Academy we value the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. This policy is intended to help to ensure that this school promotes the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

- 1.2 it is unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions,
- in the way it provides education for pupils,
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment.



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## **2 Aims and objectives**

- 2.1 At Khalsa Secondary Academy we do not discriminate against anyone, be they staff, pupil, parent or any other person with whom the pupil is associated, on the grounds of ethnicity, religion, attainment, age, disability, gender, background, sex or sexual orientation, gender reassignment, pregnancy or maternity.
- 2.2 We promote the principle of fairness and justice for all through the education that we provide in our school.
- 2.3 We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- 2.4 We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.
- 2.5 We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.
- 2.6 We challenge personal prejudice and stereotypical views whenever they occur.
- 2.7 We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.
- 2.8 We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all.

## **3 Racial equality**

- 3.1 At Khalsa Secondary Academy, we will:
  - strive to eliminate all forms of racism and racial discrimination;
  - promote equality of opportunity;
  - promote good relations between people of different racial and ethnic groups.
- 3.2 It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures (see Behaviour policy).
- 3.3 We endeavour to make our school welcoming to all minority groups. We promote an understanding of diverse cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.
- 3.4 Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, in the curriculum topic on religious festivals, the children learn the importance of Diwali to Hindus and Sikhs.

## **4 Disability non-discrimination**



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- 4.1 Should any children in Khalsa Secondary Academy have disabilities, we are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.
- 4.2 The school is committed to endeavouring to provide an environment that allows disabled children full access to all areas of learning. Auxiliary aids or any other service will be provided when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the child faces in comparison to non-disabled children.
- 4.3 In some circumstances teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment.

## **Retirement**

The governing body recognises that there cannot be any default retirement age and therefore employees will only be judged on their performance.

## **Disadvantaged Pupils**

Children's success should not be determined by their social circumstances. We intend to raise levels of achievement for all disadvantaged pupils and to close the gap between disadvantaged children and their peers.

### Definition of 'disadvantaged pupils':

- All pupils who have been eligible for free school meals at any point in the past six years (Ever 6 FSM pupils).
- All pupils with Special Educational Needs and Disabilities (SEND)
- All children who are looked after (CLA) (children looked after by the local authority at any point during the year ending 31 March, who had been looked after continuously for 6 months).
- All pupils who are eligible for the service child premium in either 2011/12 or 2012/13 but were not recorded as service children on the January 2013 school census (Ever 3 service children).
- Pupils whose family is in receipt of a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme.

## **Aims**

The targeted and strategic use of specialised funding (Pupil Premium, SEND and Year 7 Catch Up) will support Khalsa Secondary Academy in achieving our aim of helping all our pupils achieve their full



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potential at *KS3/ KS4*. To do this we will ensure that all funding reaches the groups of pupils for whom it was intended and that it makes a significant impact on their education and lives. We will:

- Close the attainment gap between our disadvantaged pupils and their peers.
- Accelerate their progress.
- Support and nurture our children from armed forces families to cope with the emotional and other stresses of military life.

## Principles

- We will continue to ensure that teaching and learning opportunities meet the needs of all pupils.
- We will make appropriate provision for all pupils who belong to vulnerable groups.
- This includes assessing and addressing the needs of our disadvantaged pupils/*pupils from service families*.
- Although the use of FSM is a generally reliable and nationally accepted method of identifying socially or financially disadvantaged pupils, we recognise that:
  - Not all pupils who receive FSM are socially disadvantaged.
  - Not all socially disadvantaged pupils are registered for FSM.

## Awareness

These guidelines and this policy statement will be circulated to any agencies responsible for our recruitment and copies will be made available for all employees and applicants for employment.

The policy statement will be communicated to all private contractors reminding them of their responsibilities towards equality of opportunities.

## Monitoring and review

The governors will monitor the impact of this policy statement to determine its effectiveness, through the academy's self-evaluation procedures including, where appropriate, review of the employment records of all employees.

Monitoring will include:

- The collection and classification of information regarding ethnic/national origin, gender and disability of current employees.
- The examination by ethnic/national origin, gender and disability of the distribution of employees and the success rate of applicants.
- Examining the recruitment, training and promotional records of all employees, including any decisions and the reasons for them.



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- Monitoring of applicants to ensure that the principles of the policy statement are being applied and so to assist in the answering of any complaints from unsuccessful candidates.

The results of monitoring will be reviewed at regular intervals to assess the effectiveness of the implementation of this policy statement. Consideration will be given if necessary to adjusting

## 5 Gender equality

- 5.1 We recognise that in some subject areas the achievement of one gender is greater than the other. We are committed to seeing all individuals and groups of pupils making the best progress possible at Khalsa Secondary Academy by eliminating gender biased resources and purchasing materials that interest and stimulate all.
- 5.2 We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance. We also seek to ensure that policies designed to improve one gender's attainment do not do so at the expense of the other.

## 6 The role of governors

- 6.1 In this policy, Khalsa Secondary Academy governing body has set out its commitment to equal opportunities, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.
- 6.2 The governing body collects analyses and evaluates a range of school data. We check that all pupils are making the best possible progress, and that no specific group of pupils is underachieving. To do this, we monitor:
- admissions;
  - attainment;
  - exclusions;
  - rewards and sanctions;
  - parents' and pupils' questionnaires.
- 6.3 The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities.
- 6.4 The governing body will, where appropriate, make reference to arrangements for disabled pupils as outlined in the school prospectus.
- 6.5 The governors welcome all applications to join the school, whatever background or disability a child may have.



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- 6.6 The governing body ensures that no child is discriminated against whilst in our school on account of their sex, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls.

## **7 The role of the head teacher**

- 7.1 It is the head teacher's role to implement the school's policy on equal opportunities, and is supported by the governing body in so doing.
- 7.2 It is the head teacher's role to make sure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.
- 7.3 The head teacher ensures that all appointment panels give due regard to this policy, so that no one is discriminated against.
- 7.4 The head teacher promotes the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.
- 7.5 The head teacher promotes respect for other people in all aspects of school life; in the assembly, for example, respect for other people is a regular theme, as it is also in displays around the school.
- 7.6 The head teacher views all incidents of unfair treatment, and any racist incidents, with due concern.

## **8 The role of the class teacher**

- 8.1 At Khalsa Secondary Academy class teachers do their best to ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child.
- 8.2 When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups or genders.
- 8.3 We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues.
- 8.4 All our teachers and support staff challenge any incidents of prejudice or racism. We record any incidents in the school log book, and draw them to the attention of the head teacher.

## **9 Monitoring and review**

- 9.1 It is the responsibility of our governing body to monitor the effectiveness of this policy. The governors will therefore:
- monitor the progress of pupils from minority groups, comparing it with the progress made by other pupils in the school;
  - monitor the staff appointment process, so that no one applying for a post at this school is discriminated against;



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- require the head teacher to report to governors annually on the effectiveness of this policy;
- take into serious consideration any complaints from parents, staff or pupils regarding equal opportunity;
- monitor the school's behaviour policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

This policy will be reviewed by the governing body every two years or earlier if it is considered necessary.

## **10 Fostering good relations**

Khalsa Secondary Academy promotes good relations with people and groups of all kinds as it is inherent in many of things we do, as a matter of course.

It is to be read in conjunction with other plans and policies within the school including:

The Accessibility Plan  
Complaints Procedure  
School Development Plan  
Safeguarding Policy  
Behaviour Policy  
Anti-bullying Policy  
SEND Policy  
Health & Safety Policy





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