



**Diversity and Equality  
Policy  
2024-2028**

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## 1. INTRODUCTION

“Diversity is a Fact, Equality is a Choice, Inclusion is an Action, Belonging is an Outcome”

All pupils at Kings College are valued equally and efforts are made to ensure any prejudice or discrimination is not tolerated. We recognise that the needs of individuals and groups of pupils are many and varied, and that educational inclusion is about equal opportunities for all, whatever their race, gender, disability, sexuality, age, religion, colour, economic background, ethnic origin or nationality, as well as those with special educational needs or those who may need support to learn English as an additional language.

Equality underpins the value system of Kings College. The ethos of the school is one of hard work and kindness towards all. All members of the Kings community are encouraged to understand, appreciate and value the differences between us and to challenge negative labels and attitudes.

It is acknowledged that discrimination may be direct or indirect and includes victimisation and harassment. Promotion of equality, celebration of diversity and inclusion must exist in our employment procedures and in our dealings with pupils, parents and other members of the community. As such it should be noted that all references to parents and carers throughout all our policies are intended to be entirely gender neutral.

Whilst the ethnic backgrounds of our pupils and teaching staff are predominantly white; we recognise a particular responsibility to promote an understanding of and respect for the diverse and multi-ethnic wider society of Guildford and the country as a whole.

## 2. AIMS

The aims of this policy are:

- to promote mutual respect and tolerance so that a positive attitude towards self and others is encouraged and maintained;
- to assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions;
- to develop awareness of the diversity of society in which we all live and to learn to value diversity in others;

- to acknowledge differences in a way which is open, welcoming, enquiring and respectful;
- to prevent stereo-typing on the basis of race, gender, disability, sexuality, age, religion, colour, ethnic origin, marital status or nationality;
- to ensure that every child is included and not disadvantaged;
- to provide a safe and caring environment, free from discrimination and to promote equality of access and opportunity for all members of the school community;
- to be aware of and sensitive too different family structures, backgrounds and values;
- to promote equal opportunities, celebrate diversity and eliminate racial discrimination – being actively anti-racist in our schools, whilst continuing to promote and uphold the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

### 3. ROLES AND RESPONSIBILITIES

#### 3.1 The Head Teacher is responsible for:

- Ensuring Kings College provides a learning environment and expectations that actively tackle discrimination and promote equal opportunities and inclusion;
- ensuring that the schools comply with the Equality Act (2010).
- taking appropriate action in cases of harassment or discrimination for any reason;
- ensuring that staff recruitment procedures follow good equal opportunities practice;
- ensuring that all members of the school community are treated fairly, equally and with respect;
- acknowledging individuals' rights and roles in the world of work and the work environment.

#### 3.2 The Senior Leader on Diversity is responsible for:

- ensuring that the policy is available and that staff, pupils and parents know about it;
- ensuring that the policy and procedures are followed;
- providing training for staff on equal opportunities, diversity and inclusion;
- providing training and support for staff in carrying out their responsibilities;
- working with parents and the wider community to tackle prejudice against any of the protected characteristics;
- promoting equal opportunities for all pupils, parents and staff;
- co-ordinating work in the school and ensuring an environment in which all pupils feel valued;
- ensuring equality and diversity is considered and applied in other relevant school policies;
- auditing and advising on appropriate resources;

- organising and advising on events to celebrate diversity e.g. Black History Month
- monitoring attainment levels and progress of different groups;
- developing partnerships with parents and community groups.

### 3.3 Curriculum Leaders

Curriculum Leaders are responsible for

- ensuring that policies, plans and schemes of work take into account the culture, aptitudes and needs of all pupils, including those with an EHC plan and do not undermine the fundamental British values.
- cross-referencing curriculum links to opportunities to incorporate a range of ethnic, cultural and religious factors;

### 3.4 Members of staff

All members of staff are responsible for:

- ensuring all pupils receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes which underpin success in education and employment;
- ensuring an effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society;
- promoting an awareness of all cultures and religions through the whole curriculum;
- challenging discriminative attitudes and behaviour and selecting appropriate methods of addressing these issues;
- encouraging everyone to value the contributions of others regardless of cultural and/or religious differences;
- providing pupils with the opportunity to experience aspects of different cultures at first hand
- including literature, music and art which promotes the achievements of women, ethnic groups and people with disabilities;
- selecting classroom resources with regard to the sensitivities of all members of the class and not provide material that is racist or sexist in nature, including checking displays, reading schemes and resources
- using positive images to combat negative stereotypes;
- understanding different types of learning and develop and encourage different teaching methods to take account of these;

## 4. PROCEDURES

4.1 Curriculum The school promotes the principles of fairness and equality for all. It aims to achieve this through the educational opportunities provided.

These include:

- paying regard to the guidance in Keeping children safe in education (2021) to safeguard and promote the welfare of children. This is defined as: 'protecting children from maltreatment, preventing impairment of children's mental and physical health or development' ensuring that children grow up in circumstances consistent with the provision of safe and effect care' and taking action to enable all children to have the best outcomes'
- ensuring the PSHE curriculum includes issue of valuing diversity, difference and disability;
- using appropriate and varied teaching styles to maximise expectations and the achievements of all individuals;
- ensuring that the curriculum allows all pupils to participate in a wide range of activities, building on previous experience and extending learning;
- providing opportunities for pupils to work with other children in a variety of groups within their class and across the school;
- ensuring the timetable enables all pupils to have equal access to the full range of educational opportunities provided by the school;
- providing a balanced and positive range of images for all groups regardless of gender, religion, ethnic origin, age or ability;
- screening the reading and audio-visual resources to ensure that positive images of women, people of different races and cultural backgrounds and people with disabilities are promoted.;
- offering a wide range of sporting activities to all pupils, some of mixed gender and others of single sex;
- providing positive educational experiences and support for each child's individual point of view, with the aim of promoting positive social attitudes and respect for all;
- being conscious of the need to celebrate the cultural diversity within the wider community as well as the school's community;
- using assemblies as a forum where the children are encouraged to acknowledge and celebrate individual differences.
- staging events and visits with the aim of promotion equal opportunities using display materials which promote the positive contribution of women to society, racial equality, socio-economic, cultural diversity and awareness of disability.
- involving pupils, staff and parents in welcoming the cultural and ethnic diversity of our community.

#### 4.2 Race

Kings College is committed to:

- promoting equality of opportunity and to promoting good relations between people of different race and nationality;
- dealing effectively and swiftly with any racial discrimination or harassment;
- promoting equality of opportunity for all pupils and staff;

- challenging stereotyping and prejudice. Any racist incidents will be recorded and will be subject to sanctions as set out in each school's Behaviour Policy. This means providing educational support to combat negative stereotypes and correct prejudiced behaviours.

#### 4.3 Gender

All pupils should have equal access to all aspects of school life, including the curriculum, subject choices and extra-curricular activities. It may be necessary for pupils to receive different treatment in order to ensure equality of opportunity and the school will pursue strategies to ensure that all pupils are able to develop their full potential.

Approaches are promoted and monitored to provide equality of opportunity including:

- awareness of the possibility of gender bias in teaching and learning materials and styles;
- ensuring teacher time, attention and all resources are given equally to all children, regardless of gender;
- teaching and other groupings are organised on the basis of criteria other than gender, for example age, ability, etc;
- equality between the sexes is recognised when giving/delegating responsibility and noting the achievement of both staff and children;
- discipline procedures – notably rewards and sanctions – are the same for both sexes.
- challenging stereotyping prejudice and misogyny. Any misogynist or sexist incidents will be recorded and will be subject to sanctions as set out in each school's Behaviour Policy. This means providing educational support to combat negative stereotypes and correct prejudiced behaviours

The number of children and adults who identify as trans or pan-gender or are gender fluid has risen significantly over recent years. At Kings College s we respect the right of all pupils and members of staff to feel comfortable with their own gender identity and are committed to offering equal opportunities to all.

Where possible, adjustments may be made to acknowledge particular needs, such as changing facilities. At all times the welfare of the individual and of the whole community will remain at the centre of any decision-making.

#### 4.3 Sexual Orientation

Kings College is committed to fostering an environment where all students and staff, regardless of sexual orientation, feel safe, respected, and valued. We recognize the importance of promoting inclusion and eliminating discrimination based on sexual orientation. This commitment includes:

- awareness of the possibility of heteronormative bias in teaching and learning materials;
- dealing effectively and swiftly with any discrimination or harassment based on sexual orientation;
- ensuring teacher time, attention and all resources are given equally to all children, regardless of identity;

- challenging stereotyping prejudice and misogyny. Any misogynist or sexist incidents will be recorded and will be subject to sanctions as set out in each school's Behaviour Policy. This means providing educational support to combat negative stereotypes and correct prejudiced behaviours

#### 4.4 Disability

At Kings College the school will do all that is reasonable to ensure that the School's culture, policies and procedures are made accessible to those who have disabilities.

In line with the 'Special Educational Needs and Disabilities Code of Practice' (2015) Kings College will make reasonable adjustments to ensure that children with disabilities are not disadvantaged in their access to:

- the physical environment
- the programme of learning and development offered
- the information provided to children and parents
- high aspirations and outcomes

#### 4.5 Overcoming Barriers to Learning

For pupils who have special educational needs or particular needs with regard to learning English as an additional language; teachers have a duty to take account of their difficulties and support individuals or groups so they can participate effectively in the curriculum and feel fully included.

The school will:

- ensure that the extra-curricular activities are barrier free and do not exclude any pupils;
- work closely with parents to support pupils with special educational needs;
- provide in-service training on inclusion for staff;
- liaise with outside agencies and professionals as necessary. Further details on these areas can be found in the specific SEND and EAL Policies.

#### 4.6 Parents

Kings College will endeavour to ensure that parents are informed of the principles and philosophies that lie behind this Diversity and Equality Policy.

- Parents will be made to feel welcome and all reasonable efforts will be made to ensure physical access to the school.
- The school will provide a secluded area for mothers who wish to breastfeed their babies or express milk. Parents who wish to make use of this facility are encouraged to speak to the School Office.
- Through the Code of Conduct and in all dealings with parents, the schools will demonstrate and encourage respect for all persons, and groups discussed in this policy.
- If a parent or carer believes that our practices or procedures are not meeting the aims of this policy or that they or their children have been treated less favourably because of their ethnicity,

religion, culture, socio-economic status, gender, disability or special educated needs they may make a formal complaint under our complaints procedure.

- In this and in all our policies it should be noted that any reference to a “parent” applies not only to a pupil’s birth parents, but to adoptive, step or foster parents, or other persons who have parental responsibility for or care of a pupil.

## 5. MONITORING

This policy was written in April 2024 to ensure the schools’ approach is transparent, fair and consistent to all protected characteristics and to reaffirm the school’s commitment to promoting and protecting diversity and equality.

The following areas will be monitored regularly to assess the effectiveness of this policy:

- Progress, attainment and assessment;
- Behaviour, discipline and exclusion;
- Pupils’ personal development and pastoral care;
- Teaching and learning;
- Admission and attendance;
- The curriculum;
- Relationships with parents and the wider community.

The Senior Leadership Team will consider the findings of all monitoring data and use it to inform target setting in the schools’ improvement plans.

## 6. LEGISLATION AND GUIDANCE

This policy pays due regard to the following statutory guidance and other government advice.

DfE School Census Specification 2018-2019 (February 2019)

GIDS ‘Supporting gender non-conforming and trans-identified students in schools’ (2018)

DfE ‘Statutory Framework for the Early Years’ (2017)

DfE Statutory guidance ‘SEND Code of Practice: 0 – 25 years’ (January 2015)

Equality and Human Rights Commission Guidance ‘What equality law means for you as an education provider: schools’ (2014)

DfE Departmental advice ‘The Equality Act (April 2010) and Schools’ (May 2014)

DfE ‘Improving the spiritual moral, social and cultural (SMSC) development of pupils (November 2013 and 2014)

## 7. POLICY REVIEW RECORD

This policy will be reviewed every two years unless there is a change in legislation

Created: April 2024 By: Shawn Stewart, Assistant Principal

Latest Review: April 2024

By: Senior Leadership Team



Next Review: April 2026

By: Senior Leadership Team