Kings Langley School
Unlocking Potential for Life

Equalities Scheme

2022/2023 – 2025/2026

Date Agreed – November 2022
Mid Point Review Date – November 2024
Full Review – November 2026

Equalities Scheme

"When everyone is included, everyone wins"
Jesse Jackson

1 Visions and Values

As a school of character, Kings Langley School aims to create and promote an inclusive climate, which enables equal opportunity for all students, staff, parents/carers and Governors to flourish, as well as supporting our desired outcome of developing strong character and the ability for students to make fair, safe and reasoned choices.

At Kings Langley School we work hard to eliminate direct and indirect discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between all those within our school community. We do this regarding the nine protected characteristics listed in the Equality Act 2010. These characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity

- race
- religion or belief
- sex
- sexual orientation

A glossary which defines these terms and additional terms related to equality, diversity and inclusion can be found in Appendix 1

2 Policy Statement

Our duties under the Equality Act also reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

The Education and Inspections Act 2006 requires us to promote community cohesion and at Kings Langley School we work towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist.

Our commitment to equality, diversity and inclusion is reflected in our school policies and procedures, especially those related to (but not limited to):

- accessibility
- behaviour
- anti-bullying
- uniform

- recruitment
- Relationships and Sex Education
- Special Educational Needs
- home-school agreement

3 School Context

Kings Langley School is a co-educational school based in a predominately white area on the edge of Kings Langley village, however over 24% travel to school by bus from a wider geographical area. The school's population is 1087 students.

Characteristic	Total	Breakdown (number and %)		
Number of students	1087	493 and 45.4% female 594 and 54.6% male		
Number of staff	124	80 and 64.5% female 44 and 35.5% male		
Number of Governors	17	8 and 47.7% female 9 and 52.3% male		
Ethnic breakdown of staff		**Ethnicity**	Number	%
		Asian or Asian British, Any other Asian Background	2	>1
		Asian or Asian British, Indian	1	3
		Asian or Asian British, Pakistani	1	>1
		Black or Black British, African	3	3
		Black or Black British, Any other Black background	4	3
		Chinese	1	>1
		Mixed, White and Black Caribbean	1	>2
		White, any other White Background	4	6
		White, British	94	82
		Unknown	13	11
Age profile of staff	43.4 - Average age	**Age** / **Number** / **%** table below		
Attainment on entry	105.01	Av Reading + Maths scaled score Y7 2023_24		
Mobility of school population		2022-23: 19 In year admissions, 23 Casual leavers, Net -4 Students		
Students eligible for FSM	144	13%		
Deprivation factor	0.09	2019 (DfE most recent data)		
Disabled staff	1	1%		
Disabled students (sen/ldd)	187	With EHCP or K SEND support 17%		
Disabled students (no SEN)	0			
BME students	234	21.5%		

Age profile of staff:

Age	Number	%
Under 25	8	6
25-34	25	20
35-44	31	25
45-54	38	31
55-64	15	12
65+	7	6

BME staff	17	14%
Students who speak English as an additional language	66	6.1% EAL
Pupil premium	162	14.9%
Average attendance rate	91%	Autumn 2022 data
Significant partnerships, extended provision		Hub School for Extended Schools Provision; West Dacorum Partnership; Youth Connexions
Awards accreditations specialist status		Silver Equalities Award Artsmark Platinum; Healthy Schools Plus; Anti-Bullying (HABI); Stonewall School Champion National Regional Winner 2015 - Schools of Character (DfE award); Character Kitemark +; Tooled Up Education Ambassador School, Silver National Wellbeing Award, Girls On Board

4 Fulfilling our public sector equality duty

How we eliminate discrimination, harassment and victimisation:
Kings Langley School does not tolerate direct or indirect discrimination, harassment or victimisation of anyone within our school community, and we are opposed to all forms of prejudice.

- The school has robust procedures for dealing with prejudice-related incidents and all staff receive training on these. All incidents are recorded, and this data is shared with the governing body and analysed so that any trends can be identified, and action plans put in place. Further information on these procedures can be found *the staff handbook* and they are also referenced in the *action on bullying policy and the behaviour management policy.*
- The *behaviour management* policy outlines the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by students and staff
- The *Complaints Policy* outlines the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by parents and carers and the wider school community.

How we advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it:
Treating people equally does not mean treating them all the same. We recognise that people have different needs, different experiences, and different outlooks and face different barriers to achieving positive outcomes.

- We collect and monitor data broken down by different protected characteristics in order to identify inequalities and disparities within our student population in terms of:
  - Progress and attainment
  - Admissions

- Attendance
- Rewards, sanctions and exclusions and within our staff population in terms of:
- Recruitment, retention, training and promotion
- Capability, disciplinary and complaints

We employ appropriate interventions where necessary in order to address disparities. Please see our Equalities Objectives and Action Plan for further details.

- We consult widely with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted in the design of new policies, and in the review of existing ones.
- We assess all of our policies and procedures to ensure that no individuals or groups are disadvantaged and to identify opportunities for positive action.
- We make reasonable adjustments to ensure that the school environment and its activities are as accessible and as welcoming as possible to all, in some cases treating disabled people more favourably than non-disabled people where necessary. Please see our Accessibility Plan for further information.
- We ensure that students' work scaffolded appropriately and that the curriculum is accessible to all students.
- We respect the religious beliefs and practice of staff and students and comply with reasonable requests relating to religious observance and practice.
- We take all reasonable steps to ensure the wellbeing and inclusion of transgender staff and students, including those who transition during their time at the school. Further information can be found in the transgender policy.

Using Texts which Contain Problematic Language:
In subjects such as English, Drama, and History teachers may wish to use primary sources and texts that include problematic language. These resources are often important teaching tools. However, it is vital that they are used with sensitivity and care, that all pupils feel safe in the discussions and that the meanings, origins and impact and unacceptability of the language is explored.

At Kings Langley School we will;
- **Choose passages carefully:** Careful thought should be given to the passages, their appropriateness for any given year group.
- **Forewarning:** Before showing or starting the text, we will forewarn the class that it will include problematic language; explain why we are looking at the text – why it is relevant, what can be learned from it; the teacher will set clear rules about responding to and using the language
- **Silence:** Although the word might appear on the page, it does not have to be read aloud: it can be glossed over with a verbal silence; the teacher should lead the reading rather than getting students to read problematic passages. The following words should not be read aloud;
    o N***** - a derogatory word for black people
    o P*** - a derogatory word for South Asian people
    o P**** - a derogatory term for the Traveller community
    o C*** - a vulgar word for the vulva or vagina.
We will continue to review hateful language.
- **Not displaying the word:** Rather than having the word printed in full, it should appear as a letter followed by asterisks making it visually clear that it is not appropriate to verbalise (subject to publishing copywrite laws).

How we foster good relations between persons who share a relevant protected characteristic and persons who do not share it:

- We ensure that our curriculum offers opportunities to learn about people with a diverse range of identities.
- We teach our students to recognise and challenge stereotypes and prejudice and to value difference.
- We ensure that our resources challenge stereotypes and reflect the diversity of society.
- We take positive action to ensure that people with a range of different identities engage with our school community for example guest speakers, arts groups, school governors, parent/carer helpers etc.
- Our behaviour policy includes a requirement to respect other people and their different identities.
- We take steps to ensure diversity in our student council, governing body and staff team
- We celebrate diversity and hold assemblies and events celebrating diversity throughout the year.

5 Role and Responsiblities

The governing body is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community, and that this policy and its related procedures and action plans are implemented
- A member of the governing body has a watching brief regarding the implementation of this policy
- The school and governors carry out equalities impact assessments on all other policies
- All available data is used to consider equalities issues and to ensure adjustments to school policies and practices are made, including positive action where necessary

The head teacher and senior management are responsible for:

- Overseeing the implementation of the Equality Policy
- Ensuring that all who enter the school are aware of, and comply with, the Equality, Diversity and Inclusion Policy
- Ensuring that staff are aware of their responsibilities and are given relevant training and support
- Taking appropriate action in any cases of discrimination, harassment, victimisation and bullying
- Regularly reviewing data related to prejudice-related incidents and taking necessary steps to reduce occurrences of incidents within the school

All staff are responsible for:

- Engaging in behaviour that does not constitute discrimination, harassment, victimisation or bullying
- Understanding and complying with the Equality, Diversity and Inclusion Policy
- Contributing to the action plan attached to the policy
- Making reasonable adjustments to ensure disabled students do not experience discrimination or exclusion
- Reporting prejudice-related incidents and following the specific procedures.

- Attending training sessions as necessary to carry out this policy and keep up to date with equalities legislation
- Challenging bias and stereotyping
- Promoting an inclusive and collaborative ethos

All parents/carers are responsible for:

- Engaging in behaviour that does not constitute discrimination, harassment, victimisation or bullying in their engagement with the school
- Understanding the ethos of the school and complying with the school's Equality, Diversity and Inclusion Policy
- Ensuring that they and the young people that they are responsible for meet the expectations set out in the home-school agreement

All visitors are responsible for:

- Engaging in behaviour that does not constitute discrimination, harassment, victimisation or bullying in their engagement with the school
- Complying with the school's Equality, Diversity and Inclusion Policy

All students are responsible for:

- Engaging in behaviour that does not constitute discrimination, harassment, victimisation or bullying
- Understanding the ethos of the school and complying with the school's Equality, Diversity and Inclusion Policy
- Reporting prejudice-related incidents as per the policy
- Understanding, valuing and celebrating diversity
- Challenging stereotypes and prejudices

Further details can be found in the table below.

Responsibility for	Key Person
Single equality scheme	Antonia Sharp, Principal Assistant Head teacher
SEND	Sarah Johnson-Putt, SEND Co-ordinator
Accessibility and Inclusion Plan	Diane Bell, Deputy Head (School Manager), Graeme Searle, Deputy Headteacher
Equality and diversity - curriculum	Ruth Jennings, Deputy Head teacher
Equality and diversity - student achievement	Graeme Searle, Deputy Head teacher
Equality and diversity – behaviour and exclusions	Jun Shaw, Principal Assistant Head teacher
Participation in school life	Ruth Jennings, Deputy Head teacher
Impact assessment in school	Antonia Sharp, Principal Assistant Head teacher
Stakeholder consultation	David Fisher, Head teacher
Policy Review	David Fisher, Head teacher
Communication and publishing	Diane Bell, Deputy Head (School Manager)

6 Equality Objectives and Action Plan

To fulfil its Public Sector Equality Duty, the school collects equality information on pupils and staff. Using this information, the school analyses the following in terms of protected characteristics:

- Student admissions
- Student attendance
- Student performance/achievement
- Student sanctions
- Student rewards

- Staff recruitment, retention and promotion
- Staff disciplinary and capability proceedings
- Records of prejudice-related incidents
- Complaints by parents and carers

The school also conducts surveys with staff, pupils and parents and carers to identify areas that they feel the school is doing well and areas for improvement.

This information is used to identify any discrepancies between people from different groups and to identify equality objectives. The school publishes this information on the school website and updates it annually.

The school identifies any equality training needs within our staff by completing a staff questionnaire and analysing data from incident reports. These needs will be addressed, and this may also inform our Equality Objectives.

Our equality objectives may also take into account national and local priorities and issues as appropriate. They are devised in consultation with school governors and are integrated into the school improvement plan. We keep the objectives under review and report annually on our progress towards achieving them.

Equality Impact Assessments

All school policies are assessed for their impact on different groups of people with shared protected characteristics. This ensures that our policies, practices and decision-making processes are fair and do not discriminate against any particular groups. It also enables us to consider ways to proactively advance equality.

A template for conducting equality impact assessments is attached as Appendix 2

Breaches of this policy
Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Headteacher and governing body.

Ratified by the governing body …………………………………………   Accepted on ……………………   Due for review on ………………………

Equality Objectives	Protected characteristics	General Duties	Strategy	Responsibility	Measurable Success Factor	Review Date
To continue to monitor gaps of examination results to ensure gaps are closing between groups	Gender (Sex) Ethnicity and Race	Boys and Girls All Minority Ethnic Groups	• Regular assessment and monitoring ensures that all staff are aware of variations within their groups and within the school. • Teaching and Learning strategies are linked to addressing identified variations. • Appropriate extra interventions are put in place to tackle variations, if normal teaching and learning is not reducing them.	All staff SUD	• Achievement of student groups indicates that within-school variation is decreasing and that all student groups' achievement is higher than the national mean at KS4 (and, where statistically appropriate, at KS5).	Mid point November 2024 Full November 2026
To develop provision for SEND students through teaching, assessment and curriculum planning.	All	SEND	• Implementing our Teacher Repertoire to ensure we have high aspirations for all our students whilst using appropriate scaffolding to ensure all students can access the same lesson objective • Developing the SEND strategy and provision by working with David Bartram, SEND Consultant over a three year period. • Use of assistive technologies to support learners with SEND in accessing the curriculum • Creating a tiered approach to supporting learners with attendance issues • Pupil Passports in place for all pupils with SEND • Working alongside the sixth form team to ensure SEND support at A level is comprehensive and improves outcomes for learners with SEND	JEN SEA SENDCO All Staff	• Student feedback indicates they feel able to access all areas of their learning. • Student data analysis indicates that the achievement of SEND students is in line with all students in school and similar students nationally. • Observation analysis shows that all students are able to access lessons and learning issues are being addressed appropriately	Mid point November 2024 Full November 2026
Continue to close the attainment and progress gap between Pupil Premium students (PP) and their peers.	All	PP and children looked after	See the Pupil Premium strategy for more detail.	SHR SEA	• · Improved attainment score for PP students • Improved P8 score for PP students • Increased number of PP students with RA at least at their chronological age • Increased active engagement in lessons	Reviewed annually

						• Engagement in Bedrock is increased • Reading Ages in line with chronological ages	
To gain an accurate picture of prejudice by initially increasing the reporting of prejudice related incidents between 2022 – 2024 and the see a decline in incidents the following 3 years. Use the data to inform planning and review of the PSHE curriculum.		All	All	• Staff training to reiterate procedures and highlighting the importance of reporting all prejudice related incidents. • To analyse the data of these incidents and highlight where outreach work from external groups needs to take place. (Dec, April, July completed each year) • To ensure all groups are represented across the curriculum by each department completing a curriculum audit with a pledge to include any low representation of groups each year. • Update of behaviour incident form to aid analysis and gauge level severity of each incident. • Develop recording and reporting systems to facilitate analysis • To continue the work and visibility of the student champion groups; Anti-Racism Champions, Bold Voices and Pride Champions. Each group will hold 1 assembly or event throughout the year. • Once data is obtained review the curriculum to ensure teaching is effective on the areas identified.	SHR JEN (MOY) SHA SEA SNN HIL ASH All staff	• Increase in reporting of incidents from 2022/23 and have a reduction of incidents Evidence of activism in highlighted areas from behaviours reviews, questionnaires and student champion groups. • Completed curriculum audit from each Learning area. • Established and active Student Champions Groups. • Student champion groups achieving their action plans and evidencing their work across the school. • School policies and procedures reflect a whole school approach to equality and diversity. • Achievement of Equaliteach Silver Award	Mid point November 2024 Full November 2026

To support the development of parental awareness and understanding of equality and diversity topics that are promoted and dealt with within KLS	All	All	• To introduce a new monthly equality page to the school newsletter – covering a different topic. (SHR) • Provide support for parents on specific issues around equality and diversity after analysing data and targeting support to the findings. (SEA, SHR) • Use parent consultations in the writing of policies that link to equality and diversity e.g. PSHE review (MOY/JEN) • Challenge parents when their stance or requests contravene KLS equality and diversity principles (FSH) • To administer and review parent questionnaire related to equality (SHR) • The development of Student Champions Groups: Anti-Racism Champions, Bold Voices and Pride Champions. (SHN, HIL, ASH)	See individual targets	• Analysis of parent questionnaires • Evidence of race, religion, gender, sexuality, disabilities and women in the newsletter. • Student champion groups achieving their action plans and evidencing their work across the school.	Mid point November 2024 Full November 2026
To ensure students who are transgender feel safe and supported in our school community.	Gender identity and reassignment	Transgender Students	• Embed school procedures and advice to support staff in responding to gender identity requests. (SEA/SHR) • Review gender-neutral provision in the PE changing area (unisex/disabled toilet/changing space) with the students. (SHR/ANN) • Develop a transgender policy to ensure students are supported and review this with the Pride champions. (SHR/HIL) • Staff training on how to support transgender students (SHR) • Encouraging staff to use pronouns on their email signature to show inclusion of the trans community. (SHR) • Development of the transgender policy (SHR)	See individual targets	• Evidence of staff training to support transgender students • Evidence of reporting of transgender incidents • Transgender policy on website • Student voice shows that all transgender students have access to appropriate facilities	Mid point November 2024 Full November 2026

| To raise awareness and reduce incidents of sexual violence and sexual harassment. | | Gender (Sex) | All | • Policies are in place that demonstrate the school's commitment to dealing with sexual violence and sexual harassment (SVSH). (SEA)
• Stakeholders are aware of and using school-wide procedures to support the dealing with allegations connected to SVSH consistently. (SEA)
• All staff have received training on SVSH. (SEA/ELL)
• Students feel supported and that incidents that concern sexism and sexual harassment are appropriately dealt with following school procedures. Students are empowered to report all incidents and the policy is clear for staff to implement. (SEA/ELL/SHA)
• Bold voices group to run and work as student champions to encourage students to speak out. Cases to rise in first year and reduce following that. (SHN)
• Support has been used from the Equaliteach guidance to ensure all policies are fully representative of the school community. (SHR) | See individual targets | • Guidance and support is in place for staff to use when responding to SVSH
• Increase in reporting from students and a further decrease in subsequent years.
• Student voice indicates that students feel safe in school and recognise that all staff will take concerns seriously and respond to them in an appropriate manner, taking into account their wishes and feelings. | Mid point November 2024

Full November 2026 |

Appendix 1: Glossary

Antisemitism		A certain perception of Jews, which may be expressed as hatred toward Jews.	
Biphobia		Prejudice or negative attitudes, beliefs or views about bisexual people.	
Cisgender		Someone whose gender identity is the same as the sex they were assigned at birth.	

Disability		A physical or mental impairment, which has a substantial and long-term adverse effect on someone's ability to carry out typical day-to-day activities.
Discrimination		This can be direct: When someone is treated less favourably than another person or other people because: • they have a particular protected characteristic • someone thinks they have that protected characteristic (discrimination by perception) • they are connected to someone with that protected characteristic (discrimination by association) Or indirect: There is a policy that applies in the same way for everybody but disadvantages a group of people who share a protected characteristic.
Gender identity		Someone's internal sense of their own gender, whether man, woman or some other gender. This may or may not align with their assigned sex.
Gender reassignment		If someone is proposing to undergo, is undergoing or has undergone a process (or part of a process) to change sex and/or gender. This might involve medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender.
Harassment		Unwanted conduct, related to a relevant protected characteristic, which violates a person's dignity and/or which creates an intimidating, hostile, degrading, humiliating or offensive environment for that person.
Homophobia		Prejudice or negative attitudes, beliefs or views about lesbian, or gay people.
Islamophobia		A type of racism that targets expressions of Muslimness or perceived Muslimness. Further information here.
Prejudice-related incident		Any incident which is perceived to be prejudice-related by the victim or any other person.
Race and ethnicity		Includes skin colour, nationality and ethnic or national origins.
Racism		Prejudice or negative attitudes, beliefs or views about someone based on their skin colour, nationality, ethnic or national origin.

Reasonable adjustments	Taking reasonable steps to remove disadvantages faced by disabled people by: • changing provisions, criteria or practices • changing or removing a physical feature or providing a reasonable alternative way to avoid that feature • providing auxiliary aids
Religion or belief	Religion is a formalised system of belief that aims to relate humanity to spirituality. Beliefs included are philosophical beliefs, which are considered to be similar to a religion. We include people who have no religion or a lack of belief.
Sex	Whether someone is male, female or intersex.
Sexism	Prejudice or negative attitudes, beliefs or views about someone based on their sex.
Sexual orientation	Who someone is emotionally, mentally, and physically attracted to in relation to their sex/gender, this includes heterosexual, lesbian, gay, bisexual, pansexual and asexual.
Transgender	An umbrella term to describe people whose gender identity differs from what is typically associated with the sex they were assigned at birth.
Transphobia	Prejudice or negative attitudes, beliefs or views about transgender people including refusal to accept their gender identity
Victimisation	Treating someone badly because they are: • making a claim or complaint of discrimination • helping someone else to make a claim by giving evidence or information Or because they intend to do so.

Appendix 2: Equality Impact Assessment

Complete the following table and give reasons/comments for where:

A. The policy, procedure or project could have a positive impact on any person or group because of one of the following aspects of their identity.
B. The policy, procedure or project could have a negative impact, or disadvantage, a person or group because of one of the following aspects of their identity.

(At this stage it is important to consider the requirements placed upon a school as per the Equality Act 2010.)

Groups	Positive Impact High	Low	Negative Impact High	Low	Comments
Race					
Religion or Belief					
Sexual Orientation					
Sex					
Disability					
Age					
Gender Reassignment					

Pregnancy and Maternity					
Marriage and Civil Partnership					

Where there is negative impact, what actions could be taken to amend the policy, procedure or project to minimise the negative impact?

If there is no evidence that the policy, procedure or project promotes equality, equal opportunities or improves relations between people with different protected characteristics, what amendments could be made to achieve this?

How will the policy, procedure or project be implemented including any necessary training?

Date of Completion: