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Head Teacher: **Clare Steel**



Alderman Knight

Equality Policy

Date Reviewed	February 2024
Reviewed By	Paul Smith and Kelly Weston
Next Review Due	February 2025
Ratified by Governors	February 2024

Specialist School in
Communication & Interaction



Equality Policy

Aims

Our Alderman Knight vision;

The school wishes to be recognised as a dynamic, vibrant, centre of excellence that is an integral part of the local community and county's provision for pupils with special educational needs and wholly committed to ensuring they grow up to lead safe, happy, healthy and successful lives.

Our key aim;

To provide a supportive learning community that enables **all** pupils to thrive

Here at Alderman Knight School we aim to meet our obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination of any kind whatsoever as well as any other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief and sex) and also between those people who do not share a protected characteristic
- Foster and promote excellent relations across the whole AKS community both between people who share a protected characteristic and also those people who do not share one
- Safeguard all members of the school community and particularly those who may face inequality or discrimination due to one or more of the Protected Characteristics highlighted above
- Prepare all pupils for adult life in a multi-racial, diverse, modern Britain or beyond

Our Ethos and Commitment to Equality and the Promotion of Respect

Here at Alderman Knight School we actively promote equality and we pride ourselves on creating a fully inclusive environment that takes into account all opinions, viewpoints and beliefs, regardless of any of the Protected Characteristics highlighted. The school seeks to create an environment where **all** members of its community are valued and treated with respect.

As a school we go out of our way to celebrate diversity, by creating a safe and happy school, with a strong sense of community, respect and responsibility. We seek to promote a nurturing environment in which everyone can thrive and work tirelessly to ensure that we celebrate individual differences and allow our pupils to appreciate the needs of others. Of equal importance is Alderman Knight's commitment to enhance individual skills and attributes such as tolerance and respect whilst supporting pupils to grow in confidence and take advantage of the wide variety of opportunities on offer at AKS.

As a highly regarded special school it is our intention to provide an education for all pupils which acknowledges that the wide community within which we live is enriched by diversity. We always aim to ensure that the culture and ethos of the school reflects the diversity of all members of the school community, where everyone is equally valued and where we all treat one another with respect and fairness. This is the lived experience for our young people and one that we are proud to showcase to visitors to our school who immediately recognise that these values are part of the fabric of the school and everything we do.

Pupils are provided with countless opportunities across all phases to experience, understand and celebrate diversity of all kinds. These opportunities can be seen below in the section on fostering good relationships. As a school we will not tolerate discrimination of any kind and this is a value that is consistently applied and can be seen through lessons, social times, policies, day to day operations, the curriculum and many more. We expect all involved at the school to be committed to eliminating all forms

of discrimination, and to promote equality to all, and oppose discrimination on the basis of the protected characteristics as outlined in the Equality Act 2010.

The protected characteristics under the 2010 Equality Act are:

- Age
- Disability
- Gender (including gender reassignment)
- Marriage and civil partnership
- Pregnancy and maternity
- Race (including nationality, ethnic or national origin)
- Religion or belief (including lack of religion or belief)
- Sex
- Sexual orientation

The Protected Characteristics are an integral part of the Personal and Social Development curriculum at all phases, are covered extensively through our robust SMSC provision and are also aspects that are regularly celebrated or marked through themed events such as Pride, Neurodiversity, Modern Foreign Language Days such as Zambia Day and Black Lives Matter.

Legislation and guidance:

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

Fostering good relations:

Relationships are an integral aspect of Alderman Knight's day to day operations and relationships between pupils and staff, pupils and pupils and staff with staff are of paramount importance and, where there are any issues, these are resolved in a restorative manner where possible. Furthermore, Alderman Knight aims to promote good relations between those who share a protected characteristic and those who do not share it and this is achieved by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in Religion and Worldviews, PSD/PSHE (particularly in the unit "The World I Live In") but also a variety of activities across many other curriculum areas. For example, as part of our English curriculum, pupils will be introduced to literature from a range of cultures and our MFL days also celebrate different cultures from around the world and further aim to raise awareness of other beliefs and traditions and celebrate the differences that exist. We also routinely raise awareness and mark certain national events such as Black History Month, Pride week/month and Neurodiversity week amongst many others. These are not done to tick boxes but they are at the very heart of everything we do within school
- At AKS, we have a comprehensive, robust SMSC offer with assemblies held at least weekly that deal with relevant issues in the modern world. In addition, as part of our extensive PSD coverage (5 lessons across a fortnight), tutors have some flexibility over the content and can offer bespoke lessons around any issues, especially those related to the Protected Characteristics or discrimination, should they ever arise. Pupils will be encouraged to take a lead in such assemblies, and we regularly invite external speakers to contribute through face to face visits and Zoom type assemblies.

- Working with our local Tewkesbury community and beyond. This includes inviting speakers from local faith groups to speak at assemblies or to specific classes as well as organising school trips and activities based around the local community. Recent trips have included a Post 16 trip to Auschwitz, Night Stop in Gloucester and many local care homes. As part of the 2023/24 school improvement plan, we are also ensuring that all pupils at Alderman Knight School give something back to their local community, through projects within their tutor groups. These will form part of each tutor group's personal growth and will extend their cultural capital through carefully selected and monitored (through the Assistant Headteachers) opportunities.
- By encouraging and implementing initiatives to support greater tolerance and understanding between different groups of pupils within the school. Our popular School Council has representatives from different year groups across many phases and is made up of pupils from a range of socio-economic backgrounds and cultures. These pupils are selected by their tutor group and changed halfway through the year to ensure a wide range of pupils are given the opportunity to have a voice within the school.
- All pupils are encouraged to participate in the school's activities, such as after-school clubs and different enrichment activities. In addition to the School Council highlighted above, we have a Peer Mentor system within the school whereby pupils from each tutor group volunteer to support their peers across the school in restoring friendships, building relationships and managing minor conflicts. They are taught simple restorative practice techniques on a monthly basis through peer mentor meetings and gain experience of role-playing different scenarios before putting this into practice in the classroom, tutor base or outside.
- Further championing leadership and responsibility even wider – in addition to the above, we train Young Leaders and Sports Leaders through a leadership programme that aims to instill positive values, respect for others and good sportsmanship across this area.
- We have developed excellent links with people and groups who have specialist knowledge about particular characteristics, and this helps to inform and develop our approach further. Organisations such as CAMHS and their Learning Disability team, YoungGlos, GayGlos, Gloucestershire Healthy Living and Learning, Prospects Services (Shore Trust) and we have further strong links with the likes of the Samaritans and similar agencies looking at mental health and wellbeing such as HeadSight and Teens in Crisis.
- Our school's behaviour policy places a strong expectation around relationships and good conduct and further reinforces the zero tolerance approach we have to unkind behaviour, bullying and discrimination across the school. Whilst we operate a graduated sanction system here at AKS, we try hard to deal with issues and incidents in a restorative manner so that pupils gain a clear understanding of how we treat others and the high expectations we have of their conduct. We value educating our pupils on excellent conduct more than sanctioning but also acknowledge that sanctions are also key to our high standards.
- Reinforcing the high expectations we have around kindness and positive relations through a graduated behavioural system, a robust approach to delivering relationships education (Science and in Relationships and Sex Education) and then further links with our wider community and its diverse organisations.

All areas of the school curriculum, where appropriate, try to use a range of materials and resources that display a range of backgrounds, cultures and lifestyles in an attempt to include all pupils. As would be expected, Personal and Social Development (PSD) provides many experiences and opportunities to promote diversity and equality and the unit "The World I Live In" explores many of these aspects with topics such as; respecting differences between people, the jobs people do, rules and laws, taking care of the environment, belonging to a community and diversity, rights and responsibilities. The PSD unit of Self-Awareness consolidates this further through topics such as kind/unkind behaviours, getting on with others as well as prejudice and discrimination.

Religion and Worldviews aims to further promote knowledge, respect and tolerance of other religions, beliefs and cultures and personal growth opportunities feature highly in this area with visits to many cultural and religious buildings adding to the lived experience for Alderman Knight pupils.

For further details of the PSD curriculum, contact Paul Smith: psmith@aldermanknight.gloucs.sch.uk
For further details of the SMSC content plus the Religion and Worldviews content and curriculum, contact Angie Lamburn: alamburn@aldermanknight.gloucs.sch.uk

Roles and Responsibilities

Promoting equality is the responsibility of the **whole school** and to this end;

The governors will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality objectives information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher but they will also take an active interest in these areas through regular governors' meetings where they will be able to speak directly to pupils, teachers and other staff at the school to gauge the lived experience even more clearly

The Headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and ensure the relevant staff report back to governors
- Promote high standards of behaviour and conduct from staff and pupils alike and follow through any concerns robustly

The Assistant Headteachers, particularly the AHT responsible for Personal Development will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Ensure that the Protected Characteristics are a key feature of PSD and SMSC delivery across the school through a comprehensive assembly provision and a PSD curriculum that complies with all statutory aspects of PSD/PSHE and RSE content. We currently use the PSHE SEND framework to this end and anticipate doing so for the foreseeable to ensure we fully comply with statutory requirements
- Support the Headteacher in identifying any staff training needs and deliver training as necessary, specifically around areas related to the Protected Characteristics and the statutory content of the PSD/RSE curriculum

All staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom and beyond
- Deal with and report any prejudice-related incidents or discriminatory behaviour that may occur, in line with the school's behaviour policy and with reference to the school's safeguarding policy
- Plan and deliver curricula and lessons that reflect the principles in paragraph 4 (fostering good relations) above
- Play an active part in helping to deliver on the equality objectives as set out in this document
- Promote relationships across the school and work hard to create positive relationships within their own areas of influence
- Work hard to safeguard both themselves and pupils under their care, particularly with regard to the Protected Characteristics highlighted throughout this document

Visitors and contractors are also expected to be aware of and comply with the school's equality policy and, to this end, will need to ensure that they are aware of our high expectations in this area.

Eliminating discrimination

Alderman Knight School is fully aware of its obligations under the Equality Act 2010 and complies with non-discriminatory provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings and targeted CPD. Where this has been discussed during the course of a meeting, it is duly recorded in the meeting minutes.

The whole leadership team, particularly the Assistant Headteacher for Personal Development has responsibility for monitoring equality issues. They regularly liaise regarding any issues and make other senior leaders and governors aware of these as appropriate. The three pastoral Assistant Headteachers all play their part in ensuring that there is a zero tolerance approach to discrimination, bullying, harassment and intolerance of any kind and they meet on daily basis to discuss any incidences of these. All three of the Assistant Headteachers (Pastoral) will manage most of these situations and will follow the school's behaviour policy as well as applying logical consequences in certain situations.

Advancing equal opportunities

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising any disadvantages suffered by people that are connected to a particular Protected Characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

In fulfilling this aspect of the duty, the school will:

- Monitor and analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and then publish this information as part of area and subject-specific development plans and then link further into whole school priorities
- Make evidence available identifying improvements for specific groups

Equality considerations in decision making:

Alderman Knight School ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups and, to this end, will liaise and consult with a wide variety of people before key decisions are made that could impact members of the school community, particularly those with a protected characteristic. An example of this would be when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays or observances
- Is accessible to pupils with disabilities and those with any other special needs
- Has equivalent facilities for all genders

Links to other policies

The policies and legislation detailed below are relevant and should be read alongside this policy:

- Behaviour Support Policy
 - Anti-Bullying and Hate Policy
 - Accessibility Policy and Plan
 - Safer Recruitment Policy
 - Code of Conduct Policy
 - Relationships and Sex Education (RSE) policy
 - Personal and Social Development Policy
- Of interest around this;
- Safeguarding Policy (looking at levels of harm and forms of abuse)

EQUALITY OBJECTIVES

These Equality Objectives, in line with statutory requirements, are key aspects that Alderman Knight commit to deliver on related to equality, Protected Characteristics and discrimination to ensure that we are fully compliant with the Public Sector Equality Duty (PSED);

Our Equality Objectives (to be reviewed in August 2024) are as follows:

Objective 1: To review the Accessibility Plan to make sure that the physical environment is as appropriate as possible.

- **We have chosen this objective because:** As a school that caters for pupils and students with moderate and additional learning difficulties, complex needs and Autistic Spectrum Difficulties (ASD) it is important to us that all of our buildings, facilities and curriculum are accessible to all.
- **To achieve this objective, we plan to:** Review the accessibility plan annually to improve the physical environment of the school for the purpose of increasing the extent to which all pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.
- **Progress we are making towards this objective:** We have thought carefully about how pupils with SEND can access information and be independent in their work and learning. To this end we have trialled Texthelp Assistive technology and the increased use of reading pens (Jan 2024)

Objective 2: To improve our school environment to further develop sensory, physical and creative areas to benefit the whole school community by September 2028

- **We have chosen this objective because:** At Alderman Knight we want to give pupils further opportunities for outdoor learning and learning that involves animals. Through our Forest School work and our outdoor Land-based and vocational studies, we know that outdoor learning is really powerful and something our pupils benefit from greatly. Outdoor learning is fantastic at developing many skills as well as getting pupils outside in the natural environment and learning away from the more traditional approaches and relying on the use of digital technology and the internet. We are also aware that physical activity also benefits our pupils and with this in mind we plan to redevelop the gym area upgrading the current equipment ensuring it is accessible for all.
- **To achieve this objective, we plan to:** Develop the outdoor environment through the creation of a new spiritual garden and a vocational area called 'George's Farm'. We also hope to redevelop the gym area to ensure it provides inclusive equipment that can be used by our entire community.
- **Progress we are making towards this objective:** Our Forest School area has also been developed to make it more accessible and includes a purpose built fire pit. Working parties have been formed looking at each of the areas. We have gathered funds through a combination of fundraising, grants and donations towards all of the above projects. We are in the process of advising architects to create plans for the gym and, following a recent review, we are looking to house this in a different area and kit it out with full exercise equipment. George's Farm is also part of the School Improvement Plan and several plans are afoot to create and then enhance this area. We have also started to further cement plans for the Spiritual Garden and are looking to speak to suppliers and tradespeople about developing the area. (Jan 2024)

Objective 3: To continue to improve tracking of pupil progress and the impact of intervention strategies to ensure that all groups of pupils make good progress by September 2024.

- **We have chosen this objective because:** We want all pupils at Alderman Knight School, irrespective of their additional needs, disability, race, gender, religion or belief to make the outstanding progress we expect from pupils at the school. It is through careful tracking and monitoring of all groups that we ensure that this is happening and can intervene and support where good or better progress is not being made.
- **To achieve this objective, we plan to:** Monitor and analyse pupil progress data by ethnicity, gender, disability and SEN need and take account of socio-economic circumstances. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.
- **Progress we are making towards this objective:** A new school management system has been put in place (ARBOR) to support tracking and a new Data Assessment Manager has been appointed. He is working with the T&L team to improve the tracking of pupil progress in all subjects. Improved monitoring of interventions and their impact is also being addressed by the T&L team for academic interventions and the Pastoral team for other interventions (many therapeutic) offered by the school, through the implementation of updated paperwork and referral processes (Jan 2024)

Objective 4: To further develop pupil voice to ensure that our pupils are listened to and given equality of opportunity by September 2024.

- **We have chosen this objective because:** We believe it is important to ensure that all pupils, regardless of their background or ability, have an equal opportunity to participate in pupil voice initiatives. By promoting inclusive practices, we can ensure that all pupils have a voice and are able to contribute to the school community.
- **To achieve this objective, we plan to:** Frequently seek pupil voice on a range of issues and, whilst doing so, ensure we support and provide accommodations for any pupils who require it and involve pupils from diverse backgrounds in leadership positions.
- **Progress we are making towards this objective:** Pupil voice has always been a priority at Alderman Knight School. Through small developments we are ensuring as many pupils as possible have the opportunity to get their voice heard and take on leadership opportunities. This includes School Council where the representative from each tutor group changes halfway through the school year. The School Council is open to all pupils and meets monthly. They are consulted on changes taking place around the school and take part in all staff recruitment. This academic year we are also starting a Post-16 Forum group which will act as a School Council for the Post-16 Centre. Other opportunities available to pupils are as Peer Mentors, Young Leaders (KS4 only) and House Captains (Yr11 only). Pupil voice is also taken through curriculum-based pupil voice opportunities and through the yearly pupil survey. Several different versions of the survey have been produced to ensure all pupils can express their opinions clearly. This has been seen through our own bespoke survey (Jan 2024) as well as the GHLL Pupil Wellbeing Survey that will be completed by our Primary, Year 8, Year 10 and Year 12 pupils between January and March 24.

Objective 5: To annually review our recruitment processes to ensure they are in line with the current equal opportunities' legislation.

- **We have chosen this objective because:** We recognise the value of and seek to achieve a diverse workforce. We are committed to ensuring that the recruitment of all who work within the school, is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. We want to ensure that our processes do not discriminate against anyone due to a Protected Characteristic
- **To achieve this objective, we plan to:** Collect personal details from all applicants, to monitor the diversity of our workforce. This information will not be used in the short-listing process and will be treated in the strictest confidence. We will also regularly review our processes and ensure they are in line with current legislation, particularly around Safer Recruitment
- **Progress we are making towards this objective:** The Safer Recruitment policy was reviewed in September 2023 and refers to current equal opportunities legislation. Our recruitment process is continually reviewed to ensure we promote equality of opportunity and do not discriminate against anyone due to a Protected Characteristic. (Jan 2024)

Objective 6: To review all policies which expressly refer to Equal Opportunities, with particular regard to Protected Characteristics by September 2024

- **We have chosen this objective because:** We want to ensure that equal opportunities, and in particular the Protected Characteristics, is embedded in all that we do as a school. Ensuring all policies that refer to equal opportunities aim to eliminate all forms of discrimination and promote equality to all, and oppose discrimination on the basis of the Protected Characteristics is one way to ensure this happens
- **To achieve this objective, we plan to:** Review all policies that refer to equal opportunities and update as required in line with the objective above.
- **Progress we are making towards this objective:** Policies are currently being reviewed to ensure they are aligned to GCC best practice and, where required, refer to equal opportunities and Protected Characteristics. (Jan 2024)

Objective 7: To identify good practice, new approaches and strategies that will enable us to further raise aspirations, access and achievement of all pupils.

- **We have chosen this objective because:** We believe aspirations, access and achievement are all interlinked. It is important that all young people regardless of their characteristics have access to an outstanding education, where they can achieve their full potential. To achieve their potential, it is important

that what they believe they can achieve is boosted. To meet their aspirations about careers, and further education, pupils will require good educational outcomes.

- **To achieve this objective, we plan to:** Seek and take advantage of high quality CPD for our staff, monitor carefully the attainment data and destination information of pupils and students. Ensure all pupils have meaningful employee and further education encounters as well as a broad and balanced curriculum, particularly with regards to CEIAG.
- **Progress we are making towards this objective:** We have achieved all 8 Gatsby Benchmarks at 100%, far surpassing the national average of 4.9 and the DfE target of 5.5. We have reviewed the subjects we offer at Key Stage 4 and Post 16 to ensure they are aspirational and allow pupils and students to achieve their potential. We have improved the website area content and have a document that charts CEIAG provision from KS2 to Post-16 (Jan 2024)



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Monitoring and evaluation

- The governors will update the equality information we publish at least annually
- This document will be reviewed by governors at least every 4 years

Timetable for Review	Annually (update the equality information)	2 Years	3 Years	4 Years (for objectives)
Status	Statutory	Gloucestershire CC		School
Circulation	Website	Weduc	SAM	School Office

Table of Review and Modifications Continuous Professional Development Policy

Date Reviewed	Page Number of Changes	Summary of Changes Made
February 2024	New Policy	New Policy written