



# Equality Plan

This policy is reviewed every three years to ensure compliance with current regulations.

Approved / reviewed by:	
Governors Panel	
Date Reviewed:	September 2025
Date of next review:	September 2028

## **1. Policy Principles**

Edith Kay is dedicated to ensuring that all members of the school community and the wider community are treated equally, fairly, and with respect by the school and by each other. This applies to the school as a place of education, a business, and an employer. Prejudice, discrimination, and victimisation are not tolerated, and we work hard to instill in our learners a strong understanding of right and wrong, including the importance of inclusion, acceptance, and compassion towards others. The school's main priority is to provide the best education and care that we can, and establish a cooperative working relationship between home and school, so as to aid the development, progress, and needs of all the children in our care.

This plan sets out how the school will promote equality of opportunity regardless of race, gender, transgender, disability, age, religion or belief and sexual orientation, in both the delivery of its services and the employment of its staff. It is created in line with the Equality Act 2010 and is the foundation of all the school's other policies.

## **2. Roles and Responsibilities**

Creating a school environment that promotes equality and denounces discrimination is a whole-school responsibility and requires all members of the school community to be actively involved in breaking down barriers to learning and barriers to social and emotional development that prejudice can create. Individuals in the school are expected to take responsibility for supporting and promoting equality in school above and beyond the responsibilities listed below. The Headteacher has the day-to-day responsibility for coordinating the implementation of this scheme.

## **3. School profile**

learners at Edith Kay are likely to have statements of SEN or Education and health care plans (EHCPs). Some are children and young people with autism and challenging behaviour and all have other complex needs, both educational, emotional and social. Most children will have experienced a disrupted education before being referred for a place at Edith Kay.

Inclusiveness is at the heart of our equality plans and we are keen to ensure that we are an inclusive organisation that supports and promotes ***Equality for All*** within our, and the wider, community. We therefore welcome the Equalities duties of schools. We believe in treating everyone fairly and we are committed to creating an environment in our school which is appropriate and accessible to all. We aim to encourage and listen to local views and involve local people in the work of our school. We recognise that equality will only be achieved by the whole school community working together. All school staff and members of the school's community have a responsibility to treat everyone fairly and to promote arrangements for people with disabilities.

## **4. The Proprietor**

The Proprietor will:

Create and approve this policy with the help of the Headteacher and ensure that is adopted correctly throughout the school.

Additionally, the Proprietor will:

- ensure the school complies with all equality legislation and that the school's equality objectives complement the SEN Code of Practice 2015 and *Every Child Matters* outcomes for children
- monitor and evaluate the effectiveness of the equalities plan annually and make any amendments to improve on the plan when and where necessary
- ensure that parents are informed of any incident related to this scheme which could directly affect their child

- report to parents, carers, and the wider community on the progress of the school's equality plan through the school prospectus and the school website,

## **5. The Headteacher and Senior Leadership Team**

The Headteacher, with the support of the rest of the senior leadership team, will:

- promote the equalities plan both within the school and externally to the rest of the community
- ensure that all staff are aware of their role and responsibilities regarding the promotion and delivery of equality in school
- report back to the governing body on how the plan is working and any amendments that they feel should be made, as well as feedback from staff, learners and parents
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- take appropriate action where discrimination or victimisation occurs.

## **6. Staff**

School staff will:

- ensure that they are up to date and aware of the contents of this plan and the school's policy towards all types of discrimination
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- work to promote anti-bullying strategies as outlined in the school's Behaviour and Anti-bullying policies
- show a commitment to undertake development and training within this area
- engage with the school in eliminating any discrimination and act as a good example to learners
- promote a positive working environment
- report back to their managers immediately on any incidents relating to discrimination or victimisation, either by staff, learners, or any other member of the school community, so that these incidents can be reviewed and action taken where necessary

## **7. learners**

learners at the school will:

- engage with the school in eliminating any discrimination
- promote a positive work environment and a positive attitude towards equality when both in school and off the school site
- report to school staff any incidents of inappropriate language or behaviour, discrimination or victimisation that they know to have occurred
- work to promote the anti-bullying strategies outlined in the school's Behaviour and Anti-bullying policies
- set a good example regarding behaviour and social awareness to younger learners and their peers.

## **8. Parents, carers, and visitors**

Parents, carers, and visitors to the school are expected to:

- familiarise themselves with the school's equality plan and support the scheme by promoting a positive attitude towards equality at home
- attend any relevant meetings/awareness-raising sessions that they are invited to relating to the school's equality plan
- work with the school to resolve any incident relating to discrimination or victimisation that their child is involved in

- respect and follow our equality when visiting the school.

## **9. Key groups at risk**

While the school recognises that any person or group of people can become victim to discrimination, victimisation or unfair treatment, people may be more at risk of becoming victims of inequality due to:

- **Race and ethnicity**
- **Disability**
- **Gender and transgender**
- **Religion or belief**
- **Sexual orientation**

The school, as part of its PSHE provision, actively promotes and discusses inclusion as part of the delivery of the whole curriculum.

## **10. Promoting equality and social awareness in school and within the local community**

### **a) Community cohesion**

The school expects all of its learners and staff to act respectfully towards members of the wider community that the school is part of. Some of our learners will attend work experience placements within the community as part of their curriculum offer. We work with the local police and PCSOs who visit our sites to meet with learners and staff.

### **b) Inclusion**

Promoting and practising inclusion in school lessons, around the school site, during all school activities and into the wider community is a key part of developing a positive attitude towards equality and people from different backgrounds.

### **c) learner voice**

Through our support of learner voice, we encourage our learners to have confidence in voicing their opinions and taking responsibility for the world around them. It is important that we teach our children how to engage in mature social interactions and get along with a variety of different types of people. This is developed through learner voice by interactions between learners from different year groups, learners and staff, and learners and the wider community.

### **d) Recruitment**

Edith Kay is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, ethnicity, nationality, gender, religion, age, disability, marital status or sexual orientation. Edith Kay acknowledges that unfair discrimination can arise on occasion and so will ensure that the equal opportunities policy outlined in this plan is the foundation for all its activities. Where a candidate is known personally to a member of the selection panel it will be declared before shortlisting takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to. More information about our recruitment procedures can be found in the school Appointments and Safer Recruitment policy.

## **11. Staff**

### **Equal opportunities for staff**

As part of our commitment to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment, the school will ensure that:

- all staff appointments and promotions are made on the basis of merit and ability and in compliance with the law; staffing of the school reflects the diversity of our community wherever possible
- as an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce
- we respect the religious beliefs and practice of all staff, learners and parents, and comply with reasonable requests relating to religious observance and practice
- we ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

**a) Staff discipline and suspension**

Edith Kay is committed to ensuring that all school staff are treated fairly and consistently and this is held to account through our policies which outline staff discipline, conduct, and the protocol for managing grievances.

The education and wellbeing of our learners is our main priority. Any member of staff who creates a barrier to learning for our learners will be disciplined. We hope that staff will feel confident to voice complaints and grievances in the confidential environment of the school and that they will trust the school to deal with their grievances fully, promptly, and fairly. The school puts great faith in all its employees, and hopes never to have to discipline anyone as a result of misconduct.

**b) Behaviour, exclusions and attendance**

The school behaviour policy takes full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustments for learners with special educational needs and disabilities. We closely monitor data on exclusions and absence from school for evidence of over- representation of different groups, and will take action to address any concerns that arise in this area.

**c) The curriculum**

The curriculum at Edith Kay is tailored to meet the needs of each child. Where appropriate, learners may be encouraged back to learning through a very narrow curriculum, which will be expanded once the learner is able to trust that learning is safe at Edith Kay. All learners are encouraged to gain accreditations at all levels from Entry level to A level, according to their abilities. The PSHE curriculum in particular focuses on valuing diversity, but the whole curriculum supports inclusion and all staff, especially key workers work with learners to ensure both their needs are met and others are respected.

**d) Teaching and Learning**

We train staff on learning difficulties, social and communication difficulties, including autism, ADHD, attachment difficulty, nurture, behaviour difficulties, meeting speech and language needs in the classroom, positive handling, and first aid. There may be specific training to meet the needs of specific learners e.g. administration of medication, individual mental health needs.

- We use contextual data to improve the support we provide to individuals and groups
- We monitor achievement data by ethnicity, gender, disability and other groups relevant to our setting and act upon findings
- We take account of the achievement of all learners when planning future learning and set challenging targets based on individual achievement
- We promote equality of access and prepare learners for life in a diverse society
- We use materials that reflect the diversity within society, without

- stereotyping or adapt them to meet particular needs
- We challenge racist and discriminatory language and attitudes
- We celebrate aspects of different cultures
- We involve parents and carers in supporting their child's education
- We encourage discussion of equality issues in all aspects of school life
- We include teaching and learning styles which reflect the needs of our learners
- Boys and Girls are given the same opportunities throughout the school
- Older learners are encouraged to pursue courses and activities that they are interested in and not based on stereotyped images of men and women.

## **12. Monitoring and review**

This equality plan will be reviewed annually, unless there is specific reason for it to be reviewed earlier (for example an incident involving members of the school community or new legislation). We will review how effective it is in tackling discrimination, promoting access and participation, equality and good relationships between different groups, and that it does not disadvantage particular sections of the community. We will also review evidence that it is being put into practice in school by staff and learners, and whether there is any need for extra training or development sessions across the whole school to ensure it is promoted and implemented as much as possible.

### **a) Information will be gathered through:**

- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet security of information requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- learner attainment and progress data relating to different groups;
- children's and young peoples' views, actively sought and incorporated in a way that values their contribution;
- information about how different groups access the whole curriculum and how they make choices between subject options;
- sports and activities choices of all groups;
- uptake of the extended school offer by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development, and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

The Headteacher will provide monitoring updates for review by the Proprietor, which will report on:

- progress against targets relating to equality and future plans
- the changing nature of the school population
- recruitment and retention
- key initiatives.

### **b) Outcomes**

One of the most important indicators of how successful we are as a school in promoting

equality and eliminating discrimination are the outcomes for various individuals and groups. Where robust analysis of outcomes reveals poorer outcomes for any particular groups, an impact assessment will be carried out and an action plan put in place to aid these outcomes. Action plans will outline:

1. objectives and specific actions to be taken
2. expected impact and indicators of achievement (success criteria)
3. clear timescales
4. who has lead responsibility
5. resource implications
6. specified dates for review.

### **13. Equality impact assessments**

Impact assessments are carried out as part of the review of all school policies and assess whether school policies or plans are having a negative or adverse, or positive impact on groups and individuals within the school community. These impact assessments are carried out through an analysis of all incident records including, but not limited to the following: ABCs, bullying incidents, positive handling records. Staff and learner questionnaires are sent out regularly which refer to equality issues. Action plans are drawn up for areas that require development.