

Legal Framework

We welcome our duties under the *Equalities Act 2010* to eliminate discrimination and advance equality of opportunity and recognise the key part we can play as an employer, a school and a community organisation to reduce inequality.

Aim

This statement aims to set out the principles and values that will guide our work and to briefly describe the way in which this will happen. It is designed to set a context for our Equality Objectives which are set out in Appendix 1, and the ways in which we intend to achieve these objectives.

Scope

These principles will guide all of our work and will impact on all aspects of school life.

Principles

King Richard School believes that:

- Everyone is entitled to be treated fairly and without discrimination and all members of the community (and potential members) should expect to be treated this way;
- Education makes a significant contribution to equality in the world and we aim to teach our young people about human rights equality and respect;
- The school ethos is critical in challenging inequality and we must create a culture which equally values each individual and supports the success and achievement of all;
- All members of the community should be supported to achieve their potential and that all young people should be prepared to go on and lead fulfilling adult lives;
- Everyone is different and that we will need to allocate our resources and make reasonable adjustments to help some young people overcome barriers and succeed;
- Cultural diversity is a source of great learning and we should plan a curriculum (formal and informal) that celebrates difference and provides plenty of opportunities for students to learn about the world in which they live;
- We must protect members of the school from unlawful discrimination on the basis of gender, race, disability, religion or belief, sexual orientation, gender identity, gender reassignment, pregnancy or maternity and provide for the well-being, safety and welfare of all;
- Given the challenges they face, poor outcomes are a risk for some students in this area. We are committed to challenging the inevitability of this and supporting students and their families to achieve highly;
- Transparency and openness are important and as a result we will publish our equality objectives and report on these annually and publish this information on our website.

Responsibility:	Headteacher
Review Period:	Bi-annually
Approval Date:	July 2017
Review Date:	July 2019

Responsibilities

Governors are responsible for ensuring that this statement adequately reflects the school's intentions and is kept current. They will also make sure that all other policies are considered for their impact upon equalities. Governors will ensure that the school publishes its objectives and progress against these objectives.

The leadership team are responsible for ensuring that these principles apply to all our policies and practices and that the culture and ethos in the school continue to reflect these values. SLT will also monitor and evaluate data to ensure that there is progress towards objectives and that inequality is identified where it exists. The leadership team will ensure staff are trained as required to work in line with our expectations on equalities. The leadership team will suggest objectives for the Governing body and monitor outcomes against these objectives.

Staff are responsible for challenging discrimination when they discover it and implementing school policies accordingly.

Students are responsible for learning about equality and developing attitudes and beliefs that embrace the diversity of the world.

Monitoring and Review

This statement will be reviewed at least every two years and sooner if Governors believe it to be necessary.

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King Richard School – Equalities Action Plan 2017-20

Objective	Actions	Timescale and responsibility	Key performance indicator	Review comments
Reduce the impact of educational and social disadvantage on achievement	Strengthen staff CPD so that the quality of teaching continues to improve.	LHi July 2018	PP / NPP progress gap closes from current position of -0.4	
	Continue to fund appropriate inclusion, welfare and attendance staff teams so that disadvantaged students get the support they need.	GHu 2017-20	Attendance rates rise 90.5 2018, 91.5 2019, 92.5 2020	
	Merge SEND and inclusion teams to enhance our inclusion strategy.	GHu Sept 2017	Progress for students labelled as SEN support in line with cohort	
	Develop new ways of engaging with parents to strengthen partnerships.	ATu Jul 2018	Increase the proportion of parents providing parental survey data.	
	Academise and use links with Trust primary schools to reduce the impact of transition to secondary school.	FGB Jan 2018	Attendance and exclusion rates in Year 7 improve. Year 7 rates of progress are faster than 2016-17.	

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	<p>Develop the Portsmouth scholars' scheme and other aspiration raising activities with the Southern Universities Network so that more students participate at Level 4 and beyond.</p> <p>Continue to subsidise the i-pad scheme to ensure digital literacy.</p>	<p>TSe Jul 2018</p> <p>JWe Jul 18</p>	<p>Participation rates begin to rise in line with expectations.</p> <p>Take up remains at c80% of year group</p>	
Increase the exposure of our students to cultural diversity	<p>Develop an extensive, inclusive enrichment programme including increasing the range of trips and visits and opportunities to work with others from outside of the school.</p> <p>Strengthen the assemblies and tutorial programme.</p> <p>Strengthen the personal development curriculum</p> <p>Seek opportunities, such as targeted advertising, to increase staff diversity</p>	<p>ATu 2017 ongoing</p> <p>PNe Jul 2018</p> <p>PNe Jul 2018</p> <p>SRa Jul 2019</p>	<p>Annual audit of offer shows increased range of opportunities and increasing uptake.</p> <p>Student and parent surveys reflect the impact of these activities on children's personal development. Racist and homophobic bullying incidents decrease.</p> <p>Staff demographic monitoring shows greater diversity</p>	

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