



King's Cross Academy Equality Policy and Action Plan

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Contents

- 1: Vision and Values
- 2: Academy Context
- 3: Legal Background
- 4: Roles and Responsibilities
- 5: Stakeholder Consultation
- 6: Impact Assessment
- 7: Action Plan

1. Vision and Values

King's Cross Academy makes all members of our school community feel welcome irrespective of race, colour, creed or impairment. Our vision and values promote equality and tackle discrimination.

King's Cross Academy is committed to equal opportunities. Our Academy:

- follows a Learning without Limits philosophy that resists notions that ability is fixed
- offers a choice of learning challenges
- responds to children's diverse needs
- overcomes potential barriers to learning and assessment

King's Cross Academy has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life. Our work is underpinned by **nine guiding principles**:

All learners are of equal value

We see all learners and potential learners and their parents and carers as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious or non-religious affiliation or faith background
- Whatever their sexual identity

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We recognise and respect difference

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of difference of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face in relation to:

- Disability, so that reasonable adjustments are made
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- Gender so that the different needs and experiences of girls and boys and women and men are recognised
- Religion, belief or faith background
- Sexual identity

We foster positive attitudes and relationships and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people and an absence of harassment of disabled people
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status and an absence of prejudice-related bullying and incidents
- Mutual respect and good relations between boys and girls and women and men and an absence of sexual and homophobic assessment

We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion and in continuing professional development:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender and sexual identify and with full respect for legal rights relating to pregnancy and maternity

We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men

We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies and in the review of existing ones. We consult and involve:

- Disabled people as well as non-disabled
- People from range of ethnic, cultural and religious backgrounds
- Both women and men and girls and boys
- Gay people as well as straight

Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally by fostering greater social cohesion and greater participation in public life of:

- Disabled people as well as non-disabled
- People of a wide range of ethnic, cultural and religious backgrounds
- Both women and men, girls and boys
- Gay people as well as straight

We base our practices on sound evidence

We will maintain and publish quantitative and qualitative information showing our compliance with the public sector duty (PSE) set out in clause 149 of the Equality Act 2010.

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Objectives

We will formulate and publish specific and measurable objectives, based on the evidence we have collected and published and the engagement in which we have been involved. The objectives which we identify take into account national and local priorities and issues as appropriate. We will keep our equality objectives under review and report annually on progress towards achieving them.

2. Context

King's Cross Academy is a two form entry primary school from reception to Year 6 (opening Sep 2021) with a 26 place nursery. The Academy is popular and offers breakfast and after school provision. The school is open for children from 8.00am until 6.00pm each day and there are some holiday activities. The building is available for community use most evenings and occasionally at weekends.

The Academy buildings are on two levels with 2 lifts. There is an adult toilet suitable for disabled use.

The building is new and all classrooms have disabled access. Access can be obtained to the upper playground via the lift.

King's Cross Academy shares the school building with Frank Barnes School for Deaf Children. Both schools have signed a memorandum of agreement and in addition to shared spaces the schools share some aspects of their curriculum and staffing. This is a multi-lingual building and all children learn British sign language. Children from both schools eat lunches together. The chairs of governors and headteachers of both schools meet regularly to review the range of opportunities open to both schools.

Characteristic (2021)	Total	Breakdown (number and %)
Number of pupils	360	
Number of staff	48	% (38) Female % (10) Male
Number of governors	16	57 % Female 43% Male
Religious character	N/A	
Attainment on entry		Attainment on entry is broadly in line with the national average although school is monitoring pupils' return to school after the pandemic.
Mobility of school population		Mobility at the Academy has altered this academic year due to families leaving London/UK post pandemic.
Pupils eligible for FSM	34%	122 pupils are currently eligible for FSM
Disabled staff	6%	3 members of staff
Disabled pupils (SEND)	0.02%	10 pupils with Educational Health Care Plans (EHCP) 5 further EHCP assessment requests are at the start of the 20 week pathway.
Disabled pupils (no EHCP)	22%	80 Pupils on the current SEND register.
BME pupils	37%	132 Pupils.
BME staff	31%	15 members of staff.
Pupils who speak English as an additional language	35%	132 pupils (as of September 2020). Languages spoken at home include: Russian, Mandarin, Gujarati, Urdu, Spanish, Portuguese, Arabic, Georgian, Polish, French, Japanese, Welsh, Italian, Dutch/Flemish, German, Somali, Tigre, Kurdish, Farsi, Hebrew, Bengali, Dinka/Jieng, Timne and Twi, Albanian, Serbian, Czech.

Average attendance rate	95 %	94.6% as of September 2020
Significant partnerships, extended provision, etc.		Argent, Central St Martins, Regent's High, PRS, Nike, Google, Waitrose, British Library, Camley Nature Reserve, Skip Garden, Crick Institute, Eurostar, St Pancras boat club....

Our Academy is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

3. Legal Background

Public Sector Equality Duties

We are committed to meeting the public sector equality duties (PSED)

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provision are:

- Age (for staff only)
- Disability
- Ethnicity and race
- Gender (sex)
- Gender identity and reassignment
- Pregnancy, maternity and breast feeding
- Religion and belief
- Sexual orientation
- Marriage and civil partnership (for staff only)

At King's Cross Academy we implement accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

General duties

Disability general duty – *Disability Discrimination Act 2005*

We have a statutory duty to carry out our functions with due regard to the need to:

- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life
- take steps to take into account people's disabilities

Gender general duty – *Sex Discrimination Act as amended by the Equality Act 2006* We

have a statutory duty to promote gender equality with due regard to the need to:

- eliminate unlawful sex discrimination; and
- promote equality of opportunity and good relations between women and men, girls and boys

Race general duty – *Race Relations Amendment Act 2000*

We have a statutory duty to promote race equality with due regard to the need to:

- eliminate unlawful discrimination
- promote equality of opportunity; and
- promote good relations between people of different racial groups

Community cohesion duty – *Education and Inspections Act 2006*

In addition to addressing the duties outlined above, our Academy is committed to taking action on other equality strands (e.g. religion and belief, 'vulnerable' children) and we will also work hard to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action. We are committed to following DfE guidance in providing:

- teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them
- lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping
- a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
- support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English

Specific duties: disability, gender and race

The specific duties ask schools to prepare and publish their policies and plans for meeting the general duties. All the specific duties have informed the production of our equality scheme. Section 4 (Roles and Responsibilities) details the involvement of all staff in the implementation of the scheme.

Action relevant to disability, gender, race, community cohesion and other diversity strands is specifically identified in the Action Plan.

Our Academy equality scheme will be published on our website. At King's Cross Academy we will publish information annually about equality.

4. Roles and Responsibilities

The Governing Body, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

Commitment to implementation

The Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively.

Every 12 months, key staff will report to the Headteacher on actions and progress.

Every 12 months there will be a report on equality and diversity to the Governing Body.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Responsibility for	Key person
Single equality scheme	Headteacher
Disability equality (including bullying incidents)	Kay Baxter (DHT with Inclusion)
SEND (including bullying incidents)	Kay Baxter (DHT with Inclusion)
Children Looked After	Kay Baxter (DHT with Inclusion)
Safeguarding & Vulnerable children	Headteacher/Kay Baxter
Accessibility	Premises Manager / Health and Safety Committee
Gender equality (including bullying incidents)	Headteacher
Race equality (including racist incidents)	Headteacher
Equality and diversity in curriculum content	All teaching staff
Equality and diversity in pupil achievement	All teaching staff
Equality and diversity – behaviour and exclusions	All teaching staff
Participation in all aspects of school life	All staff

Impact assessment	Headteacher
Stakeholder consultation	Headteacher / Governors
Policy review	Headteacher / Governors
Communication and publishing	Headteacher / Governors

Commitment to review

The Academy equality scheme will be aligned with the School Development Plan and Premises / Accessibility Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every four years.

Commitment to publish

We are committed to sharing information about our equality scheme as broadly as appropriate. To this end, we will publish a summary document, plus an annual update consisting of impact assessment results, progress made, refinements, amendments and new actions. We will also publish the results of a full scheme review every four years – in which we will make proposals for future action.

Commitment to action

	Governors will:
Policy Development	<ul style="list-style-type: none"> • Provide leadership and drive for the development and regular review of the Academy's equality and other policies
Policy Implementation	<ul style="list-style-type: none"> • Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies • Highlight good practice and promote it throughout the Academy and wider community

Behaviour	<ul style="list-style-type: none"> • Provide appropriate role models for all managers, staff and pupils • Congratulate examples of good practice from the Academy and among individual school leaders, staff and pupils <p>Ensure a consistent response to incidents, e.g. bullying cases and racist incidents</p>
Public Sector Duties	<ul style="list-style-type: none"> • Ensure that the Academy carries out the letter and the spirit of the statutory duties.
	Headteachers and senior staff will:
Policy Development	<ul style="list-style-type: none"> • Initiate and oversee the development and regular review of equality policies and procedures • Consult pupils, staff and stakeholders in the development and review of the policies
Policy Implementation	<ul style="list-style-type: none"> • Ensure the effective communication of the policies to all pupils, staff and stakeholders • Ensure that managers and staff are trained as necessary to carry out the policies • Oversee the effective implementation of the policies • Hold line managers accountable for effective policy implementation
Behaviour	<ul style="list-style-type: none"> • Provide appropriate role models for all leaders, staff and pupils • Highlight good practice from across the Academy • Provide mechanisms for the sharing of good practice • Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> • Ensure that the Academy carries out its statutory duties effectively
	Line managers will:
Policy Development	<ul style="list-style-type: none"> • Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
Policy Implementation	<ul style="list-style-type: none"> • Implement the Academy's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary • Be accountable for the behaviour of the staff team, individual members of staff and pupils • Use informal and formal procedures as necessary to deal with 'difficult' situations

Behaviour	<ul style="list-style-type: none"> • Behave in accordance with the Academy's policies, leading by example • Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
Public Sector Duties	<ul style="list-style-type: none"> • Contribute to managing the implementation of the Academy's equality scheme

	All staff: teaching and non-teaching will:
Policy Development	<ul style="list-style-type: none"> • Contribute to consultations and reviews • Raise issues with line managers which could contribute to policy review and development
Policy Implementation	Maintain awareness of the Academy's current equality policy and procedure implement the policy as it applies to staff and pupils
Behaviour	<ul style="list-style-type: none"> • Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the Academy's equality scheme • Provide a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> • Contribute to the implementation of the Academy's equality scheme

5. Stakeholder Consultation

Our Academy is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the Academy and its impact within the wider community. We have involved a number of staff, pupils, parents and others with particular interests in the development of this scheme. We will continue to consult various stakeholders on this scheme and on our policies (see our Action Plan).

6. Impact Assessment

All Academy policies will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan. Additionally, in Section 4 (Roles and responsibilities) of our equality scheme a detailed table can be found showing staff responsibilities for gathering and monitoring data on an ongoing basis. A full report of outcomes will be sent to the governors each autumn term.

7. Action Plan

Priority Equality Target and Category	Actions	Success Criteria	Responsibility and date	Evaluation
<p>RACE Ensure the ethos, curriculum and philosophy of the school reflects our diverse community and provides opportunity for all.</p>	<p>Staff's unconscious bias is debated and challenged giving rise to a clearer understanding of the prejudices that exist within society and how these can effect individual's success in school and later life</p> <p>Provide regular access to resources that reflect a multi-cultural society</p> <p>Ensure that resources include positive images of black and ethnic children</p> <p>Ensure reading materials reflect a multi-cultural society</p>	<p>Staff practice is changed to ensure true equality for all</p> <p>A range of resources are easily accessible by all children that images and information of black and ethnic children</p>	<p>SLT All School members 2020-21</p> <p>Communication Lead (EH)</p> <p>Parent working party</p>	

<p>GENDER Ensure that gender is not a barrier</p>	<p>Survey pupils opinions in class meetings</p> <p>Review sports and other curricular opportunities to ensure equality of access</p> <p>PHSE: Purchase new resources for the school library that provide positive role models for same sex relationships</p> <p>Whole school PHSE resources updated (SCARF) embedded across the school.</p> <p>Introduction of RSE for pupils in upper KS2</p>	<p>Pupil voice informs actions for improvement and give SLT and the wider school community an understanding of pupils views in gender</p> <p>There are a range of sports on offer which have equal participation by boys and girls</p> <p>Children accept same sex relationships as part of human life and do not hold any prejudice</p> <p>Children have age appropriate lessons that challenge gender stereotypes</p> <p>Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life</p>	<p>SLT 2020-21</p> <p>Physical team leader (DK) and Michele Gordon 2020-21</p> <p>PHSE Lead (CS) – 2020-21</p> <p>PHSE Lead (CS) – 2020-21</p> <p>PHSE Lead (CS) & SLT 2020-21</p>	
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	Review attainment data to ensure that there is no gender bias. Compare with national data	and to make a positive contribution to society	SLT – July '2020-21	
DISABILITY Provide positive role models to help us define by ability, not disability	Invite visitors local to the Academy who refuse to be dined by their disability. Provide a range of resources such as library books, posters etc. that promote positive images of disability	Children will be captivated when listening to the stories of others, especially stories of those who live in their community. Children have a positive attitude towards disabilities without prejudice	SLT – July '2020-21	
INCLUSION Review small teaching spaces for children who need periods of withdrawal for speech therapy, small group tuition etc.	Observe the use of these spaces to assess their suitability Request feedback from staff and pupils who use the spaces Look into developing a plan with facilities manager in improving the spaces	Learning spaces are accessible with appropriate storage of resources that is easily accessible by pupils Both staff and children are happy to use the spaces	Facilities team and DHT SENDCo	

<p>DISABILITY Provide improved facilities for dispensing and storing medicines</p>	<p>Ensure all children with medicine stored in the Academy are known to staff through the weekly briefing meetings</p> <p>Ensure all new staff are trained on the use and storage of Epipens</p> <p>Ensure all new and current staff are reminded of their responsibility's in administering medication and the location of medical health care plans</p> <p>Ensure all staff know that medicines must be stored in the medical room in the school office and not in classrooms unless specified differently in a health care plan where a risk assessment has been carried out</p> <p>Ensure all staff with First Aid training display a First Aid badge so that all staff know who they are</p>	<p>All staff are aware of the children that require long term medication and know where to access information about them if required</p> <p>All staff are trained on the use of an Epi-pen and know who are the First Aiders at the school and the procedures involved in dealing with injuries and medication</p>	<p>Kay Baxter (DHT SENDCo), School trained First Aiders and Michele Gordon (Assistant Business manager) Termly 2020-21</p> <p>Allergies/Kitchen, First Aiders, Teaching Assistants and Chef, Esther Kabeya Termly 20-21</p>	
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Document Control

Adapted from provider model by	
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Approved by Governors	
Date for Review	
Signed – Chair of Governors	
Signed – Headteacher	