



KING JAMES I ACADEMY

Single Equality Policy & Action Plan

1. AIMS & DEFINITIONS

What is the Single Equality Policy and Action Plan?

Our Single Equality Policy (SEP) and action plan aims to eliminate discrimination and other conduct which is prohibited by the Equality Act 2010. We aim to ensure that equality of opportunity is offered to all - whether a characteristic(s) is shared or not. We treat all individuals equally, fairly and consistently. Fundamental to this is the priority of fostering good relations across our community, between individuals who identify with a protected characteristic(s), or do not. We treat everyone with equal value. It integrates our statutory duties in relation to race, disability and gender and promoting community cohesion according to the Equality Act 2010 and the Equality and Human Rights Commission. The duties cover staff, students and people using the services of the school such as parents. In developing our policy and action plan, an assessment took place and we considered carefully the impacts and implications of our approach to those individuals with protected characteristics, or otherwise.

The 9 key protected characteristics according to the Equality and Human Rights Commission are:

- Age
- Disability
- Gender reassignment/ gender identity
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

A definition of each of these characteristics can be found in **Appendix A**.

2. LEGISLATION & GUIDANCE

King James I Academy is fully committed to the duties outlined in the Equality Act 2010. This document has been produced in line with external guidance to ensure our approach is effective and robust. King James I Academy aims to:

- Promote equality of opportunity for all
- Promote good relations across the range of groups and in all areas of school life
- Eliminate any form of discrimination

3. ROLES & RESPONSIBILITIES

Various stakeholders have key roles and responsibilities with regards to compliance. These stakeholders have responsibility for the planning and implementation of strategies and actions.

The governing body will:

- monitor the implementation of the policy and action plan to check progress and assess impact on staff, learners and parents
- ensure that all governors are aware of their legal responsibilities under equality legislation
- monitor achievement of equality targets
- check that implementation of the policy and action plan achieves improved outcomes for people who share an aspect of their identity in relation to race, disability, gender (including gender identity), age, sexual orientation, religion and belief.

Behaviour & Support Staff will:

- provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and cooperation
- ensure staff, students, parents /carers and any other interested stakeholders are aware of their roles and responsibilities in implementing this policy and action plan
- monitor to ensure effective implementation of the policy and action plan

- provide regular reports for governors and senior staff on progress and performance
- Allocate appropriate responsibilities, and provide suitable training and development for staff to implement this policy

The Senior Leadership Team will:

- drive forward implementation of the policy and action plan (SLT-lead)
- support staff to carry out their role in implementing this policy
- provide effective leadership on equality, inclusion and community cohesion
- ensure the policy is successfully promoted
- respond in a timely and appropriate manner when dealing with any incidents or issues of discrimination, harassment or victimisation

All staff will

- recognise that they have a role and responsibility in their day-to-day work to:
 - promote equality, inclusion and good community relations
 - challenge inappropriate language and behaviour
 - tackle bias and stereotyping
 - respond appropriately to incidents of discrimination and harassment and report these
- Inform the senior leadership team any staff training or development that they require to carry out the above role and responsibilities
- Promote positive attitudes and behaviours which are embedded in the 7 Standards of King James I Academy

All staff will also ensure that students are encouraged to

- recognise that they have a role and responsibility to themselves and others so that they understand and are able to:
 - promote equality, inclusion and good community relations
 - challenge inappropriate language and behaviour
 - tackle bias and stereotyping
 - work to promote anti-bullying / peer-on-peer abuse strategies
 - respond appropriately to incidents of discrimination and harassment, and understand the action needed to report and record these.

4. KEY COMPONENTS OF OUR STRATEGY

4.1 Eliminating Discrimination

The Academy is aware of the relevant obligations it has and so this policy, and clear systems and processes, are in place to ensure that the Equality Act 2010 is met. Staff and governors are aware of their obligations to avoid discrimination, and are regularly reminded of these during meetings and through other internal communication channels, as appropriate. For example, the office manager may give staff key information, or updates as changes occur. The Academy has an established behaviour & support team (including Senior Leaders, Heads of Year and support staff) who work closely to monitor equality issues, and report directly to the Link Governor for Behaviour and Attitudes. Frequent update meetings take place throughout the academic year, usually on a half-termly basis. Part of the responsibility of the team is to ensure that new staff receive training on equality issues within education, and that regular updates to all staff are provided so that policies and systems are followed.

4.2 Advancing Equality of Opportunity

Equality Act guidance from the DfE sets out the need for schools to advance equality of opportunity. We do so by:

- Removing or minimising disadvantages suffered by those who are connected to a particular characteristic. For example, accessibility for disabled students.
- Taking necessary steps to meet the needs of pupils who have particular characteristics, in line with those who do not.

- Encouraging and having an expectation that pupils who relate to one or more of the characteristics participate fully in all Academy activities, as regularity. For example, for all students (regardless of connection to one or more characteristics) participate in the range of after-school and lunchtime activities.
- Tracking the progress of pupils who relate to the characteristics or have specific needs, identifying targeted groups for targeted support strategies.
- Regularly tracking key statistics related to equality, to analyse frequency of incidents over time. For example, Bullying Statistics are reviewed regularly.
- Providing pupil-specific information to staff on a weekly basis, via staff briefings, meetings, and internal Academy email and intranet systems.
- Publish specific data as required.

4.3 Fostering Good Relations

The Academy fosters good relations between those pupils and staff who share a given characteristic(s) and those who do not by:

- Having a basic expectation that all within our community are treated equally and with the same opportunities available to them. We expect that pupils achieve in accordance with the effort they apply, and not with relevance to specific characteristics.
- Promoting tolerance, friendship, and understanding of key religions and various cultures, customs and beliefs. This includes through our PSHCE and Citizenship provision, Religious Studies and Health Education, but also across a wide range of subjects in a broad curriculum. For example, in English pupils will study books from a range of cultures.
- Following a range of assembly themes, delivered weekly to all students. Identified staff are allocated a topic to deliver, as appropriate. Assemblies also contribute to our PSHCE programme, and are always followed up by activities related to the assembly, for pupils to complete in tutor periods.
- Various guest speakers and educational visits take place annually. For example, visits to local churches, mosques and other religious places of worship take place.
- Working in our local community- we have identified charities attached to each year group, which allows us to make links with other groups within the community and to make a positive contribution. We promote community values and spirit amongst our students and expect that they contribute.
- International and National Educational Visits- staff and students frequently take part in international and national visits to develop cultural understanding. International opportunities have been consistently offered to students and has served to broaden horizons and develop knowledge amongst students.
- A well-established peer support system via Anti-Bullying Ambassadors and through our Academy Council promotes equality amongst students. We encourage our students to take ownership of the issues in their school community and we support them to make a difference themselves.
- Ensuring that we operate an efficient educational visits process, including the need for internal authorisation and that of the local authority.

5. DECISION MAKING

The Academy considers relevant equality issues whenever significant decisions are made. The Academy considers the needs of all groups and the impact of decisions on these groups, alongside the wider Academy community. For example, when school visits are planned we consider whether it cuts across a religious holiday, the accessibility for disabled students and the equivalency of facilities for both genders. The risk assessment process supports this.

6. ACADEMY VISION & VALUES

6.1 Key Principles

In order to meet our duties with regards to equality, we have a clear vision and values which embody our key principles in this respect:

- We value, foster and promote a culture of inclusivity in which every individual is valued and treated equally.
- We promote an increased understanding of the protected characteristics with pupils using a range of strategies.
- We strive to make the best possible provision for all students and staff, regardless of disability, ethnicity, culture, religious belief, national origin or status, gender or sexual orientation.
- We know that equalities are not simply about protecting the potentially vulnerable. We believe that all students may be/ are disadvantaged by the holding of prejudicial views, and seek to promote good relationships between all groups, and positive attitudes towards disabled people, people from different ethnic or cultural groups or faith backgrounds and people of different gender or sexual orientation.
- We value staff for their ability and potential to help make the best possible provision for the students in our school, regardless of disability, ethnicity, culture, religious belief, national origin, gender or sexual orientation. We provide training and support to ensure that this is achieved.
- We are proactive in our efforts to identify and minimise existing barriers or inequalities. When barriers exist, we take action to break these down.
- We seek the views of all groups affected by the policies and work of our school, and try to involve them in policy review. Determining and acting upon stakeholder views is an established quality assurance strategy adopted by the Academy.
- We recognise our role in promoting community cohesion, and actively encourage the participation in public life of all learners in our school.

6.2 King James 7 Standards

We have consulted with a range of stakeholder, including staff, students and governors to establish 7 standards for all students at King James I Academy. These can be found in **Appendix B**. Fundamental to these standards are the expectation that all students behave appropriately towards others, regardless of the characteristics of other students, and that respect is shown in the Academy and the broader community. We actively promote these 7 Standards with students as a basis for establishing the behavioural standards and expectations we have of every pupil as a minimum requirement. These standards include the basic expectation of showing respect to others and treating everyone equally, regardless of protected characteristics. Tolerance and respect are promoted as a key standard.

7. ACADEMY STRATEGIES & POLICIES RELATED TO PROMOTING EQUALITY

7.1 Admissions, Attendance & Transfers

- King James works closely with the local authority to ensure that the admission process is fair and equal for all students/ applicants, regardless of minority group or relation to the protected characteristics.
- We work within established local authority protocols and frequently liaise with local authority staff as part of the admissions process. This can include initial admission, in-year transfers and as part of the 'Managed Move' process, which is operated via a local authority-led behaviour and support panel.
- The Academy monitors attendance data of all pupils, including students within specific groups (for example, SEND students).
- The Head Teacher considers all absence requests on an individual basis, and makes discretionary decisions based on specific circumstances and in accordance with government regulations.
- Pupils are admitted as part of the fair access protocol agreement between local schools.

7.2 Staff Recruitment

King James I Academy recruits in line with Durham County Council's Equal Opportunities Framework and policies. We welcome applications from all candidates, including those of minority groups and other cultures. We support staff with an established and effective induction

programme, and support career development of all staff via our CPD programme. On-going training continues to upskill and increase knowledge amongst staff.

7.3 Curriculum, Teaching & Learning

Our curriculum is frequently reviewed and developed, and we take in to account the need to ensure that this curriculum, and associated resources for teaching and learning, are appropriate to the context of the multi-ethnic and multi-cultural society which we are proud to be part of.

British values are mapped against PSHCE and assembly programmes, and are complimented by follow-up activities which students complete in form periods.

Departmentally, staff continue to work collaboratively to support subject-specific learning opportunities through educational visits, guest speakers from different backgrounds, and case study materials. Cross-curricular links are made which help students to consider issues from different viewpoints.

7.4 Anti-Bullying / Child-on-Child abuse processes

We have an established anti-bullying group which meets frequently throughout the school year to analyse and address issues related to bullying. We take proactive steps to prevent bullying, and to address occurrences of bullying after fully investigating issues. Policies for reporting potential bullying incidents are regularly communicated to staff, and allow an accurate record of these to be kept by behaviour and support staff. We have a separate Anti-Bullying Policy which specifies how we deal with and prevent bullying and child-on-child abuse issues within the Academy, including those incidents related to pupils who identify with the protected characteristics. When discriminatory incidents occur, they are investigated thoroughly and actions are taken and recorded effectively.

7.5 Nurture & Alternative Provision

In Years 7-9, we have dedicated 'nurture' or support groups, which support the needs of students who may or may not relate to the 9 characteristics, and which provides a secure and supportive learning environment for those students with greatest need. This includes opportunities for students to access a differentiated and modified curriculum, and to receive enhanced social and emotional support, as they require it.

7.6 Academy Council / Student Voice / Pupil representation

Each form class has at least two Academy Council representatives, who are nominated or volunteer to collect and raise issues from members of their form class. Representatives from each year group are then chosen to attend half-termly meetings, in which the issues raised by students and from staff are discussed. The outcomes of these meetings are then shared with the wider school, via assemblies and pupil updates.

7.7 Assemblies programme

Our assemblies programme is well-developed and includes a weekly assembly for pupils in every year group. These are a key opportunity for students to address and consider key topics. Topics specific to the protected characteristics are addressed directly. This has included assemblies specifically focusing on anti-bullying, discrimination, neurodiversity and child-on-child abuse since September 2023.

8. MONITORING ARRANGEMENTS

- The responsible staff member will review this Equality Policy annually, to ensure that it is fit for purpose.
- The Single Equality Scheme Action Plan will also be reviewed at least annually, but usually more often via Equality & Diversity / Support Team meetings.
- These meetings, calendared throughout the academic year, are used to identify targets and further opportunities to develop our policies and procedures.
- The governing body will review and agree this policy at least once every year, to ensure that the policies and procedures adopted are appropriate and rigorous.

- The academy Anti-Bullying Steering Group meet every half term to determine strategies to meet planned outcomes.

Single Equality Scheme Action Plan 2024 - 2025

The following is a record and plan of the actions taken, and planned for the future, and is updated every term as part the action plan review. It identifies a. **planned outcomes – targets**, b. **action so far** towards each outcome or target, and c. **further actions to be taken** to strengthen our approach towards each planned outcome. Each outcome is **RAG-rated** to determine progress towards the achievement of it, although it is expected that this is a working document. Finally, the specific protected / other **characteristic is identified** for each planned outcome.

Race	Disability	Sex	Sexual Orientation	Age	Religion & Belief	Marriage/ Civil Part.	Pregnancy and Maternity	Gender Reassignment	SEN	Other	Planned Outcome	Actions towards this outcome	Further Planned Actions	Timescale	Responsible
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Staff to be familiarised with Single Equality Policy and receive training with regards to key policies and procedures 	<ul style="list-style-type: none"> Governor updates (via policies) CPD / INSET specific to provision of equality Induction / ITT training sessions 	<ul style="list-style-type: none"> Staff updates / briefings Induction / ITT training sessions Support Team meetings Middle Leader Update Meetings 	Ongoing process (as staff are employed onwards)	Senior Leaders with responsibility for CPD and Head Teacher Support Staff with specific responsibilities for recording and overseeing training.
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> The governing body is taking active steps to be representative of the local community and to reflect a broader range of interests based upon protected characteristics. 	<ul style="list-style-type: none"> Governor recruitment seeks diverse applications from representative parents. Governor training emphasises the importance of promoting equality in all aspects of its work. 	<ul style="list-style-type: none"> Allocation of a Governor to support the Equality agenda. 	Ongoing – governor training as appropriate / governor attendance at termly meetings	Governor Responsible for Equality Teacher with responsibility for Diversity and Equality HT / DHT
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Continue to monitor performance of different groups of learners and take intervening action, as appropriate, based on academic outcomes. (Identified as 'Green' but this is an on-going priority) 	<ul style="list-style-type: none"> Reviews of the performance of learners at each assessment point in each year group take place. Identify and target specific groups of learners (including those who relate to any of the given characteristics), providing intervention and 	<ul style="list-style-type: none"> Continue to review the progress of targeted individuals and groups of learners on an assessment-by- assessment basis. 	At each assessment point (see Academy Assessment calendar)	Key Stage Co-ordinators Heads of Year Directors of Learning, in specific target subjects.

Race	Disability	Sex	Sexual Orientation	Age	Religion & Belief	Marriage/ Civil Part.	Pregnancy and Maternity	Gender Reassignment	SEN	Other	Planned Outcome	Actions towards this outcome	Further Planned Actions	Timescale	Responsible
												improvement opportunities as appropriate.			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Promotion of equality and diversity to a range of stakeholders, raising awareness through a range of strategies 	<ul style="list-style-type: none"> Ongoing assemblies programme. Academy displays Promotion of equality through the work of the Parents' Forum by considering equality of opportunity. 	<ul style="list-style-type: none"> Vision magazine to promote diversity and to be checked for representative content and to be used to promote diversity. Academy displays to be reviewed and updated Further assembly 	<p>Summer term 2024</p> <p>Summer Term 2024</p> <p>Summer Term 2024</p>	<p>Head Teacher</p> <p>Teacher with responsibility for Diversity and Equality</p> <p>Vision Magazine producer (L Davies-Burton)</p>
	✓								✓	✓	<ul style="list-style-type: none"> Accessible facilities are provided across the academy site. Additional buildings meet the needs of all students, including accessibility and inclusion of key facilities. 	<ul style="list-style-type: none"> Buildings meet the health and safety requirements of all learners, staff and visitors. Update meetings happen regularly to address key site issues to be addressed, including accessibility arrangements. 	<ul style="list-style-type: none"> All plans are to include appropriate facilities for all learners Accessibility Policy to be reviewed and updated. 	<p>Complete</p> <p>Spring / Summer 2024</p>	<p>SLT with responsibility for Site Management / other staff as appropriate.</p>
✓					✓						<ul style="list-style-type: none"> Students have opportunities to live and work with students from different cultures and races. 	<ul style="list-style-type: none"> Visits to and from representatives of different cultures has taken place. Heart Global group – 3-day visit – Spring 2024 – workshops with multi-cultural team. 	<ul style="list-style-type: none"> Educational visits - off-site local/nat./int'l. visits Visits to King James from those from other backgrounds 	<p>Ongoing process</p>	<p>Various teachers and support staff</p>
✓	✓	✓	✓	✓	✓	✓	✓	✓			<ul style="list-style-type: none"> The PSHE programme promotes diversity and links closely to an appreciation of different races and religions through the Religious Studies programmes. RSE is embedded as a key component of this. 	<ul style="list-style-type: none"> Planning of the PSHE programme reflects content which explores diverse religious beliefs and promotes an appreciation of racial differences. 	<ul style="list-style-type: none"> Continual development of an increasingly engaging personal and developmental learning package for students. 	<p>In place, and analysed and updated regularly</p>	<p>PSHE / Citizenship / RSE staff</p> <p>SLT responsible for Personal Development</p>

Race	Disability	Sex	Sexual Orientation	Age	Religion & Belief	Marriage/ Civil Part.	Pregnancy and Maternity	Gender Reassignment	SEN	Other	Planned Outcome	Actions towards this outcome	Further Planned Actions	Timescale	Responsible
		✓					✓			✓	<ul style="list-style-type: none"> Our health education programme provides support for and promotes opportunities to support pregnant girls. 	<ul style="list-style-type: none"> Programme of health education for all pupils at King James 	<ul style="list-style-type: none"> Defined health promotion activity supports equality of opportunity for those of different genders and supports opportunities for pregnant teenagers is in place. 	Defined programme is in place for each year and is set up to respond to the needs of students.	Student Support Workers / designated staff
		✓	✓			✓		✓			<ul style="list-style-type: none"> Gender equality is promoted through History and RE and through the broader educational opportunities provided in all subject areas / on a whole-school basis. 	<ul style="list-style-type: none"> Delivery of the curriculum within RE and History to consider and promote equality and the rights of women as well as religious tolerance. Prize Evening Guest Speaker – Rebecca Hawkes – representative of a successful woman in business. 	<ul style="list-style-type: none"> Guest speaker to be arranged to promote gender equality Further activities 	Ongoing	Various staff Directors of RE and History
											<ul style="list-style-type: none"> To narrow the gap in achievement between all students, including those in receipt of Pupil Premium funding and of SEND pupils comparatively with non-SEND students. 	<ul style="list-style-type: none"> Gap in outcomes has reduced for SEND v non-SEND, and PP v non-PP. Outcomes for specific students who identify with protected characteristics takes place 	<ul style="list-style-type: none"> Continued analysis and identification of groups of students in comparison to others. Subsequent identification of improvement priority groups and interventions implemented. 	At academic assessment points.	Key stage Coordinators Heads of Year Directors of Learning
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Strengthen further the leadership of the Equality and Diversity Strategy adopted by the academy, ensuring that clear responsibilities are communicated and achieved by those staff responsible 	<ul style="list-style-type: none"> Single Equality Scheme and Action Plan is established (this document) Key actions for development are identified. 	<ul style="list-style-type: none"> Set calendared Equality and Diversity Meetings, to take place termly. Monitor and update Discriminatory incident tracking, and continue to address issues as they arise. Consider potential new role (Charities / Equalities staff 	By May half term 2024.	SLT for Behav./Att. Various other staff.

Race	Disability	Sex	Sexual Orientation	Age	Religion & Belief	Marriage/ Civil Part.	Pregnancy and Maternity	Gender Reassignment	SEN	Other	Planned Outcome	Actions towards this outcome	Further Planned Actions	Timescale	Responsible
													member)		

Blue = Protected Characteristics

Green = achieved to date (may be ongoing)

Amber = priority area to be addressed by next review point

Red = urgent priority to be addressed immediately

Appendix A: Definition of the 9 Protected Characteristics (Equality and Human Rights Commission)

- **Age**
Where this is referred to, it refers to a person belonging to a particular age (for example 32 year olds) or range of ages (for example 18 to 30 year olds).
- **Disability**
A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.
- **Gender reassignment/ Gender Identity**
The process of transitioning from one gender to another.
The identity which an individual relates, in part or in full, due to their gender.
- **Marriage and civil partnership**
Marriage is no longer restricted to a union between a man and a woman but now includes a marriage between a same-sex couple.
Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).
- **Pregnancy and maternity**
Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.
- **Race, including colour, nationality, ethnic or national origin**
Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour of their skin, and origin (including citizenship). This includes ethnic or national origins. For example, if someone belonged to a social group that has a common national or cultural tradition.
- **Religion and belief**
Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (such as Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.
- **Sex**
A man or a woman.
- **Sexual orientation**
Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

KING JAMES I ACADEMY

7 STANDARDS



BE PREPARED

- Complete all homework on time
- Wear full uniform every day
- Bring your equipment & PE kit
- Turn off your phone
- Concentrate on learning!

ATTEND & BE PUNCTUAL

- Come to school every day
- Be on time - every time - it's a good idea to try and arrive early!
- Aim for 100%
- Speak to your tutor if there is a problem

SHOW RESPECT TO ALL

- Be polite and friendly
- Always follow instructions given by staff
- No swearing
- Remember that everyone is different, but should be treated the same
- Be considerate of others, and show care and concern

BE POSITIVE

- Have a 'Can Do' Attitude
- Be resilient and determined to succeed
- Solve problems and make decisions yourself
- Always try your hardest- you can always try again
- Be accountable- take responsibility for yourself

ENVIRONMENT

- Behave safely, without endangering yourself or others
- Be proud of your academy, and look after it
- When on the move, be calm and sensible
- Keep noise to a minimum
- Bin the rubbish!

ENGAGE & SUCCEED

- Always give 100%
- Get involved in as much as you can - the chances you have may never come again
- Celebrate successes and be proud
- Never give up

COMMUNITY

- Put others first
- Make a positive difference in our community through fundraising and charitable work
- Behave in a way which portrays the academy positively when outside of school