

Kingsbury High School

Princes Avenue
Kingsbury
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Equality information and objectives

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GB Approval: EBS Committee

Signed by: Chair of Governors' Equality, Behaviour & Stakeholders Committee 

Ms Mary-Ann Allison

Review Date: Spring 2022

Kingsbury High School

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Introduction

Kingsbury High School seeks to provide equality of opportunity for all members of the school community whatever their age; disability; gender (including gender reassignment); marriage and civil partnership status; pregnancy, maternity or paternity; race; religion or belief; sexual orientation or background.

We recognise that people have different needs and we understand that treating people equally does not always involve treating them all exactly the same. We recognise that for some pupils extra support is needed to help them to achieve and be successful.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

Part 1: Responsibilities:

Governors:

Our Chair of the Stakeholders, Equality and Behaviour Committee, Mary Ann Alison, takes the lead, but the Governing Body as a whole is responsible for:

- drawing up, publishing and implementing the school's equality objectives
- making sure the school complies with the relevant equality legislation; and
- monitoring progress towards the equality objectives and reporting annually

The headteacher is responsible for:

- making sure steps are taken to address the school's stated equality objectives;
- making sure equality plans are readily available and that the governors, staff, students, and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out;
- taking appropriate action in cases of harassment, prejudice and discrimination
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents/carers and visitors to the school.

All staff are responsible for:

- promoting equality and community cohesion in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups;
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities.

Miss Sarah Purtil, Head of Student Development is responsible overall for dealing with reports of prejudice-related incidents related to students; Mr Stephen Moore for staff.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010.
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it.
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

Part 2: Information about the student population

Number of students on roll at the school: 2025

Information on students by protected characteristics:

The Equality Act protects people from discrimination on the basis of ‘protected characteristics’. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment. These include the following groups of students:

Student Special Educational Needs (SEN) Provision	No. of students	Percentage of school population
No Special Educational Need	1950	96.3%
“K” support students	48	2.37%
Statemented / EHC plans	27 (including 5 HI see below)	1.33%

Hearing Impaired Unit (TCR)	No. of students	Percentage of school population
EHCP	5	0.25%
“K” supported student	1	0.05%

Ethnicity	Ethnic group	Percentage of school population
White	British	1.75%
	Irish	0.28%
	Traveller of Irish heritage	0
	Romany or Gypsy	0.14%
Mixed	Any other white background	14.71%
	White and Black Caribbean	0.71%
	White and Black African	1.14%
	White and Asian	1.75%
Asian or Asian British	Any other mixed background	1.75%
	Indian	14.24%
	Pakistani	9.22%

	Bangladeshi	1.70%
	Any other Asian background	11.49%
Black or Black British	Caribbean	4.97%
	African	13.15%
	Any other black background	1.32%
Chinese		0.52%
Any other ethnic group		14.90%
Parent/Student preferred not to say		0.71%
Ethnicity not known		5.44%

Gender			
Male	54%	Female	46%

Pregnancy and maternity	
Students who are pregnant	0
Students who are on maternity	0

Information on other groups of students

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics and we would wish to provide further information on the following groups of students:

Students with English as an additional language (EAL)				
	Boys	Girls	Total	Percentage of school
Number of students who speak English as an additional language	808	689	1497	73.93%
Number of students who are at an early stage of English language acquisition	31	33	64	3.16%

Free School Meals	Boys	Girls	Total	Percentage of school
Number of students eligible for free school meals	157	113	270	13.33%

Looked after children	Boys	Girls	Total	Percentage of school
Lower school	3	1	4	0.2%
Upper school	5	2	7	0.35%

Young carers	4
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Beliefs

We no longer collect data on students' beliefs. However, we recognise that people may experience discrimination and harassment on the grounds of belief.

Gender identity or reassignment

We do not collect data on students who are planning to undergo, who are undergoing or who have undergone gender reassignment. However, we recognise that people who are proposing to undergo, who are undergoing or who have undergone a process to reassign their gender may experience discrimination and harassment.

Sexual orientation

We do not collect data on the sexual orientation of our students. However, as a school we are aware that there may be a number of equality issues for gay, lesbian and bisexual students.

Publication and review

This Equality information fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school governors publish it by making it available on request and on our school website.

This interim information will be kept under regular review for three years before being replaced in September 2022.

Part 3: Information about the staff population

As we have more than 150 employees we are required to publish information about them.

This information aims to provide a profile of our school workforce, as well as our employment practices and achievements.

Confidentiality

Guarantees of confidentiality are given to all staff who provide monitoring information or who take part in staff surveys. Names and data are anonymised and we observe the convention not to report where there are 10 or fewer respondents in any grouping.

As of September 2018, the school employs 288 staff. Our staff are employed in the following main groups:

- Teaching staff
- Administrative and other related posts
- Support staff

Age

	Under 21	21 - 30	31 - 40	41 - 50	51 - 60	61 - 70	71 - 79	Over 80
Number	1	48	84	62	71	18	3	1
%	0.35	16.67	29.17	21.53	24.65	6.25	1.04	0.35

Disability

Disabled	0
Not disabled	100%
Not given / Unknown	0

Ethnicity and race

	Number	% of staff		Number	% of staff
Asian or Asian British	78	27.08	Any other ethnic group	9	3.13
Black or Black British	50	17.36	White	138	47.92
Chinese	5	1.74	Prefer not to say	1	0.35
Mixed	7	2.43	Not stated	0	0

Gender

	% of staff
Female	65.62
Male	34.38

Part 4: Equality objectives

1. To provide a catch up programme in Year 7 for those students whose reading ages range from Level 6-9.5 and who achieved below national expectations at KS2. The expectation is that the catch up programme will ensure that virtually all students reach national expectations by the end of the academic year.
2. To improve the spoken and written English Language Proficiency of new arrivals to the UK so that they are able to follow the school's curriculum and meet the school's expectation in their academic achievements.

Part 5: How we have due regard for equality, advance equality and foster good relations

The information provided here aims to show that we give careful consideration to equality issues in everything that we do.

Schools are required to have due regard to the need to **eliminate discrimination, harassment and victimisation** and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our school policies.

- As a school we are aware of the requirements of the Equality Act 2010 and understand that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our students and employees.
- We have a special educational needs policy that outlines the provision the school makes for students with special educational needs.
- Our admission arrangements are set by Governors and comply with the LA and Government procedures
- Our complaints procedure sets out how we deal with any complaints relating to the school.
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- We have procedures for addressing staff discipline, conduct and grievance.
- We have a Code of Conduct outlining expectations of staff.
- We have a school council that meets regularly.
- Effective systems and procedures are in place to identify and target underperforming cohorts.

Under the Equality Act 2010, we are also required to have due regard to the need to **advance equality of opportunity**

- We have a Behaviour Policy that ensures all students are rewarded and sanctioned appropriately and this is viewed fairly and positively by staff and students alike.
- We have a School Anti-bullying Policy that demonstrates zero tolerance of all forms of bullying, including bullying on the protected characteristics. We have provided training to all staff on how to deal with bullying. All bullying incidents are recorded. The school always takes part in the Anti-Bullying Week and students lead on assemblies and workshops.
- Abusive language is not tolerated by staff and is always challenged.
- There is a school mentor who works with individual and group of students who could be at risk of exclusion.
- We have a school counsellor who works with individuals and groups of students who are a cause for concern.
- We cater for students with physical, visual and hearing impairments. We have some sound treated rooms and classes containing children with a hearing impairment are taught in these rooms. Work for blind students is brailled on site
- Wheelchair users are able to access the vast majority of spaces – alternative arrangements are made where this is not the case.
- Alumni events profile successful students from minority ethnic backgrounds.
- The Careers officer provides targeted advice for students in Year 9 re subject choice.
- Although it is rare for pupils to want to undergo a gender reassignment when a pupil does so ownership of their situation and support will be given to them and they have access to the School Counsellor, Year Leader, Child Protection Officer and external agencies for advice and guidance.
- Supervised prayer rooms are provided for older students
- We run single gender sex education classes.

Under the Equality Act 2010, we are also required to **foster good relations**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

- We have shared classes where students from The Village School (TVS) attend the same classes as Kingsbury High School Students.
- We work closely with The Village School and have had integrated musical events.
- Year 8 students are ambassadors at The Village School (TVS).
- Assembly is the vehicle for SMSC development, with a weekly theme
- We support actively Black History Month and Refugee Week.
- We are involved in initiatives such as the Black Pupils Achievement Project.
- Anti-bullying week offers support and aim to challenge negative behaviour and stereotypes.
- Our curriculum encourages pupils to develop understanding of and respect for difference and challenge negative stereotypes.
- RE is taught at all stages
- Assemblies, with their themes for the week often tackle equality issues
- We work with the JFS on Holocaust Memorial Day.
- Social and emotional aspects of learning form part of the pastoral programme at KS3.
- Curriculum provision that offers rich opportunities and memorable experiences that contribute to the students' spiritual, moral and cultural experiences.

In fulfilling our duty we publish annual data showing how pupils with different characteristics have performed and our self-evaluation document, *How Are We Doing at Kingsbury High? (HAWD)*, identifies the ways in which we will improve. Behavioural interventions are likewise analysed by protected group.