

King Edward VI Foundation Public Sector Equality Duty (PSED) Statement

This statement sets out the King Edward VI's Foundation's commitment to the PSED and the expectations of each of our Academies, our Independent Schools, and the Foundation Office to our pupils, our staff and to our communities to encourage the development of a strong foundation of equality, diversity, and inclusion practice.

Aims

Each school will meet its obligations under the PSED by having due regard when making any decisions or implementing policies to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it

We strive to meet our duties by:

- To promote spiritual, moral, social and cultural development through our personal development programme and all appropriate curricular and extracurricular opportunities, with particular reference to issues of equality and diversity, so as to equip our students with the skills to be thoughtful, caring and active citizens in school and in the wider society
- To commit to closing gaps in attainment and achievement especially for:
 1. students eligible for Pupil Premium
 2. students with Special Educational Needs and Disabilities
 3. looked after children
- Commit to improving accessibility in all school sites for students, staff and visitors with disabilities, including access to specialist teaching areas
- To ensure that all staff are aware of current legislation surrounding equality and diversity, and understand their individual and collective responsibilities
- Closely monitor and record and take action to prevent homophobic, sexist and/or racist incidents.

2. Responsibilities

Our schools make themselves as accessible as possible to all pupils, whatever their background or circumstances, by offering an environment that motivates staff and students and promotes productivity, excellence, and sustainable growth.

We are opposed to all forms of prejudice and have a zero-tolerance approach.

Every person in our organisation is responsible for creating and sustaining an inclusive environment based on mutual respect and is given the tools and help to do this. No one, including any pupil, prospective pupil, or other member of the school community will be discriminated against, harassed or victimised because of :

- Age
- Disability
- Gender reassignment
- Marital or civil partner status

- Pregnancy or maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

All schools will have clearly defined procedures for addressing incidents of a potentially prejudicial, bullying, or discriminatory nature and to ensure that these procedures are available for staff and pupils to obtain.

3. Guiding Principles

In fulfilling the legal obligations referred to above we are also guided by the following nine principles:

- **Principle 1:** All learners are of equal worth
- **Principle 2:** We recognize and respect difference
- **Principle 3:** We foster positive attitudes and relationships, and a shared sense of cohesion and belonging
- **Principle 4:** We observe good equalities practice in staff recruitment, retention, and development
- **Principle 5:** We aim to reduce and remove inequalities and barriers
- **Principle 6:** We consult widely
- **Principle 7:** Society should benefit
- **Principle 8:** We base our policies and practice on sound evidence
- **Principle 9:** We work towards measurable equality objectives

4. School's Accountabilities and Objectives

All schools will take responsibility to appropriately engage with equality diversity and inclusion legislation/statutory duties and responsibilities to ensure that the guiding principles listed above are adopted.

In line with our obligations of the PSED, the Foundation will create and publish specific and measurable equality objectives, based on the feedback we have received from schools and pupils and consultations and any evidence that we have collected and published. Schools will also publish their own equality objectives in line with the PSED for their schools.

The objectives that we identify take into account national and local priorities and issues as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

King Edward VI King's Norton School for Boys - A list of our school's objectives is as follows:

Public Sector Equality Duty	Equality Objectives 2022-2026	Strategies	Who is responsible?	Time frames
Advance equality of opportunity	<p>To commit to closing gaps in attainment and achievement especially for:</p> <p>Students eligible for Pupil Premium.</p> <p>Students with Special Educational Needs and Disabilities.</p> <p>Looked after children.</p>	<p>Quality First Teaching</p> <p>Data analysis carried out to track progress and attainment of students based on different cohorts eg SEND/PP/Gender/EAL and plan intervention as and where appropriate.</p> <p>Funding of external School Counsellor to help support identified vulnerable students.</p> <p>Appointment of Senior family support worker and deputy DSL to help support vulnerable students and work with families to improve opportunities.</p> <p>Pupil premium strategy across the school with minimum offer.</p> <p>Extensive range of clubs available to all students.</p> <p>Opportunities for all extra-curricular and enrichment activities open to all students.</p>	<p>SLT</p> <p>SENCO</p> <p>School Counsellor</p> <p>Staff who run clubs</p>	2022-2026
Foster good relations	<p>To promote spiritual, moral, social and cultural development through our personal development lessons and all appropriate curricular and extracurricular opportunities,</p>	<p>Links with local Business and STEM Ambassadors for enrichment activities.</p> <p>An active and engaging CEIAG programme.</p> <p>Use a range of communication channels (eg twitter, website, weekly parental communications) to promote school life to its wider community.</p>	<p>SLT</p> <p>Careers Lead Teaching staff</p> <p>Mentors</p>	Ongoing

	<p>with particular reference to issues of equality and diversity, so as to equip our students with the skills to develop kind, thoughtful and respectful citizens who have a strong sense of self-worth and emotional resilience.</p> <p>Closely monitor and record and take action to prevent homophobic, sexist and/or racist incidents.</p>	<p>Review of Personal Development (PSHE), RE and assembly programme to address issues of discrimination.</p> <p>Maintain an ethos where all members of the school whether staff or students are valued and respected as individuals.</p>		
Eliminate discrimination	<p>To ensure that all staff are aware of current legislation surrounding equality and diversity, and understand their individual and collective responsibilities.</p> <p>Commit to improving accessibility in all school sites for students, staff and visitors with disabilities, including access to specialist</p>	<p>Identification of cohort needs by heads of year to support transition through the school.</p> <p>Students, staff and parents know that any misconduct will be challenged.</p> <p>The school will make reasonable adjustments to meet the needs of disabled students and implement an accessibility plan aimed at:</p> <ul style="list-style-type: none"> - Increasing the extent to which disabled students can participate in the curriculum. - Improving the physical environment of schools to enable disabled students to take better advantage of education, benefits, facilities and services provided. 	<p>SLT HoY</p> <p>SENCO</p> <p>Personal Development (PSHE) Lead</p> <p>Tutors</p>	2022-2026

	<p>teaching areas .</p> <p>All staff to receive Equality & Training</p>	<p>- Improving the availability of accessible information to students with disabilities.</p> <p>All staff to receive training as part of the schools basic offer.</p> <p>Senior Leaders undertaking recruitment process to undertaken training to support their role.</p>		
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