

# Katherine Warrington School



## Single Equality Statement

Approved By Trust Board - December 2024

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# Vision and values

Katherine Warington School is committed to the highest ideals in pursuing equity, including:

- Enabling every student to achieve their full ability and equipping them for adult life as valued and valuable members of the community.
- Treating every student with respect and valuing their individual worth.
- Promoting equity by ensuring that all individuals have the resources and opportunities they need to reach their full potential, regardless of their background or circumstances.
- Taking the opportunities that diversity affords to enrich the experience of both individuals and the whole school community.
- Identifying and addressing any evidence of inequality or negative attitudes.

## Purpose and scope of this statement

The essential purpose of this statement is to help the school achieve its ideals in offering an excellent education to every student regardless of background and personal characteristics, actively minimising potential disadvantage to any individual or group and thereby ensuring that the school complies fully with the requirements of the law.

While responsibility for compliance will fall largely on senior staff it is important that all staff and trustees have an appreciation of the nature and extent of the school's obligations, even though some aspects are unlikely to be regularly encountered at Katherine Warington.

## Legal framework

This document meets the requirements under the following legislation:

[The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination

[The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and articles of association.

## Scope of the Act

Under the Act it is unlawful for a school directly or indirectly to discriminate against, harass or victimise or otherwise disadvantage a student or prospective student on account of any “protected characteristic”, that is their:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

It is also unlawful to discriminate on account of any of these characteristics on the part of any person with whom the student is associated, for example parents. Age and Marriage or Civil Partnership are protected characteristics only in relation to employment and are thus not applicable to students in school. The Act does not bear directly on the relationship between students which is covered by other policies, particularly anti-bullying. Although not covered by the Act, Katherine Warrington School regards socio-economic circumstances as a further issue that might give rise to de facto discrimination, in particular in relation to students whose circumstances meet the criteria for payment of the pupil premium.

A school must not treat a student less favourably on account of any of the protected characteristics:

- In relation to admissions
- In the way it provides education
- In the way it provides access to any benefit, facility or service
- By excluding a pupil or subjecting them to any other detriment

This obligation can extend after a pupil has left school, for example in the provision of references. While the school has equality obligations in relation to staff the primary focus of this policy is on the advancement and well-being of students.

The Act does not specifically cover the following:

- The content of the school curriculum, which is explicitly excluded although the manner of its delivery is explicitly included
- Acts of worship
- Uniform
- Bullying

## Definition of unlawful behaviour

The Act defines four kinds of unlawful behaviour:

Direct discrimination occurs when a person treats another less favourably because of a protected characteristic than they treat, or would treat, another.

Indirect discrimination occurs when a “provision, criterion or practice” is applied generally but has the effect of putting people with a protected characteristic at a disadvantage.

Harassment has a specific legal definition in the Act – it is “unwanted conduct, relating to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person”. Where schools are concerned the offence of harassment as defined in this way strictly applies only in respect of sex, race, disability or pregnancy and maternity. Any offence in regard to religion or belief, sexual orientation or gender reassignment would be on the grounds of direct discrimination rather than harassment.

Victimisation occurs when a person is treated less favourably because of something they have done in connection with the Act (“a protected act”). This includes anything that is done under or in connection with the Act, for example making an allegation of discrimination or supporting another’s complaint. Unless they were acting in bad faith, a person would be protected against victimisation even if their protected act was misconceived, for example being based on a misunderstanding, the reason being to ensure that people are not reluctant to raise genuine concerns for fear of retaliation.

In school a student must not be victimised on account of a protected act on the part of a parent or sibling, for example, the parent making a complaint of sex discrimination against the school; this would apply even if the parent or sibling was acting in bad faith. The student’s own good faith is a relevant consideration. For example, if the parent’s complaint was based on information from the student and the student was lying, it would not be victimisation to punish the student in the same way as the school might do any other dishonest student. It would still be unlawful to victimise the parent in such a case unless they were also acting in bad faith, for example, they knew the student was lying.

## Roles and responsibilities

The trust board will:

Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents

Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years

Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link trustee is Suzy Lawrence. They will:

- Meet with the designated member of staff for ‘Equity, Diversity and Inclusion’ and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they’re familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full trust board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link trustee every to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in appendix 1.

While there is no legal requirement for schools to produce a formal equality impact assessment, actual practice should be challenged regularly and outcomes recorded to demonstrate that equality duties have been considered and relevant questions asked.

## Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and trustees are regularly reminded of their responsibilities under the Equality Act – for example, during meetings.

New staff receive training on the Equity, Diversity and Inclusion as part of their induction, and all staff receive refresher training through staff meetings throughout the year. The school has a designated member of staff for monitoring equality issues, and an equality link trustee. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## Disability

While the overriding principle of equality legislation is generally one of equal treatment, the provisions relating to disability differ. Schools are able to treat disabled students more favourably than non-disabled students and may have to make changes to their practices to ensure that, as far as reasonably practicable, a disabled student can benefit from what a school offers to the same extent as a student without that disability.

The Act defines disability as when a person 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'.

## Equality objectives (see appendix 1)

Schools are free to choose equality objectives that best suit their particular circumstances but they must be specific, practical, measurable and achievable. Objectives must be published at least every four years.

### School context

Katherine Warington School draws its students from Harpenden and the surrounding towns and villages, and is situated in an area of limited diversity and to a great extent comparatively favourable socio-economic circumstances. Approximately three quarters of our students are from a 'white British' background. The proportion of students who are eligible for free school meals is lower than the national average. The proportion who have a 'Statement of special educational needs' or an 'Education, Health and Care (EHC) Plan' has grown rapidly over the last few years. We have a higher EHCP percentage than most other secondary schools in Hertfordshire proportionate to our student numbers. SEN in general has a high percentage benchmarked against other schools. The school intake is currently 55% boys and 45% girls approximately. There are few social or cultural tensions in the communities from which the student body is drawn.

A detailed breakdown of the characteristics of the school is attached at appendix 2.

## Equality strategy

The standards of discipline and mutual respect that normally apply at Katherine Warington mean that visible instances of discrimination or other failures to achieve equality of opportunity are not a feature of school life. However, the school recognises that vigilance is needed at all levels, with a considered strategy in place to maintain equality of opportunity in all aspects and to ensure that discrimination has no place in the life of the school. The school's strategy is designed to be proportionate, neither imposing undue bureaucracy nor allowing an unthinking 'box-ticking' approach. Essentially it comprises securing 'buy in' to the Single Equality Scheme by the whole school community by:

- Maintaining an awareness within the whole school community of the importance of equality considerations, the school's legal obligations and the need to act in accordance with them
- Including due consideration of equality implications when taking key decisions and in reviewing school policies
- Undertaking 'light touch' monitoring and reporting
- Investigating apparent instances of discrimination or lack of equal opportunity or achievement and as necessary drawing up focused action plans to rectify the situation
- Having in place a clear framework of responsibilities.

## Related policies and procedures

This statement should be read in conjunction with the following:

- Special educational needs / disability (SEND) inclusion policy, in relation to:
  - Valuing all pupils equally
  - Offering pupils with SEND the same experiences as their peers
  - Ensuring all pupils make adequate progress in reaching personal potential
  - Providing an inclusive education
- Procedures for dealing with a racial incident
- Accessibility plan, in relation to:
  - Improving access to the physical environment of the school
  - Increasing access to the curriculum for students with a disability, expanding the curriculum as necessary
  - Improving the delivery of written information to students with disabilities
- Children looked after policy in relation to promoting their educational achievement and welfare
- Behaviour Policy in relation to:
  - Dealing with bullying and harassment
  - Monitoring the system of sanctions and rewards to ensure that it is not discriminating against or disadvantaging any group or student with protected characteristics
  - Reporting annually to trustees in this regard.
  
- Medical conditions in schools policy in relation to providing students with a medical condition the same opportunities as others at school.

## Monitoring arrangements

The school will update the equality information we publish, at least every year.

This document will be reviewed and approved by the trust board at least every year.

## APPENDIX 1: KWS EQUALITY OBJECTIVES

1. Ensure that our curriculum is broad and represents all aspects of diverse groups with particular regard to a variety of positive representations of protected characteristics within each subject area. Each department will review their curriculum, consider its diversity and breadth of protected characteristic representation and expand the subject curriculum, where required. Introduce this to 'curriculum dashboard' meetings with line management. Each department in partnership with the Equality TLR/SLT Lead will review the language used within the curriculum materials and ensure that it is adjusted, if required, to be inclusive and appropriate.
2. Identify and reduce prejudice motivated bullying - establish, maintain and present a bullying log, detailing the bullying motivation where it stems from an identified protected characteristic. Monitor the identified perpetrators, where a pattern can be observed, and identify an action plan intended to reduce and eradicate such future behaviour. Regularly review the action plan to see if measurable goals are being achieved and adapt intervention, where required. Present this to trustees annually
3. Advance equity of opportunity between students, staff and trustees who share protected characteristics with people who do not share them and reduce any differences in student performance or participation, perceived to result from any protected characteristics. Gather data on participation and academic achievement and analyse using protected characteristics as a group identification. Implement actions intended to reduce any disparity if the analysis reveals gaps in equal achievement and participation.



## APPENDIX 2: Key information regarding school 2024/25

\* Figures updated 20 Nov 2024

Characteristic	Total	Breakdown (number and %)
Number of pupils	1019	454 Female - 45% 565 Male - 55%
Pupil premium eligible	152	
Number of staff	144	101 Female - 71% 43 Male - 29%
Number of trustees	13	Female - 8 Male - 5
Religious character of students	1021	No Religion - 439 Christian - 247 Anglican/Church of England - 101 Roman Catholic - 63 Muslim - 45 Hindu - 15 Jewish - 8 Other Religion/Faith - 7 Methodist - 6 Greek Orthodox - 5 Not Provided - 4 Romanian Orthodox - 4 Christian (Ecumenical) - 4 Sikh - 3 Buddhist - 2 Orthodox Catholic - 2 Baptist - 1 Protestant - 1 Serbian Orthodox - 1
Ethnicity of staff	144	88 Not Recorded - 40% 87 White - British - 39.55% 12 Any Other White Background - 5.45% 7 Pakistani - 3.18% 5 Indian - 2.27% 4 Any Other Mixed background 1.82% 3 White – Irish - 1.36% 3 White and Black Caribbean - 1.36% 2 Any Other Asian Background - 0.91% 2 Any Other Ethnic Group - 0.91% 2 Black Caribbean - 0.91%

		<p>2 Chinese - 0.91%</p> <p>1 Bangladeshi - 0.45%</p> <p>1 Black – African - 0.45%</p> <p>1 White and Asian - 0.45%</p>
<p>Students from ethnic and minority groups / backgrounds (Formerly BAME)</p>	<p>312 - 30.5%</p>	<p>709 White British</p> <p>47 White Other</p> <p>38 Any Other Mixed Background</p> <p>24 White and Black Caribbean</p> <p>22 White - English</p> <p>20 Indian</p> <p>19 Black - African</p> <p>16 White and Asian</p> <p>14 White and Black African</p> <p>12 Pakistani</p> <p>8 Black Caribbean</p> <p>7 Hong Kong Chinese</p> <p>6 Any other Asian Background</p> <p>6 Any other Black Background</p> <p>6 Bangladeshi</p> <p>6 Chinese</p> <p>6 White Irish</p> <p>6 White European</p> <p>4 Black - Nigerian</p> <p>6 Not recorded</p> <p>4 Other White British</p> <p>3 Any other Ethnic Group</p> <p>3 Any other White Background</p> <p>3 Black - Ghanaian</p> <p>3 White and Any Other Asian Background</p> <p>2 Asian and Chinese</p> <p>2 Kashmiri Other</p> <p>2 Other Mixed Background</p> <p>2 Other Pakistani</p> <p>1 Arab Other</p> <p>1 Asian and Any other Ethnicity</p> <p>1 Black and Any other Ethnicity</p> <p>1 Iranian</p> <p>1 Italian</p> <p>1 Kashmiri Pakistani</p> <p>1 Kurdish</p> <p>1 Other Asian</p> <p>1 Other Black</p> <p>1 Other Chinese</p> <p>1 White - Irish Traveller</p> <p>1 White and Chinese</p> <p>1 White Eastern European</p>
<p>Staff from ethnic and minority groups / backgrounds (Formerly BAME)</p>	<p>23.61%</p>	<p>5 Any Other Asian Background - 3.9%</p> <p>2 Any Other Ethnic Group - 1.6%</p> <p>2 Any Other Mixed Background - 1.6%</p> <p>1 Bangladeshi - 0.8%</p> <p>3 Black - African - 2.3%</p> <p>5 Black Caribbean - 3.9%</p>

		<p>1 Chinese - 0.8%</p> <p>5 Indian - 3.9%</p> <p>1 White and Asian - 0.8%</p> <p>1 White and Black Caribbean - 0.8%</p>
Pupils who speak English as an additional language	71	6.96%
Significant partnerships, extended provision, etc		<p>Roundwood Park School, St George's School and Sir John Lawes School, University of Hertfordshire and Rothamsted Research Centre, together they form Harpenden Secondary Education Trust.</p> <p>Links Academy</p> <p>Harpenden Plus</p> <p>Haven</p>