

# Kings Langley School



# Equality Statement and Objectives 2016/17– 2019/20

November 2017

# Contents

1:	Vision and Values	3-4
2:	School Context	5
3:	Legal Background	6
4:	Roles, Responsibilities and Publishing Information	8-9
5:	Engagement – Participation and Involvement	10
6:	Equality Impact Assessment, Data and Other Information	11
7:	Our School's Equality Objectives	12
8:	Action Plan	13-14
9:	Impact Assessment Report	15-21

# 1: Vision and Values

Kings Langley School (KLS) aims to create an environment whereby students, staff and the wider community experience parity of esteem regardless of Race, Disability, Sex, Age, Religion or belief, Sexual orientation, Pregnancy and maternity, Gender reassignment, Marriage and Civil partnership and is active in promoting equality and tackling discrimination. As with all schemes in place at KLS, they exist to provide a framework for supporting our stated aim of “ensuring the happiness of every individual in our community”, to promote a climate which enables all students to flourish, regardless of ability or special needs, and supports our desired outcomes of developing “strong character”.

## Guiding Principles

### **Principle 1: 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

### **Principle 2: We recognise and respect difference**

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences 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

### **Principle 3: 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 harassment

#### **Principle 4: 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 identity, and with full respect for legal rights relating to pregnancy and maternity

#### **Principle 5: 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 and those who may identify as transgender or non-binary

#### **Principle 6: 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 a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- gay or bisexual people as well as straight

#### **Principle 7: 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 or bisexual people as well as straight

#### **Principle 8: We base our practices on sound evidence**

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010 in relation to sex, race, disability/SEN, religion or ethnic beliefs.

#### **Principle 9: Objectives**

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7). The objectives which 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.

## 2: School Context

Kings Langley School is a co-educational school based in a predominately white area on the edge of Kings Langley village, however over 28.9% of our students travel to school by bus from a wider geographical area. The school's population is 1083 (census data spring 2016) students of which some 12.2 % are from a mixed heritage (national figure is 26.9%) and 3% speak English as a second language. The FFT (Fischer Family Trust) data confirms that the school has relatively few ethnic minority students (less than 10 in each FFT recognised groups).

Characteristic	Total	Breakdown (number and %)
Number of students	1083	548 and 50.6% Female 535 and 49.4% Male
Number of staff	165	112 and 67.9% Female 53 and 32.1% Male
Number of governors	21	43% Female 57% Male
Religious character	1083	Christian – 62.4% Muslim – 1.0% No Religion – 30.9% Other – 1.5% Jewish – 1.3% Hindu – 1.4% Sikh – 0.1% Buddhist – 0.3% Refused – 1.2%
Attainment on entry (KS2 SATs)	28.2	National average is 28.2
Mobility of school population		Net 30 students/2.8% as at July 2016
Students eligible for FME	74	6.8%
Deprivation factor	0.12	National figure is 0.22, places us in the lowest quintile
Disabled staff		No registered disabled members of staff
Disabled students (SEN/LDD)	210	Show with statements/SEN support– 19.4%
Disabled students (no SEN)		Medical details available
BME students	141	12.2 %
BME staff	26	15.8%
Students who speak English as an additional language	32	3%
Average attendance rate		96%
Significant partnerships, extended provision, etc.		Hub School for Extended Schools Provision/West Dacorum Partnership
Awards, accreditations, specialist status		Specialist Arts College Artsmark Gold Healthy Schools Plus Investors In People Anti-Bullying (HABI) Quality in Study Support and Extended Services Stonewall School Champion National Regional Winner 2015 – Schools of Character (DfE Award) Governors' National Kitemark of Excellence

### 3: Legal Background

Our school is committed to meeting its Public Sector Equality Duty (PSED) as detailed below. We understand our General Duty under the Equality Act 2010:

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

#### **The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED)**

The specific duties require schools to:

- Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.
- To set every four years one or more specific measurable equality objectives that furthers the aims of the equality duty.

#### **Protected Characteristics**

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for the schools provisions are:

- age\*
- disability
- ethnicity and race
- gender (sex)
- gender identity and reassignment
- pregnancy and maternity
- religion and belief
- sexual orientation
- marriage and civil partnership\*

\*For staff only

## **Disability**

The disability provisions in this Act are different from those for other protected characteristics in a number of ways, including a more complex definition of what constitutes discrimination. Schools may, and often must, treat disabled pupils more favourably than non-disabled pupils by making reasonable adjustments to ensure that a disabled pupil can benefit from what they offer to the same extent that a pupil without a disability can.

At Kings Langley School we implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum
- improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- improving the availability of accessible information to disabled pupils
- Ensuring disabled staff or visitors can take advantage of the benefits and facilities of the school and wider school life (will be considerably enhanced when we move into new school buildings in September 2016)

## **Community Cohesion**

Community Cohesion supports good practice in educating students about equality and diversity. It contributes to the school's efforts to provide a broad and balanced curriculum which enables students of all backgrounds, characteristics and aptitudes to flourish and enjoy success. The School is a recognised national leader in terms of placing "Character Development" as its overriding objective and works closely with the University of Birmingham (The Jubilee Centre) in ensuring that the very best practical activities involving Character Development are grounded in internationally recognised academic research. The previous Secretary of State for Education (Nicky Morgan) is liaising with the school over the forthcoming production of her new book on Character Education.

The governors and senior leadership of the school are confident that the school's comprehensive Character Development Programme, which permeates all aspects of school life, contributes significantly to creating a school where children of all backgrounds can flourish. Students are constantly exposed to activities which reinforce our main character traits, namely self-regulation, empathy and "stickability". The Headteacher is the Chair of the national Association of Character Education.

#### 4: Roles, Responsibilities and Publishing Information

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

##### Commitment to implementation

Gary Lewis, Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively.

Every 6 months, managers and 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 Full Governors July meeting. Similarly, the governors have “diversity updates” as a standing agenda item for the Curriculum Committee which meets twice each term.

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	Diane Bell, School Manager
Disability equality (including bullying incidents)	Helen Pocklington, Principal Assistant Headteacher, Jun Shaw, Assistant Headteacher
SEN/LDD (including bullying incidents)	Helen Pocklington, Principal Assistant Headteacher, Jun Shaw, Assistant Headteacher
Accessibility	Helen Pocklington, Principal Assistant Headteacher, Diane Bell, School Manager
Gender equality (including bullying incidents)	Jun Shaw, Assistant Headteacher
Ethnicity equality (including racist incidents)	Jun Shaw, Assistant Headteacher
Equality and diversity in curriculum content	Ruth Jennings, Deputy Headteacher
Equality and diversity in student achievement	Fiona Winfield, Principal Deputy Headteacher
Equality and diversity – behaviour and exclusions	Jun Shaw, Assistant Headteacher
Participation in all aspects of school life	Gary Lewis, Headteacher
Impact assessment	Gary Lewis, Headteacher
Stakeholder consultation	Gary Lewis, Headteacher
Policy review	Gary Lewis, Headteacher
Communication and publishing	Diane Bell, School Manager

##### Commitment to review

The school equality scheme will be aligned with the School Improvement 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

At Kings Langley School we are committed to publishing information annually about our equality scheme as broadly as appropriate. At Kings Langley School equality information will be available on the school web site [www.kls.herts.sch.uk](http://www.kls.herts.sch.uk). At Kings Langley School we will publish our school policies and a summary of work which will demonstrate our commitment to eliminating discrimination, advancing equality and fostering good relations.



## Commitment to action

### Our Governing Body will:

- Provide leadership and drive for the development and regular review of the school's equality and other policies
- Provide leadership and ensure the accountability of the Headteacher and Senior Leadership Team for the communication and implementation of school policies
- Highlight good practice and promote it throughout the school and wider community
- Provide appropriate role models for all managers, staff and students
- Congratulate examples of good practice from the school and among individual managers, staff and students
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)

### Our Headteacher and Senior Leadership Team will:

- Initiate and oversee the development and regular review of equality policies and procedures
- Consult students, staff and stakeholders in the development and review of the policies
- Ensure the effective communication of the policies to all students, 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
- Provide appropriate role models for all managers, staff and students
- Highlight good practice from departments, individual managers, staff and students
- Provide mechanisms for the sharing of good practice
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the school carries out its statutory duties effectively

### Our Middle Leaders will:

- Respond to consultation requests by creating opportunities for students and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
- Implement the school'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 students
- Use informal and formal procedures as necessary to deal with 'difficult' situations
- Behave in accordance with the school's policies, leading by example
- Respond appropriately to the behaviour of students and staff, as a whole, and individuals (praising/challenging as necessary)
- Contribute to managing the implementation of the school's equality scheme

### Our Teaching and Support staff will:

- Contribute to consultations and reviews
- Raise issues with line managers which could contribute to policy review and development
- Maintain awareness of the school's current equality policy and procedures
- Implement the policy as it applies to staff and students
- Behave with respect and fairness to all colleagues and students, carrying out the letter and spirit of the school's equality scheme
- Provide a consistent response to incidents, e.g. bullying cases and racist incidents
- Contribute to the implementation of the school's equality scheme

The school operates equality of opportunity in its day to day practice in the following ways:

- Teaching and Learning: to promote a climate that enables all students to flourish, regardless of ability or special needs.
- Admissions and exclusions: practices will follow the stated school policies and procedures.
- The school's nationally recognised Character Development Programme actively promotes good behaviours, reflected kindness and phronesis (good decision making).
- Staff recruitment, retention and development: policies and procedures which will be followed to benefit all employees and potential employees.

We comply with legislation which protects our staff (including teachers, teaching assistants, supervisors, support staff and student teachers) from discrimination on the grounds of gender, gender reassignment status, race, disability, sexual orientation, religion or belief, or age. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We have had disabled candidates attend interview and later write extremely positively about their experience of the school.

- We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society.
- We will ensure the safety and well-being of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.
- We will provide regular training for staff to enable them to deal effectively with prejudice-related incidents and how to promote our positive ethos that values all in our school and wider community.
- Tackling discrimination and anti-bullying reporting and recording all forms of prejudice-related incidents for example racism, homophobia, negative views of disabled people or sexism. The Behaviour Policy and Code of Conduct highlight the school's commitment to responding rigorously and with determination to any incidents involving inequality or unfair treatment of individuals based on the protected characteristics.

## **5: Engagement – Participation and Involvement**

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We involve staff, students, parents and others with particular interests in the development of this scheme.

We have welcomed the participation and involvement of people from broad and diverse backgrounds and of different abilities. When deciding what to do to tackle equality issues, we will consult and engage both with people affected by our decisions - parents, pupils, staff, members of the local community – and with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organizations. Evidence of this engagement will be included in published information showing how the duty has been addressed.

It is our intention to include stakeholder consultation in our action plan and provide questions related to Equality in our annual school survey (*the school commissions the Kirkland Rowell to carry out an extensive survey of parents, staff and students on an annual basis in May of each year*). The school has an ongoing policy to continually review its practice at any given time should the need arise (*for example, see the non-scheduled revision of the Behaviour Policy following response to a racist incident in June 2016*).

## 6: Equality Impact Assessment, Data and Other Information:

### Equality Impact Assessment (EQIAs)

EQIAs help us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted.

- We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender.
- We value more qualitative information which may be given to us through a variety of mechanisms. We conduct student voice activities such as anti-bullying questionnaires.
- The Local Authority provides us with a range of services which support the equality agenda and helps us to identify our strengths and those areas requiring action. For example, the school has commissioned a full audit in November 2016 in order to inform action plans going forward and to ensure that there are no areas of weakness in our compliance with the Equality Act.

### Commissioned services (procurement)

When procuring goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed procurement affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?
- If so, is there a need to include some equality requirement within the contract and what would this be?

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any sub-contractors.

All school policies will be equality impact assessed 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 General Purposes Committee every 12 months.

An impact assessment will be carried out through the analysis of the parent questionnaire feedback which will be detailed in our action plan. If any issues are brought to light through this analysis this will then form part of our action plan.

## 7: Our School's Equality Objectives

Our Equality objective-setting process has involved gathering evidence as follows:

- Collecting information through the regular Kirkland & Rowell survey to parents, students and staff.
- Listening to parents' views e.g. Parentview, parent questionnaire at parents' evenings, discussions at parent training events and focus evenings.
- Listening to students views e.g. during reviews and school monitoring, from student leadership representatives, from form time discussions
- Listening to the views of staff e.g. during reviews and school monitoring meetings, from working groups reviewing policies, questionnaires. The Headteacher meets with BME teachers approximately every 24 months to ensure that the school is promoting diversity in line with their wishes and feelings.
- Listening to feedback from the local community e.g. Parish Council, visitors to the school
- RAISEonline data – nationally produced data which is used to generate periodically a summative assessment of how individual groups of children flourish at school over a period of time (for example, see report to governors' curriculum committee June 2016)
- Ofsted reports (see Ofsted 2010 and 2014 – both of which cite "safeguarding and pastoral care" as "outstanding")
- Racial and Bullying incidents statistics
- Collecting information regarding policy changes from a variety of sources e.g. training courses, DfE
- Responding rapidly and positively to any complaints received. Although the school has received only 2 complaints regarding discrimination in the past 14 years, it has taken action to address any issues arising from these complaints.

### Equality Objectives

1. Improve communication with parents
2. Develop students' understanding of equality and diversity through PSHE programme
3. Develop students' acceptance of equality and diversity by promoting all aspects through the character programme
4. Seek further opportunities to balance any gender bias seen within the curriculum
5. Develop staff awareness and understanding of equality in reference to SEN
6. Update and develop school policies to maintain a focus in equality and diversity

## 8: Equality Objectives Action Plan

Equality Objectives	Protected Characteristics	General Duty	Responsibility	Measurable Success Factor	Timing	Review Date
Improve communication with parents	All	Develop parental understanding of issues and explain school stance	SLT	Successful feedback in K-R survey 2017 Attendance numbers to parent training sessions and feedback at these Communications in newsletters	Ongoing	July 2017
Develop students' understanding of equality and diversity through PSHE programme	All	Incorporate equality and diversity topics into PSHE Teach and discuss issues surrounding equality and diversity	MOY JEN	Student feedback on K-R survey 2017 and from other opportunities Incidents surrounding equality and diversity are reduced	Ongoing	July 2017
Develop students' acceptance of equality and diversity by promoting all aspects through the character programme	All	To ensure character is "taught and caught" across the school, inside and outside of the classroom. Use the character virtues , including national awareness days, as a vehicle to raise and address issues related to equality and diversity	JEN/LWS DAV/MOY	Incidents surrounding equality and diversity are reduced Student voice shows an greater appreciation of the issues	Ongoing	Sept 2017
Seek further opportunities to balance any gender bias seen within the curriculum	Gender	To ensure that all genders have equal opportunities to all areas of the curriculum To embrace new activities to promote	JEN MOY/JW LAL/SL	Questionnaire show that girls' views on their body image has improved	Nov 2016	Sept 2017
Develop staff awareness and understanding of equality in reference to SEN	Equality: disability	To continue to maintain and develop staff awareness and understanding of SEN issues through CPD and other communications	PCK PTS JEN	Lesson observations show that staff awareness of the issues allows them to plan lessons where all students gain equal access to the curriculum	Ongoing	Sept 2017
Update and develop school policies to maintain a focus in equality and diversity	All	The Headteacher and other members of SLT with specific responsibility to ensure prompt response to data or feedback which shows that any policy can be improved (regardless of review date)	SLT	Policies reflect the current themes and focuses and are up to date specifically with respect to equality and diversity	See review dates of each policy	Ongoing

## 9: Impact Assessment Report 2015-2016

The annual questionnaire cycle to parents regarding the equality duties is now embedded and this has given stakeholders the opportunity to bring any issues to the school's attention. The survey analysis similarly to last year has been very positive and it should be celebrated that Kings Langley School has positively promoted equality strands embedded within the ethos and activities of the school community. We are able to demonstrate through our evidence that our action plan should be focussed on building on an already strong foundation with few issues to be addressed. The introduction of Year Group Focus Evenings for parents was launched in September 2010. These evenings have been well received by parents as they are extraordinarily well attended. In 2015/16 the school has trialled a new format for these evenings to provide even greater focus on identified issues which would benefit from detailed discussion with parents and carers. Following the success of pilots in the previous year, the purpose of these evenings has further evolved and they are neatly tailored to specific groups of parents within one or several year groups, or in particular areas of interest. Examples have included "stickability for parents" and "dealing with troubled teenagers" with different members of staff with particular expertise hosting these meetings. It is hoped that these "focus evenings" involve parents in creating a learning partnership which is a platform to improve communication, progress direct parental involvement in key issues (for example, homework review) and a determination to hold parents more accountable for their involvement in their child's and the school's progress. Feedback for the new format has been very positive.

The Kirkland and Rowell survey results provide an in-depth analysis across all strands and should be read in conjunction with the Equality Scheme. The general feedback through last year's questionnaire cycle was positive and the Kirkland and Rowell survey was also resoundingly positive however, the school is continuing to look at improvements to methods of communication and reacting to any patterns identified to ensure there is no slippage from normal high levels of satisfaction.

Governors are fully aware of their safeguarding duties and carefully check that statutory requirements are met. They share the headteacher's approach to creating a 'rounded' education and ensuring that students develop tolerance and respect. (Ofsted Report 2014)

The extended services team achieved the QUISS (Quality in Study Support and Extended Services) kitemark which demonstrates the impact that extended services has had on both the school that is the Hub school but also the impact this has had on our local consortium of 6 other local Primary schools. Since 2013 the school has taken the lead role in coordinating 'Delivering Special Provision Locally' network.

The school has been working with the Jubilee Centre for Character and Values for several years and is now used to support other schools who wish to enhance their Character Development programmes. The Headteacher and Deputy Headteacher have been invited to present on many occasions as the school's work is considered to represent "best practice" (for example, working with struggling schools in Basingstoke, improving school culture and ethos – Nottingham Annual Governor's Conference, and assisting a local behavioural support unit to initiate a Character Programme identical to the programme at KLS).

## GENDER

In recent years there has been equal usage of the library by boys and girls. The library team has 6 boys and 7 girls providing support and leadership. Themed events such as The Big Read have targeted books which appeal to a wide audience and have also coincided with major films. Themed non-uniform days linked to books (heroes myths and legends) also captured the imagination students of all genders and the librarian regularly ensures promotion of literature appealing to differing groups (for example, books written by non-white authors during Black History month). In the public examinations in 2015, boys out-performed girls (against national trends) but this situation was reversed in 2016. As part of the school's autumn review 2016, middle leaders have been asked to investigate this frustrating variation in gender performance. Over the past 4 years, girls have occasionally enjoyed quite outstanding achievement at GCSE, including being in the first percentile nationally for progress in English (see RAISEonline analysis and reports).

Following from the last report girls' rugby has continued to be a success following its relatively recent introduction and several teams have enjoyed local and national success (in 2015/2016 the Year 8 girls' team reached the rugby league national final).

The STEM programme has now been running for several years and has seen increased participation. In 2015/2016 The Engineering Construction Industry Training Board (ECITB) hosted a STEM challenge event for year 9 and 10 students. This was balanced across genders. Additionally promising female 6<sup>th</sup> form students were selected to attend a careers visit to local engineering and technology firms to celebrate international women's day.

The school's work in promoting students' spiritual, moral, social and cultural development leads to outstanding behaviour. Students are well motivated, respectful of each other and of staff (see Ofsted Report December 2014)

Students feel extremely safe in school as a result of the excellent pastoral care provided, and are confident that any instances of bullying or harassment are quickly and effectively dealt with. (Ofsted Reports 2010 and 2014)

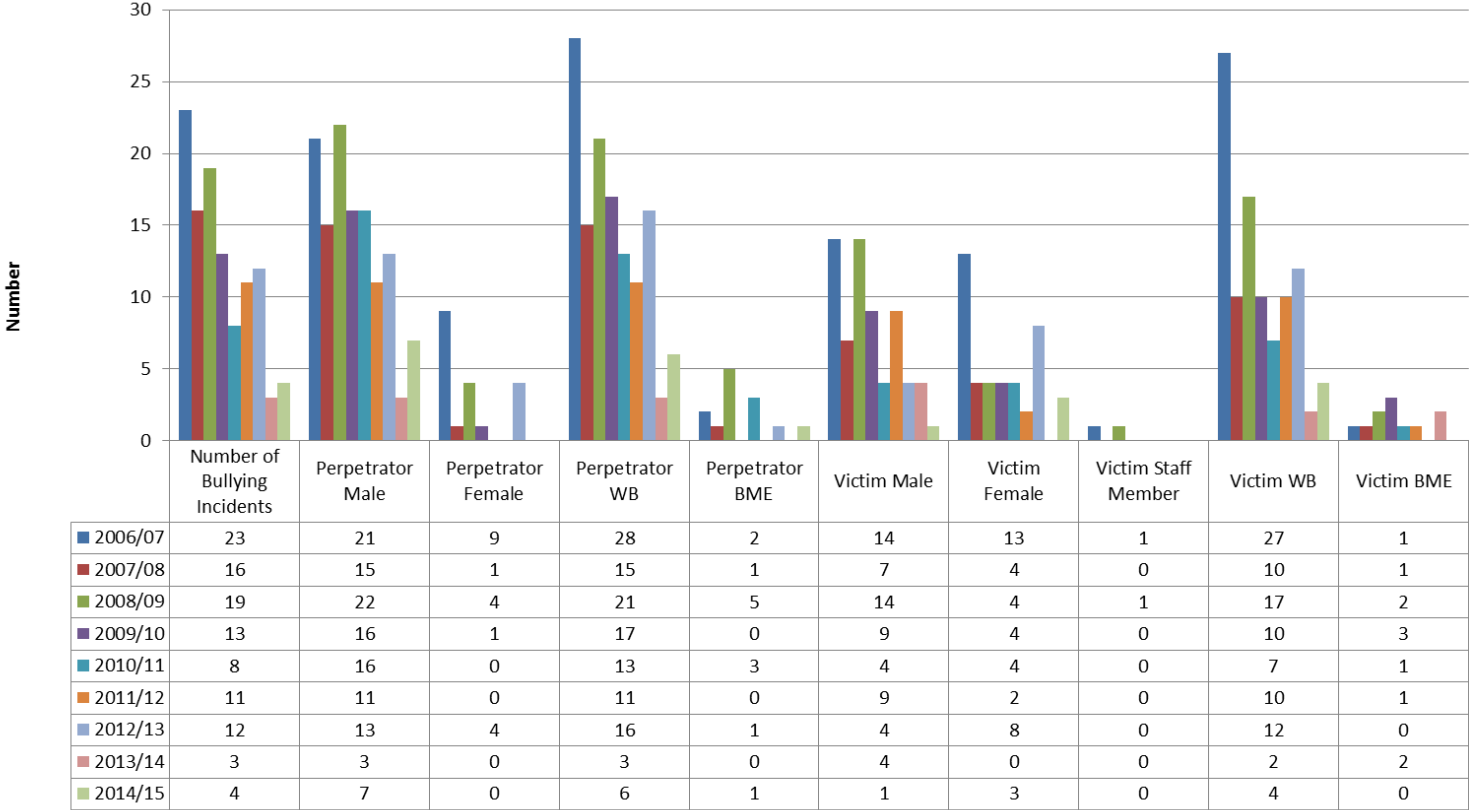
74.9% of students said that "control of bullying" was one of the strongest non academic features of the school (Kirkland Rowell survey May 2014).

Some 68.9% of parents rate our attendance control systems very highly (this links positively with the large numbers of parents (65.1%) who indicate control of bullying as a real strength of the school.

Low incidents of bullying or racism indicate that all groups of students feel safe at all times. This is reinforced by a strong pastoral response team including non teaching learning mentors and an excellent "extended schools provision" that is closely linked with the school's pastoral management structure. An external assessment has awarded the school a kitemark for Outstanding Achievement in all aspects of Anti Bullying Activity (HABI), Kings Langley School was the first secondary school in Hertfordshire to have obtained this accreditation. Similarly, reports to governors (June 2016) show that over several years, students from non-white backgrounds have nearly always outperformed similar categories of students nationally in all outcomes (attendance, behaviour and attainment/achievement).

The below table shows the number of bullying incidents reported over the last 9 years. The data shows that the majority of incidents involve boys as the perpetrator and in the majority of cases the perpetrators are White British. The majority of victims are also shown to be boys who are also White British.

**Bullying Incidents Data 2006-2015**



Detail

**DISABILITY**

The Kirkland & Rowell questionnaire has been completed by parents and the respondents have not highlighted any issues that we are not already aware of and will address as appropriate through the Accessibility and Inclusion policies. The school moved into a brand new, purpose built site in September 2016 and this has addressed all past issues relating to “accessibility”.

The curriculum, along with a range of extra-curricular activities, provides a wide range of opportunities to help students of all ability levels to make considerable gains in confidence and prepares them exceptionally well for later life (Ofsted Report 2014).

The school works hard to ensure that all students have equal access to all opportunities, fosters good relations and tackles discrimination. The school leader with responsibility for disabled students and those who have special educational needs is particularly effective in her work with parents and external agencies. (Ofsted 2014)



All groups of students achieve equally well, and results show no significant underperformance in any classification (Ofsted 2014). For more detailed information refer to exam results and analysis in particular documentation which refers to RAISEonline and the school self evaluation documentation. Although recent RAISEonline reports have indicated excellent outcomes across all groups, the under-performance of “pupil premium” students remains an issue.

The school has experienced a greater number of students applying to join the school in Year 7 who have ASD and Aspergers. To ensure staff are fully informed about these students needs and to create more general awareness there have been several staff “pitstop” training sessions aimed on improving understanding of the specific needs of these children. This has been supported further by a Local Authority Adviser who has been into school to run workshops relating directly to the students with ASD and Aspergers. During 2015 the SENCO has attended Learning Area meetings to tailor training specifically to subject areas. The SENCO also ran a Twilight Inset session about differentiation and also on how to use a Teaching Assistant effectively.

Those with special educational needs and/or disabilities receive good support that enables them to progress and achieve as well as their peers (Ofsted and RAISE).

Disabled students and those who have special educational needs are supported well through careful planning by teachers and by expert assistance from well-trained and experienced support staff. (Ofsted report 2014)

## **ETHNICITY**

Since the equality scheme was implemented feedback from some parents commented that in a school such as KLS it must be difficult to prepare students for a culturally diverse society as KLS has an overwhelmingly white school community, however they were not aware of any equality issues.

The Headteacher meets from time to time with a representative group of staff to find out their feelings on how the school promotes equality. The overwhelming feedback was that a low key approach to cultural and ethnic diversity works very well and that the “character development programme” was an excellent vehicle for ensuring that all students are treated with respect and kindness. The staff felt that there were some excellent assemblies conducted on black achievement and positive role models are used to raise aspirations.

The librarian has worked hard to promote diversity in a number of ways and recently ensured that during our Heroes week/month, several positive roles models from BME backgrounds were displayed around the school celebrating discoveries and excellence in a variety of academic disciplines.

A range of cross curricular events are organised by the arts team to celebrate cultural diversity raising awareness and highlighting the need to work and engage with people of all backgrounds and beliefs. Objective evidence shows that rates of bullying and racism are very low and this is reinforced by published outcomes through the Anti Bullying kitemark accreditation research. The school is actively engaged in work with the local Churches Together Forum.

As with other areas of the school, we need to develop a higher and intellectually more demanding level of challenge regarding all cultural and ethical issues to enable greater independence of thought and a deeper desire within students to develop their own understanding rather than having it "taught" or "done to them". It would be beneficial for students to engage in activities that were international in their remit - although the school organises many purposeful visits abroad (i.e. recently Borneo 2014 and Cambodia 2018)

The school's clearly defined and often expressed ethos and culture supports happy students in developing both personally and academically. The low number of racist incidents and the expressed satisfaction of how they are followed up and acted upon, indicates that children from all backgrounds and persuasions are able to thrive in the school (see feedback over several years from regular parental and student surveys). Applications to the school have risen substantially over recent years and the school is now significantly over subscribed.

Students know how to stay safe. They learn about how to deal with bullying but say that it seldom occurs at their school, and this is supported by the school's own records. Students are absolutely clear that they have no tolerance of derogatory language about any groups of people or any extremist or discriminatory behaviour. (Ofsted 2014)

Objective evidence shows that rates of bullying and racism are low. It is particularly notable that exclusion rates have fallen significantly since 2012/13 for all categories of students including BME (see census return data).

## **COMMUNITY COHESION**

The school community has embraced 'community cohesion' and through events noted below, are being successful in developing well rounded young people who are taking part in the various community related initiatives and are learning more about shared values through these experiences.

'Students' wider personal development is particularly good. The impressive technology and language aspects of the curriculum promote the development of a broad range of skills that make a very significant contribution to students' future economic well-being.' (Ofsted Report 2010)

Activities organised under the Arts Specialism have had a notable impact on the activity within our local community - see evidence of impact via Arts programme and extended schools, specifically with the local primary schools (arts days, school performances, Gifted and talented band, boys only choir etc). Students' behaviour promotes a positive relationship with the school's local community; the school has been heavily oversubscribed for several years, and local community bodies repeatedly indicate support for the leadership and direction of the school - (Parish Council, CPSO involvement, flattering feedback from police and other local charitable and community organisations, local churches).

'Their spiritual, moral, social and cultural development is promoted well through a wide range of activities, especially through subjects within the arts specialism. Many students willingly

contribute to the life of the school and beyond through the school council and their work with local community organisations.' (Ofsted Report 2010)

'Subjects within the arts specialism have made a significant contribution to raising standards across the school and to students' social and cultural development.' (Ofsted Report 2014)

Participation in community activity and other programmes (for example, eco club, Dacorum Fair Trade bid) is very high and not related to socio or ability groups. We are one of a very small minority of schools in Hertfordshire who are a "Young Chamber of Commerce" school. Similarly, the school is a member of the Chamber of Commerce for Hertfordshire, with the Headteacher being asked to represent all Hertfordshire schools in the national executive of the recently formed "Careers and Enterprise Company".

A parent commented that it might be useful for students to understand more fully general foreign policy issues and the current political climate and how that will effect community relations. The extensive PSHE and citizenship curriculum that is delivered to all years covers these issues within the scheme of work. It is also important to note that assemblies are held on a weekly basis for each year group and these cover pertinent topics such as the economy and world-wide issues and invariably reflect on our character programme. Government and Politics Advanced Level was introduced for the first cohort in September 2016.

A sixth form parent commented that financial planning, house buying, mortgages; pension provision guidance would be useful at this stage in students' education. Each year a Higher Education evening is held for both parents and students to attend and they are given information on preparing students for University. The PSHE programme includes sessions on Financial Capability and Economic Wellbeing; these sessions will be undertaken as appropriate for each year group. Similarly, the school's liaison with Santander has resulted in the formulation of a new programme of financial awareness to support older students (November 2016).

The school engages students in many cultural trips but one stakeholder commented that although there are fantastic cultural trips arranged they do not always meet the financial bands of a number of families so some students are not able to participate. In the past some students have been supported by the school to enable participation. If asked by a parent/carer for support the school will consider the individual circumstances and then seek the financial support from either the Governors or the KLSA.

The Student and Family Services Team continue to host the annual senior citizens tea party during which students from different years assist at all levels. The School Choir, Orchestra and Funk band continue to play at local functions and we have been delighted by the response from local primary schools to our senior students who have performed various musical items during their assemblies and provided leadership in sporting activities.

The Kings Langley Community Choir founded through the Arts Specialism is now well established and runs independently of the school.

During summer 2010 a group of students took part in an expedition to Tanzania to participate in a community and wildlife project which involved building a school facility and providing teaching assistance. The group had to raise £3,000 each and they engaged in various

fundraising activities, such as opening the school car park for the local carnival visitors to use for a small fee, bag packing at local supermarkets etc. The trip was so successful that it ran again in July 2012. In July 2014 a group of students participated in the same programme and visited Borneo and the next cohort of students are busily preparing for a visit to Cambodia in summer 2018.

The school has run the Duke of Edinburgh Award scheme for many years. This year 60 students from Years 10, 11 and 12 are taking part in the qualifying expeditions and are working towards achieving the Bronze Award, 9 students in Years 12 and 13 are working towards the Silver Award and in recent years a student completed the Gold Award.