

Equality Policy

All Kings' policies will be ratified by the Board of Directors and signed by the Chairperson. Each policy will be co-signed by the principal of each school. Review dates will be similar for each school.

| Coordinator | Nominated Director | Chair of Board of Directors |
|--------------------|-------------------------------------|------------------------------------|
| PRINCIPAL | DIRECTOR OF COLLEGE SERVICES | NIGEL PAMPLIN |

We believe this policy relates to the following legislation (click on the link below to access information):

- [The Education \(School Performance Information\) \(England\) Regulations 2001](#)
- [The Education \(Independent School Standards\) \(England\) Regulations 2014](#)
- [Equality Act 2010](#)

The following documentation and online guidance is also related to this policy (click on the link below to access information):

- [The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities \(DfE\)](#)

At Kings, we believe that we work hard to ensure that the culture and ethos of this school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. This school provides students with the opportunity to experience, to understand and value diversity.

We have a duty to prohibit all forms of illegal discrimination against school personnel, students, parents, host families and guardians, visitors and all users of the school and not to treat those considered to have a disability less favourably.

We understand that the Equality Act 2010 combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity.

We recognise that this Act brings together into one Act those areas now known as 'protected characteristics' that qualify for protection from discrimination such as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We have high expectations of all pupils from across the ability range by aiming to provide them with every opportunity to succeed by providing the highest standards of teaching and learning within a curriculum that is broad, balanced, differentiated, relevant and exciting. We will monitor the progress of all pupils in order for them to achieve their expected targets.

We are opposed to any member of the school personnel or others connected with the school being victimized, harassed or bullied by another based on assumptions about their status in the afore mentioned categories or on any other grounds. Also, we will not discriminate against anyone because of their political affiliation.

In order to achieve the aims of this policy we will take action to encourage or facilitate the employment or training of minority or disadvantaged groups as we recognise that the avoidance of discrimination is not sufficient in ensuring that equality exists in this school. This forms one of the key elements of *Kings Strategic Objectives 2012-2015* document, which is Appendix A to this policy.

We work hard to maintain a positive ethos where all members of the school community work well alongside each other developing positive working relationships.

We want pupils to come to school to enjoy the meaningful experiences that we offer and where they feel valued and special. We want them to have a sense of pride in themselves and their school.

We want school personnel to see the importance and derive a sense of fulfilment from their work in school but above all we want them to feel valued by everyone in the school community.

Aims

- To introduce and put into practice the Equality Act 2010 that combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity.
- To treat everyone equally irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristic.
- To achieve the highest standards of teaching and learning for all children irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristic.

Procedure

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| <p>Role of the Board of Directors</p> | <p>The Board of Directors has:</p> <ul style="list-style-type: none"> ▪ responsibility to comply with all aspects of the Equality Act 2010; ▪ responsibility to set equality objectives every four years (as published in Kings Strategic Objectives); ▪ responsibility for ensuring that the school complies with all equalities legislation; ▪ delegated powers and responsibilities to the School Management Team with regard to this Equality Policy; ▪ delegated powers and responsibilities to the Principal to that this policy is embedded into the culture of the school; ▪ nominated the Director of College Services to visit the school regularly, to liaise with the Principal and/or the School Management Team and to report back to the Board of Directors; ▪ organised training for the Directors in order to ensure that all Directors are aware of their legal responsibilities under equality legislation; ▪ has the responsibility to monitor achievement of equality targets; ▪ has the responsibility to monitor the implementation of the Single Equality Scheme and the Equality Action Plan; ▪ responsibility for the effective implementation, monitoring and evaluation of this policy |
| <p>Role of the Principal</p> | <p>The Principal will:</p> <ul style="list-style-type: none"> ▪ work closely with the School Management Team with regard to this Equality Policy; ▪ ensure that this policy is embedded into the culture of the school; ▪ ensure that school personnel, students and parents are aware of and understand this policy; ▪ provide effective leadership on equality, inclusion and community cohesion; ▪ monitor and review the policy with reference to Kings Strategic Objectives; ▪ record and dealing with incidents of racism, bullying and other inappropriate behaviour; ▪ seek advice from appropriate agencies in order to ensure that this policy is kept up-to-date; ▪ have high expectations of all pupils from across the ability range; ▪ provide every opportunity for pupils to succeed by ensuring the highest standards of teaching and learning; ▪ ensure the curriculum is broad, balanced, differentiated, relevant and exciting; ▪ monitor the progress of all pupils in order for them to achieve their expected targets; ▪ ensure equal opportunities is covered in the school improvement plan, in all subject policies and curriculum plans; ▪ monitor and analyse the performance of different groups of pupils within the school; |



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| | <ul style="list-style-type: none"> ▪ regularly report to the Board, either directly or through the Director of College Services on the standards achieved by different groups within the school; ▪ record, report and address all racial incidents; ▪ provide suitable training and development for school personnel; ▪ monitor and evaluate and review the effectiveness of this policy by ensuring that the following takes place: <ul style="list-style-type: none"> ○ scrutinising teachers planning ○ scrutinising pupils work ○ observing pupils throughout the school day ○ classroom monitoring of pupil progress ○ analysis of questionnaires and surveys with pupils, parents/carers and school personnel ○ analysis of pupil data ▪ liaise with the Director of College Services, after consultation with the School Management Team, on the success of this policy; |
| Role of the Director of College Services | <p>The Director of College Services will:</p> <ul style="list-style-type: none"> • regularly visit the school's Principal and/or the School Management Team to ensure the policy is implemented effectively • ensure this policy and other linked policies are up to date; • attend training related to this policy; • report back to the Board of Directors |
| School Management Team (Equal Opportunities) | <p>The School Management Team, with regard to the Equality Policy, will:</p> <ul style="list-style-type: none"> ▪ work closely with the Principal with regard to this policy; ▪ ensure that this policy is embedded into the culture of the school; ▪ provide effective leadership on equality, inclusion and community cohesion; ▪ monitor and review the policy with reference to Kings Strategic Objectives; ▪ seek advice from appropriate agencies in order to ensure that this policy is kept up-to-date; ▪ regularly liaise with the Board either directly or through the Director of College Services on the success of this policy |
| School Management Team Members | <p>The School Management Team will consist of staff members in the school who are in a position to accurately observe, measure and evaluate the effectiveness and the Equality Policy in the school.</p> <p>The School Management Team will consist of:</p> <ul style="list-style-type: none"> • The Principal • The Directors of Studies • The Welfare Officer • A member of the Student Services team |
| Monitoring | <p>The School Management Team will look at:</p> <ul style="list-style-type: none"> ▪ the progress that students have made according to ethnicity and gender ▪ the number and type of any racist incidents which have occurred ▪ the results of an annual school survey |
| Training | <p>We ensure all school personnel have equal chances of training, career development and promotion.</p> <p>Periodic training will be organised for all school personnel so that they are kept up-to-date with new information and guidelines concerning equal opportunities.</p> |
| Recruitment Process | <p>We are an Equal Opportunities employer and we adhere to the principles of equal opportunity in all aspects of the recruitment process.</p> |



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| | We welcome applications for vacant posts from appropriately qualified persons regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. |
| Positive Action in Training and Recruitment | In order to achieve the aims of this policy we will take measures of positive action to encourage or facilitate the employment or training of minority or disadvantaged groups as we recognise that the avoidance of discrimination is not sufficient in ensuring that equality exists in this school. This forms one of the key elements of <i>Kings Strategic Objectives 2012-2015</i> document, which is Appendix A to this policy. |
| Complaints | The complaints procedures will be used to deal with any discriminatory complaint from any member of the school personnel. Any case of harassment will be dealt with by the school's disciplinary procedure. |
| Role of School Personnel | School personnel will: <ul style="list-style-type: none"> ▪ comply with all the afore mentioned aspects of this policy; ▪ attend the appropriate training programme ▪ report incidents of unequal treatment to the Principal and/or SMT; ▪ maintain an overall school ethos of respect and tolerance for one another; ▪ promote equality, inclusion and good community relations; ▪ challenge inappropriate language behaviour; ▪ tackle bias and stereotyping; ▪ insist on good student conduct; ▪ act as role models; ▪ be alert to signs of racial harassment and bullying; ▪ carefully monitor all groups of students to ensure that they make progress and achieve their targets; ▪ provide a stimulating, relevant and exciting curriculum that will motivate and enthuse all students; ▪ ensure planning is differentiated in order to provide full access for all students; ▪ create a positive classroom ethos that is welcoming to both sexes; ▪ ensure students feel valued and have individual targets; ▪ open to the views of students ▪ encourage pupils to share their experiences of different cultures and different religions; ▪ provide positive classroom displays of pupils' work; |
| Role of Students | Students are expected to: <ul style="list-style-type: none"> ▪ be aware of and comply with this policy; ▪ recognise that they have a role and responsibility to promote equality, inclusion and good community relations; ▪ challenge inappropriate language behaviour; ▪ tackle bias and stereotyping; ▪ work to promote anti-bullying strategies; ▪ respond appropriately to incidents of discrimination and harassment and understand the action needed to report these |
| Role of Parents (where parents are the fee-payers) | Parents/guardians/parents' representatives are encouraged to: <ul style="list-style-type: none"> ▪ be made aware of this policy; ▪ work closely with the school ▪ provide detailed on ongoing information of any disability at the application stage |
| Student Consultation | We wish to consult our students and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views. |



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| | <p>Student consultation is integral to our process of regular self-evaluation and continuous improvement and will take place in a variety of ways.</p> <p>The methods will include:</p> <ul style="list-style-type: none"> • A Student Forum/Council (which will meet regularly and also be consulted by the Principal) • An appointment system and means of contact with the Principal and key staff members • Operating an 'open door' policy in school whenever possible • Student Questionnaires (on a variety of matters relating to the school and/or and social issues) • Open Class discussion (on a variety of matters relating to the school and/or and social issues) • Suggestion Box (allowing anonymity if desired) <p>Every effort is made to provide a variety and range of consultation methods to all students. Every student who attends a course at Kings will be encouraged and given the opportunity to provide feedback on every aspect of school life during their stay with us.</p> <p>A separate policy exists for student consultation which explains these processes in more detail.</p> |
| Monitoring the Effectiveness of the Policy | Annually the effectiveness of this policy will be reviewed, or when the need arises, and the necessary recommendations for improvement will be made to the Directors. |

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

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| This policy affects or is likely to affect the following members of the school community (✓) | | Pupils | | School Personnel | | Parents/carers | | Directors | | School Visitors | | Wider School Community | |
| | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | |
| Question | | Protected Characteristics | | | | | | | | | | Conclusion | |
| Does or could this policy have a negative impact on any of the following? | | Age | Disability | Gender | Gender identity | Pregnancy or maternity | Race | Religion or belief | Sexual orientation | Undertake a full EIA if the answer is 'yes' or 'not sure' | | | |
| YES | | | | | | | | | | Yes | | No | |
| NO | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | |
| UNSURE | | | | | | | | | | | | | |
| Does or could this policy help promote equality for any of the following? | | Age | Disability | Gender | Gender identity | Pregnancy or maternity | Race | Religion or belief | Sexual orientation | Undertake a full EIA if the answer is 'no' or 'not sure' | | | |
| YES | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | Yes | | No | |
| NO | | | | | | | | | | | | ✓ | |
| UNSURE | | | | | | | | | | | | | |
| Conclusion | | We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required. | | | | | | | | | | | |



Annual Policy Review Sheet - Appendix 1:

| Review Date | Primary Reviewer Name (Policy Coordinator) |
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This Appendix A should be completed **annually** by the Policy Coordinator and Principal with specific details of each individual Kings college.


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| Date of Last Review: | |
| Date of Next Review: | |
| Is this policy being implemented fully, with all outlined procedures followed as prescribed? | YES/NO |
| Is equality covered in student consultation? | YES/NO |
| Have staff received appropriate equality training? | YES/NO |
| How many incidents of bullying or harassment, relating to equality/ discrimination, been recorded in the last 12 months? | X |
| If this policy is not being implemented fully, as prescribed, please outline what you have put in place instead and the reasons behind the change... | |
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| How are staff made aware of this policy? | |
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| Does this policy require any specific/specialised training for staff, if yes please specify what it is and whether it has been done? | |
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Monitoring the Effectiveness of the Policy

The information in this policy and appendix will be reviewed annually by the Principal, or when the need arises, and the necessary recommendations for improvement will be made by the Principal to the Board of Directors.

Please comment on the overall effectiveness of this policy – giving any suggestions or recommendations for improvement...

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| Coordinator: | | Date: | |
| Principal: | | Date: | |
| Chair of Board of Directors: |  | Date: | 01/01/2015 |
| Name of School: | | | |
| Next Review Date: | | | |



Kings Colleges

Strategic Objectives

Section A: Core values and aims

1. Mission Statement
2. Values and ethos
3. Historical values in a modern global community

Section B: Overview strategic development plan: 2012 – 15

1. Equality and access
2. Student welfare and support
3. Learning facilities
4. The role of technology
5. Student data management and reporting
6. Teacher development and training
7. Accommodation provision
8. Social, extracurricular and sports provision
9. Personalised learning development
10. Progression and support after Kings
11. Encouraging and utilizing student feedback
12. Parental engagement

Section A: Core values and aims

1. Mission Statement

Our core strategic goal is to ensure we continue to operate effectively in accordance with our published Mission Statement:

At Kings Colleges, our goal is to ensure that each of the students under our care achieves the very best learning outcome for their specific circumstances, ability and needs - whether they are aiming to go on to university study or are solely intent on developing English language fluency and cultural experience.

Our aim is to provide a general and linguistic education for young people from all over the world, developing and nurturing every student to help them get the most from their decision to study in an Anglophone environment. We strive to help them make ambitious, well-informed and broad-minded choices about the way they lead their future lives.

We succeed in these aims if our students:

- acquire new knowledge and skills which allow and encourage them to move forwards in their educational, professional or personal careers;
- move forwards in these careers with greater confidence, ambition and self-awareness;
- understand more about the personal choices and possibilities available to them;
- understand more about the wider issues facing the world and about their personal responsibilities in this regard;
- take pleasure in being part of an international community where opportunities for friendship and fun are integral to the learning experience.

2. Values and ethos

We believe that the best educational experience we can provide will arise from a situation in which a culture of informality and individual attention prevails; the working environment is richly cosmopolitan, kindly and good-humoured; the professional environment is rigorous and ambitious; classes are small and resources are plentiful; motivation and expectations are generally high and poor behaviour is generally absent.

At Kings we aim to:

- achieve high standards for our students and ourselves
- empower and challenge every student to reach their full potential
- deliver exceptional service and value for our partner agents
- nurture a friendly, supportive community where everyone belongs
- provide our students with a rounded and memorable experience
- celebrate the success of every student
- strive for innovation whilst being proud of our traditions
- believe in being authentic, trustworthy and credible at all times
- enjoy having fun
- understand that our students come first.

3. Historical values in a modern global community

We will maintain the values and ethos which underpin the Kings Colleges group and which stem from those of our founder, Frederick King.

Following the destructive legacy of the Second World War, Frederick King's original vision was to bring people from different cultures and values together. His aim was to promote better global understanding through shared communication via a common language.

We maintain that vision to this day. Since 1957, hundreds of thousands of international students have studied with us. In the 1970s, we were one of the very first colleges to welcome significant numbers of students to the UK from China and Asia.

Today, students from 89 countries study with us - one of the most diverse student populations in our sector. They continue to break down the barriers to communication - sharing values, cultures and mutual understanding through the medium of the English language.

Our mission statement and aims of the College will be displayed in each College, translated into the native languages of our students as appropriate.

Section B: Overview of Strategic Objectives: 2012 – 15

1. Equality and access

We are committed to introducing and putting into practice the Equality Act 2010 that combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity.

We believe that everyone has the right to be treated with dignity and respect. We are opposed to any direct or indirect discrimination against individuals or groups whatever their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation. When necessary, we are prepared to take positive action to ensure this.

We are opposed to any member of the school personnel or others connected with the school being victimized, harassed or bullied by another based on assumptions about their status in the afore mentioned categories or on any other grounds. Also, we will not discriminate against anyone because of their political affiliation.

2. Student welfare and support

We will continue to invest the necessary resources to ensure that our students, many of whom are studying and living far away from home for the first time in their lives, have direct and easy access to the very best welfare provision and support services.

Services we currently provide, and plan to develop, include employment of Welfare Officers at each College together with own language counsellors for our main student nationalities. We will also develop our provision for guardianship services for under 16s, working with approved third parties providers as appropriate.

3. Learning facilities

We will continue to ensure the learning facilities we provide for our students are of excellent standard and suitable for their study needs, both inside and outside the classroom. This will include investment in suitable specialist facilities as appropriate, plus investment in library resources.

4. The role of technology

We will stay true to our fundamental rationale that direct teacher to student class-based learning is core of our academic provision. However, we will continue to explore and develop ways in which technology can supplement this core learning mode and enhance the student experience – both from a learning and an extracurricular point of view.

We will maintain the existing investment in Interactive White Boards and will build on the work we have done to develop **ClassMate**, our own supplementary online learning system.

5. Student data management and reporting

We will develop a flexible and accessible means of recording key student metrics including attendance, regular progress testing and formal reporting via a secure online resource. This will be accessible to teachers, Directors of Studies, students, sponsors and parents, with levels of permissions set as appropriate.

6. Teacher development and training

We will continue to ensure that all our teachers – both EFL and academic subject specialists – are appropriately qualified. We will ensure opportunities for training and development are provided.

We will ensure the qualifications of our teaching and administration staff are available at every College on request.

7. Accommodation provision

We will maintain our group-wide commitment to investing in dedicated student residential accommodation. We will ensure that all new accommodation is built to exacting standards and offers outstanding facilities, comfort and security.

We will maintain the close ties we have formed with local host families, including regular vetting and communication. At the same time, we will continue to invest in the recruitment and training of additional hosts to bolster our local host family network. We will provide a dedicated Handbook for all new hosts.

8. Social, extracurricular and sports provision

We will continue to invest in the provision of extracurricular opportunities for our students, ensuring that their learning experience is a fully-rounded experience which extends outside the classroom. We will roll out currently piloted initiatives such as Young Enterprise, debating societies and Duke of Edinburgh's Award scheme and will task academic colleagues to explore new initiatives.

We will offer sports facilities on site where possible and will also maintain and develop ties with local providers of sports facilities to ensure all our students have regular access to a variety of sports.

We will invest appropriately in developing the organised social programme at each of our Colleges and will continue to develop the student social functionality available with our **ClassMate** online student resource.

9. Personalised learning development

We will continue to maintain a personalised approach to learning, evaluating the needs of every student to ensure that each student's programme of study is matched as closely as possible to their academic and/or linguistic ability and future intentions.

We will continue to ensure that each of our students achieves a defined and clear learning outcome, according to their course of study, their personal requirements and their future intentions.

10. Progression and support after Kings

We will continue to develop strategies and policies to ensure our students' path after Kings is relevant to their intentions and that they are supported as appropriate after their course.

For our academic students, this will include provision of dedicated, personalised counselling with regard to university, subject and course choices. We will also ensure our staff continue to be available for post-course support and advice as appropriate.

For our English language students, on-going support after Kings will comprise continued complementary provision of post-course access to our online learning system.

11. Encouraging and utilising student feedback

We will invest in the development of an online student questionnaire which will record and make publically accessible the unfiltered feedback of all our students. We will ensure feedback is acted upon in a timely, relevant and transparent fashion.

We will encourage the formation of Student Counsels at each College. We will record the opinions and wishes of our students, acting on them as appropriate.

12. Parental engagement

We will develop ways in which we can engage more directly with parents, looking at ways in which we can overcome barriers of language and distance to ensure parents are kept involved and informed about the progress and welfare of their children.

We will do this both via technology and via local face-to-face communication. We will invest in ensuring reports and data about student progress is made available to parents via secure online connection.

We will also continue to develop direct links in-country between parents and our local student recruitment staff, as well as developing the use of our local third party educational representatives as effective conduits to communicate locally and directly with parents.