Equality information and objectives policy

KINGS HILL SCHOOL
PRIMARY & NURSERY

Kings Hill School
Primary and Nursery

Date of Policy: January 2025

Date of Review: January 2028

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EQUALITY INFORMATION AND OBJECTIVES POLICY

1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
  - Age
  - Disability
  - Gender reassignment
  - Marriage or civil partnership
  - Pregnancy and maternity
  - Race
  - Religion or belief
  - Sex
  - Sexual orientation

Our school aims to promote respect for difference and diversity in accordance with our values which are:

Our mission statement 'inspired to believe, inspired to achieve' also underpins our view that ensuring equality is a fundamental responsibility of the school to ensure all children reach their full potential academically and socially and all staff, pupils, parents and governors are protected.

Kings Hill School recognises that all stakeholders have rights and responsibilities. We believe that if these are highlighted, encouraged and praised, positive behaviour will be seen regularly.

2. Legislation and guidance

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, the technical guidance for schools from the Equality and Human Rights Commission and guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty.

3. Roles and responsibilities

The governing 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/carers
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor will

- Meet with the designated member of staff for equality every [frequency], 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 governing 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
- Have "due regard" when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

The designated member of staff, Mrs Sally McCarville, for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

Teaching staff will:

- Help in delivering the right outcomes for pupils.
- Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.
- Design and deliver an inclusive curriculum. Ensure that they are aware of the responsibility to record and report prejudice related incidents.

Non-teaching staff will:

- Support the school and the governing body in delivering a fair and equitable service to all stakeholders.
- Uphold the commitment made by the Headteacher on how pupils and parents/carers can be expected to be treated.
- Support colleagues within the school community.
- Ensure that you are aware of your responsibility to record and report prejudice related incidents

Parents and Carers will:

- Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these.
- Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.

Pupils will:

- Supporting the school to achieve the commitment made to tackling inequality.
- Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated

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

4. 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 governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting, it is recorded in the meeting minutes.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic

- Encouraging people who have a particular characteristic to participate fully in any activities

(e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics

are performing

- Analyse the data referenced above to determine strengths and areas for improvement,
- Implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Making pupils aware of our behaviour and anti-bullying policies
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives

As a school, we are required to publish equality information every year:

- We must report pay gap information by 30 March each year
- We must report on at least 1 equality objective once every 4 years – we've chosen July 2029 to be our deadline for this

Objective 1: Monitor and analyse pupil achievement and act on any trends or patterns in the data that require additional support for pupils or groups of pupils

Rationale:

To ensure every pupil has equal access to the school's immediate and wider curriculum, and make good progress and attainment that is in line with their peers. To raise the profile of potential vulnerable groups for school leaders to ensure that all children are on track to meet their targets, and personalised support is put in place for those who are at risk of underachieving.

Objective 2: Aim to increase the representation of staff, governors and volunteers to represent our school demographic and wider society.

Rationale:

At present, the staff workforce predominantly consists of white British females which is not reflective of our pupils or our wider society. We feel strongly that pupils should feel that their identity and cultural heritage is reflected throughout the school, as we appreciate the impact that staff have in providing positive role models for pupils.

Objective 3: Continue to develop the pupil enrichment offer ensuring that it is fully accessible for all pupils

Rationale:

At present, our school committees are not representative of our school demographic and there are groups of children that don't access the full pupil offer. We need to ensure that all pupils have equal access to school clubs, committees and pupil offer and making adjustments where needed to ensure that they are accessible to all.

Objective 4: To ensure improved attendance rates for PP children.

Rationale:
Analysis of persistent absentees highlights that these are predominately PP children. We need to explore and understand the reasons for these higher absentee levels and put strategies in place to improve these.

9. Monitoring arrangements

The headteacher will update the equality information we publish, described in sections 4 to 7 above, at least every year.

School-specific equality objectives will be reviewed by the headteacher at least every 4 years.

This document will be reviewed by the headteacher annually, to ensure continued compliance with the PSED.

This document will be approved by the governing board.

10 Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN information report
- SEND policy