

# Kings Road CPS



## Equality Information and Objectives Policy

Author	D Morgan
Date	November 2025
Review Date	Policy annually Objectives every 4 years
Policy Status	Statutory & on website

## Contents

1. Aims.....	2
2. Legislation and guidance.....	3
3. Roles and responsibilities.....	4
4. Eliminating discrimination .....	4
5. Advancing equality of opportunity .....	4
6. Fostering good relations .....	5
7. Equality considerations in decision-making .....	5
8. Equality objectives.....	5
9. Monitoring arrangements.....	7
10. Links with other policies .....	7

---

### 1. Aims

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

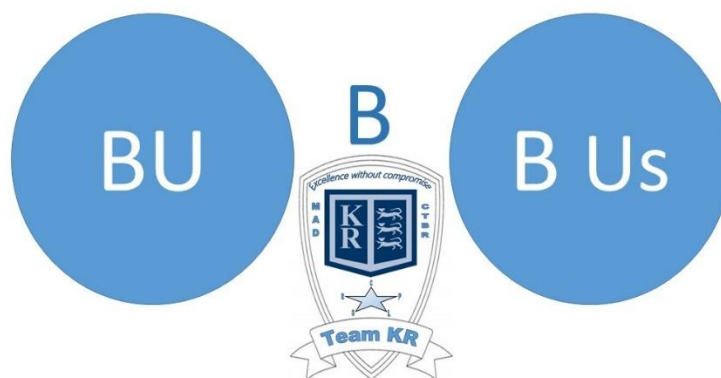
- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share a relevant protected characteristic
- Foster good relations across all 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

Fundamentally, the appendices consider specific protected characteristics and what the school aims to do to support all members of the school community.

List of appendices

- Anti-racism approaches
- Anti-homophobic approaches
- Anti-sexism approaches
- Anti-transphobia approaches

Our school aims to promote respect for difference and diversity. Kings Road’s values, ethos and strategy are focused on equity and the value and importance of everyone. Central to the school’s strategy is ‘BuBu,’ which celebrates individuality, including, heritage, personality, religion and culture.



Central to Kings Road’s approach is special consideration for protected characteristics (taken from the ‘Protected Characteristics Equality Act 2010’)— as identified in the diagram below.



## 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
- 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

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

### 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.

### 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 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)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## 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.
- 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 on at least 1 equality objective once every 4 years

**DDA - Action Plan**

**Nov 25 - Nov 29**

<u>Aim</u>	<u>Background</u>	<u>How</u>	<u>Progress (fill in blocks)</u>			
			started	½ complete	Nearly complete	completed
<b>To nurture an environment where prejudicial and subconscious mind-sets, behaviour and language can be influenced in a non-threatening manner</b>	Previous strategies have led to biases being hidden rather than addressed. By creating a safe environment it is more likely that behaviours will be changed both inside school and beyond and that the change in behaviour will be sustained.	Overtly developing an environment where either the victim, the witness or the perpetrator can present such behaviours.  Overt and conscious prejudicial behaviour to be addressed appropriately				
<b>Ensure school is accessible for all members</b>	Amend the school grounds so that all aspects of school is fully accessible by all members of the school community.  This does not include upstairs which would involve an unreasonable adjustment	Seek the views of those that have additional physical needs. Discuss at SLT, GB and the Business Meeting. HT to monitor environmental developments.				
<b>Reduce the attendance gap for Kings Road pupils</b>	The majority of Kings Road pupils are from ethnic minorities, by increasing attendance and decreasing persistent absence life chances for these pupils will increase	See attendance action plan				
<b>Close the attainment gap for Kings Road pupils when compared to national</b>	As the vast majority of pupils at Kings Road are from ethnic minorities closing the attainment gap will increase their opportunities and chances of success at further learning and job prospects.	See School Development Plan.				
<b>Ensure that all individuals have equitable opportunities for all positions within the school</b>	Ensure that people with protected characteristics are provided with opportunities for positions at Kings Road	Consider marketing and ensure that recruitment processes are firstly anonymous and then opportunity is given to those with protected characteristics if none have already been shortlisted				

<u>Aim</u>	<u>Background</u>	<u>How</u>	<u>Progress (fill in blocks)</u>			
			star ted	½ com plet e	Nea rly com plet e	com plet ed
<b>Ensure that there is an empathic, knowledgeable and compassionate understanding between all staff at Kings Road</b>	Kings Road staff are diverse and united; this objective is to facilitate continuation of this ethos and culture	Regular training, staff surveys and open door policies. A safe culture is to be consciously cultivated				

### 9. Monitoring arrangements

Kings Road will update the equality information we publish at least every year.

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

This document will be reviewed bi-annually, to ensure continued compliance with the PSED.

### 10. Links with other policies

This document links to the following policies:

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

## Appendices

After careful thought and research it is felt that in addition to the Equality Policy special consideration should be given to specific areas of potentially prejudicial behaviour. These are considered in the appendices below.

### Anti Racism Approaches

At Kings Road Primary School, all members of the school community are loved. Every pupil has the right to be included in all school activities. The school will not exclude any pupil on racial, cultural, or linguistic grounds.

#### Addressing Racist Behaviour

- The following steps will be undertaken:
- Identifying the racist behaviour
- Supporting the victims
- Dealing with the perpetrator
- Dealing with whole school and community impact
- Monitoring the situation
- Recording and reporting the incidents

#### Identifying Racist Behaviour

Racism includes conduct, words, or practices that advantage or disadvantage individuals because of their colour, culture, or ethnic origin. A racist incident is any incident perceived to be racist by the victim or any other person.

#### Examples of Racist Behaviour:

- Physical assault because of colour, ethnicity, or religion
- Derogatory name-calling, insults, and racist jokes
- Wearing racist badges or insignia
- Bringing racist materials into school
- Verbal abuse and threats
- Inciting others to behave in a racist way
- Racist language
- Ridiculing cultural differences (e.g. food, music, dress)
- Refusal to co-operate with others due to ethnic origin
- Stereotyping

#### Supporting Victims

All racist incidents must be reported to a member of the Senior Leadership Team.

- Victims will receive immediate support from staff.
- The school's stance on racism should be clearly explained.
- Pupils will be given a safe space to express their concerns.
- Parents/carers of the victim will be informed and involved.

#### Dealing with Perpetrators

- A Formal Consequence must be considered
- During the investigation the parents will be invited, alongside the perpetrator to assess the influence on the child
- Restoration and education will be part of the strategy
- Repeated offences may result in a fixed term exclusion

#### Curriculum Commitment

- Reflect Britain's diverse, multicultural society
- School displays should celebrate multiculturalism

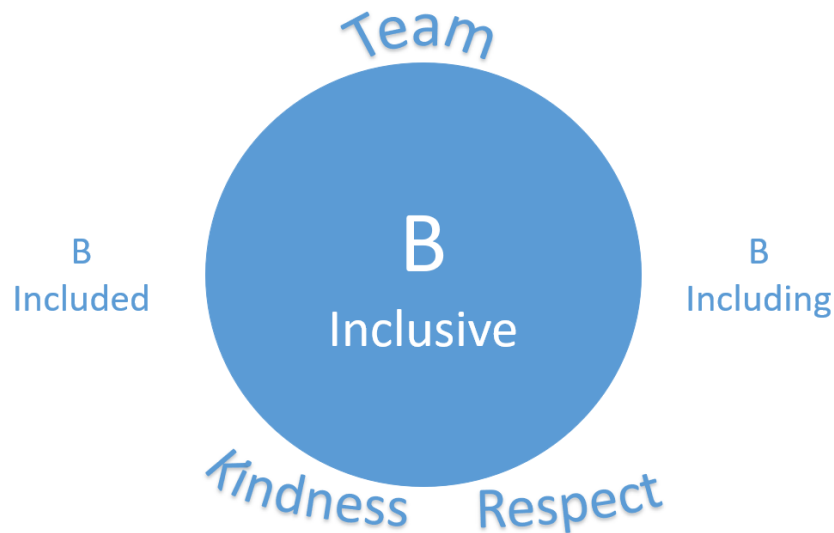
- Respect and inclusivity will be modelled in the school's ethos
- Rules will respect religious and cultural practices
- Materials and stimuli should represent all races
- Materials with a racist bias will not be available

#### Monitoring

- Racist incidents will be recorded on CPOMS
- Governors will receive a termly report of racist incidents
- Racist incidents will be analysed by the Senior Leadership Team

#### Anti-Homophobia Approaches

Keeping Children Safe in Education identifies children that are either LGBTQ+ or perceived by their peers as being LGBTQ+ are at greater risk of peer on peer abuse and are an increased safeguarding and mental health concern. All members of our school community must be respected by all members of our school community. This is addressed in the school's approach to 'be inclusive.'



Kings Road will use materials that are proportionate to societal norms. This means that whilst aspects of sexuality and family units will neither be advocated or criticised their existence will not be denied.

Homophobic prejudicial behaviour will result in the victim being supported and parents informed (in consultation with the victim). In addition to a restorative and educational approach for the perpetrator, outcomes may include a Formal Consequence or exclusion.

#### Supporting Victims

All homophobic incidents must be reported to a member of the Senior Leadership Team.

- Victims will receive immediate support from staff.
- The school's stance on racism should be clearly explained.
- Pupils will be given a safe space to express their concerns.
- Parents/carers of the victim will be informed and involved.

#### Dealing with Perpetrators

- A Formal Consequence must be considered
- During the investigation the parents will be invited, alongside the perpetrator to assess the influence on the child
- Restoration and education will be part of the strategy
- Repeated offences may result in a fixed term exclusion

### Anti-Sexism Approaches

At Kings Road we believe in equal opportunities for all of its members. Equal respect will be expected for all children and adults from all children and adults at all times and under all circumstances.

Anti-sexism strategies include:

- Anonymous shortlisting
- Consideration of representation at all levels of leadership
- Prejudicial behaviour will not be tolerated
- Stereotypes will be actively addressed
- Materials and stimulus will ensure fair representation
- Reactive and proactive educational approaches to counter sexist attitudes

### Anti-Transphobic Approaches

Kings Road will use materials that are proportionate to societal norms. This means that whilst aspects of gender and family units will neither be advocated or criticised their existence will not be denied.