

Kings Road CPS



Equality Information and Objectives Policy

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1. Our commitment to equality, diversity and inclusion

At Kings Road Primary School, every member of our school community is valued, respected and welcomed.

Our school is committed to challenging inequality, discrimination and disadvantage in both the education we provide and our employment practices.

We promote equality, celebrate diversity and seek to ensure that every child, family, member of staff, governor and visitor is treated fairly and with dignity.

Kings Road's values, ethos and strategy are focused on equity and the value and importance of everyone.

Central to our school approach is BuBu, which celebrates individuality, including heritage, personality, religion and culture.

We recognise that equality does not always mean treating everyone identically. We consider the individual needs and circumstances of members of our community and, where appropriate, take proportionate steps to remove or minimise disadvantage.

We are committed to ensuring that:

- every child has the opportunity to achieve their potential;
- differences are respected and valued;
- discrimination, harassment and victimisation are not tolerated;
- pupils feel safe, included and able to participate fully in school life;
- reasonable adjustments are made where required;
- our curriculum and wider school experience reflect and respect diversity;
- staff and governors understand their responsibilities in relation to equality;
- equality considerations inform school policies, planning and decision-making;
- parents and carers are treated fairly and respectfully;
- our employment practices are fair, objective and free from unlawful discrimination.

This policy brings together Kings Road's previous Equality Information and Objectives Policy and Equality and Diversity in Employment Statement, so that the school's approach is clear, consistent and accessible in one document.

2. Aims

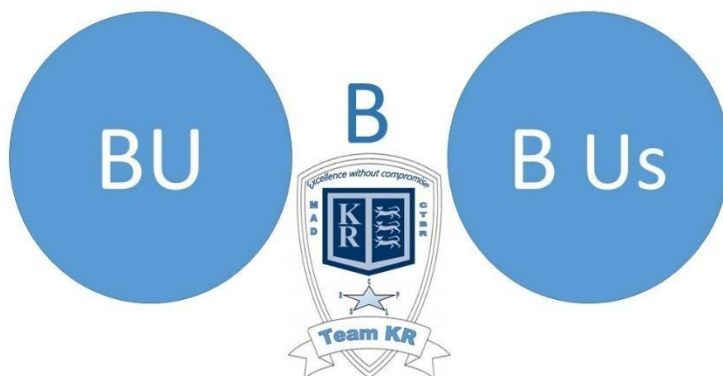
The aims of this policy are to ensure that Kings Road Primary School:

1. meets its statutory duties under the Equality Act 2010;
2. has due regard to the Public Sector Equality Duty;
3. eliminates unlawful discrimination, harassment and victimisation;
4. advances equality of opportunity;
5. fosters good relations between people who share protected characteristics and those who do not;
6. identifies and addresses inequalities affecting pupils, families and staff;
7. promotes an inclusive school culture;
8. ensures equality considerations are incorporated into decision-making;
9. provides equality of opportunity in employment;
10. establishes and publishes measurable equality objectives;
11. publishes equality information demonstrating how the school is meeting its equality duties;
12. monitors the impact of its policies, practices and decisions on different groups.

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.



3. Legislative and statutory framework

This policy has been developed with regard to:

- Equality Act 2010;
- Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017;
- Public Sector Equality Duty;
- Schedule 10 to the Equality Act 2010 in relation to accessibility;
- Education Act 1996;
- Children and Families Act 2014;
- Special Educational Needs and Disability Regulations 2014;
- relevant Department for Education guidance;
- Equality and Human Rights Commission guidance on the Public Sector Equality Duty and schools;
- current statutory safeguarding guidance, including Keeping Children Safe in Education;
- other relevant employment legislation and statutory requirements.

The Equality Act 2010 provides protection from unlawful discrimination in relation to protected characteristics and places public authorities, including maintained schools, under the Public Sector Equality Duty.

The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017 require relevant public authorities in England to publish equality information and equality objectives.

Kings Road will publish:

- equality information demonstrating how the school is complying with the Public Sector Equality Duty at least annually; and
- one or more equality objectives at least every four years.

4. The Public Sector Equality Duty

Kings Road Primary School will have due regard to the three aims of the Public Sector Equality Duty.

4.1 Eliminate discrimination, harassment and victimisation

The school will work to prevent and address unlawful discrimination, harassment and victimisation and other prohibited conduct.

4.2 Advance equality of opportunity

The school will:

- remove or minimise disadvantages experienced by people because of a protected characteristic;
- take steps to meet different needs where appropriate;
- encourage participation where participation by a particular group is disproportionately low;
- monitor relevant outcomes and identify areas requiring improvement.

4.3 Foster good relations

The school will:

- promote understanding and respect between different groups;
- challenge stereotypes and prejudice;
- celebrate diversity appropriately;
- provide opportunities for pupils to learn about different cultures, religions, identities, backgrounds and experiences;
- work with families and the wider community to promote inclusion.

5. 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.

6. Eliminating discrimination

Kings Road recognises its obligations under the Equality Act 2010.

The school will:

- ensure that policies and procedures reflect equality duties;
- challenge discriminatory language and behaviour;
- respond appropriately to reports of discrimination, harassment or victimisation;
- provide appropriate support to those affected;
- take proportionate action in relation to those responsible;
- record relevant incidents;
- monitor patterns and trends;
- consider whether incidents indicate wider issues requiring school-wide action.

Staff and governors will be reminded regularly of their responsibilities under equality legislation.

Where equality considerations arise during meetings or decision-making, these should be appropriately recorded.

7. Advancing equality of opportunity

Kings Road will seek to remove or minimise disadvantages experienced by people because of protected characteristics. This may include:

- analysing attainment and progress information;
- analysing attendance and persistent absence;
- monitoring behaviour, exclusions and bullying;
- considering participation in clubs, trips and enrichment;
- reviewing accessibility;
- considering pupil and parent voice;
- reviewing the impact of school policies;
- providing reasonable adjustments where required;
- providing targeted support where evidence indicates disadvantage;

- reviewing barriers to participation.

The school will use existing information and data wherever possible rather than creating unnecessary additional data-collection requirements.

Where appropriate, information will be disaggregated to identify differences in outcomes between groups.

Any published information will be considered alongside data protection and confidentiality requirements.

8. 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

9. Equality considerations in decision-making

Kings Road will consider equality implications when making significant decisions.

Equality considerations will be taken into account:

- when developing or reviewing policies;
- when making significant changes to school provision;
- when planning trips and activities;
- when considering accessibility;
- when allocating resources;
- when reviewing school procedures;
- when making decisions that could have a different impact on particular groups.

For example, when planning a school trip or activity, the school may consider:

- whether the date conflicts with significant religious observance;
- whether the activity is accessible to disabled pupils;
- whether appropriate facilities are available;
- whether there are barriers to participation for particular groups;
- whether reasonable adjustments are required.

Equality considerations will be reviewed throughout the decision-making process rather than only at the beginning.

10. Equality, diversity and inclusion in employment

Kings Road is committed to fair and objective employment practices.

This section incorporates the principles contained within the school's previous Equality and Diversity in Employment Policy Statement.

The school will seek to ensure that:

- employees and potential employees are treated fairly and with respect;
- recruitment and selection decisions are based on objective, job-related criteria;
- career progression and professional development opportunities are fair;
- employees are free from unlawful discrimination, harassment and victimisation;
- all employees have an equal opportunity to contribute to the work of the school and achieve their potential;

- the skills, talents and abilities of all employees are valued;
- concerns relating to equality and diversity are addressed promptly and appropriately;
- reasonable adjustments are considered where required;
- equality and diversity are considered within recruitment, development and employment practices.

Kings Road recognises the value of a diverse workforce and aims to create an environment that is representative of and responsive to the community it serves.

The school will not discriminate unlawfully in recruitment, selection, promotion, training, employment conditions or other employment decisions.

11. 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

Aim	Background	How	Progress (fill in blocks)			
			star ted	½ com plet e	Nea rly com plet e	com plet ed
To nurture an environment where prejudicial and subconscious mindsets, behaviour and language can be influenced in a non-threatening manner	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				
Ensure school is accessible for all members	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.				
Reduce the attendance gap for Kings Road pupils	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				

Close the attainment gap for Kings Road pupils when compared to national	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.				
Ensure that all individuals have equitable opportunities for all positions within the school	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				
Ensure that there is an empathic, knowledgeable and compassionate understanding between all staff at Kings Road	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				

12. Monitoring arrangements

Equality is the responsibility of the whole school community. The Governing Board will monitor the implementation of this policy and the progress of the equality objectives.

The equality information will be updated at least annually. The equality objectives will be reviewed and republished at least every four years.

This policy will be reviewed annually to ensure that it remains accurate, effective and consistent with current legislation and statutory guidance. Where a significant legislative or statutory change occurs, the policy will be reviewed sooner.

13. 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

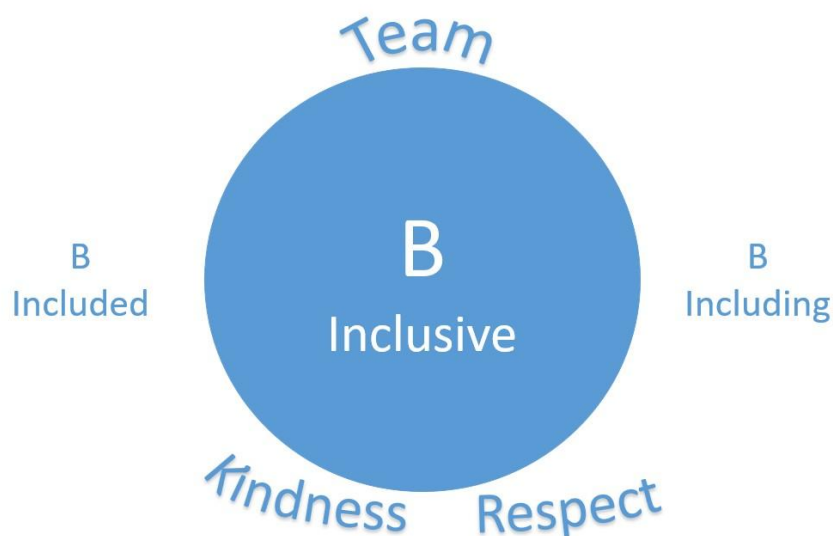
- School displays should celebrate multiculturalism
- Respect and inclusivity will be modelled in the school's ethos
- Rules will respect religious and cultural practices
- Materials and stimuli should represent all races
- Materials with a racist bias will not be available

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.

