



**Kings Meadow School**  
Believe and Achieve



# Equality information and objectives

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### 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 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 it
- › Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

### 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](#).

### 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
- › 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

The equality link governor is Conor Renihan. They will:

- › Meet with the designated member of staff for equality every term, 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

The designated member of staff for equality will:

- › Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- › Meet with the equality link governor every termly to raise and discuss any issues
- › Support the headteacher in identifying any staff training needs, and deliver training as necessary

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 will 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

## **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 (e.g. enabling Muslim pupils to pray at prescribed times)
- › 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 above data 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
- › Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies with support and aligned to their special educational needs and developmental stage. 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 foster positive relationships and tolerance between different groups of pupils within the school. For example, our school council has representatives from different year groups and classes 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 are developing 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.

The school 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 for all our pupils, regardless of complexity of needs
- › Has equivalent facilities for boys and girls

## 8. Equality objectives

### Objective 1

To develop and embed practices that support the breadth of complex needs that our pupils present, specifically:

- ✓ Attachment aware and trauma responsive approaches

Why we have chosen this objective:

- ✓ Our pupil cohort have experienced a wide range of attachment and trauma related difficulties in their lives
- ✓ This supports our aim of all our pupils having access to equal opportunities, regardless of needs

To achieve this objective we plan to:

- ✓ Ensure all staff have attachment aware and trauma responsive pedagogy training

## **Objective 2**

To reduce prejudice-based bullying and the use of derogatory language

Why we have chosen this objective:

- ✓ To ensure that prejudice-based bullying and the use of derogatory language are consistently and continuously challenged within our setting.

To achieve this objective we plan to:

- ✓ Ensure that anti-bullying work is embedded in our curriculum, specifically in PSHE
- ✓ Record any incidents of prejudice-based bullying and use of derogatory language robustly within our safeguarding systems and take appropriate action to respond to these
- ✓ Work closely with parents/carers and other agencies to respond to incidents of prejudice-based bullying and use of derogatory language.

Progress we are making towards this objective:

## **Objective 3**

Include the Disability Confident logo on all job adverts, application forms and information by January of next year, to help address the under-representation of people with disabilities in the school workforce.

Why we have chosen this objective:

- ✓ To support the development of an inclusive and diverse workforce within our setting

To achieve this objective we plan to:

- ✓ continue to undertake all the core actions to be a Disability Confident Employer
- ✓ undertake and successfully complete the Disability Confident self-assessment

## **9. Monitoring arrangements**

The governing board will update the equality information we publish at least every year.

This document will be reviewed by governing board at least every 4 years.

This document will be approved by governing board.

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Anti-bullying policy