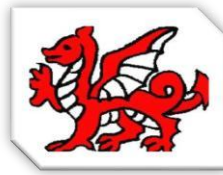


Kingston St Mary Church of England Primary School



Equalities Policy & Statement

Introduction

Kingston St Mary Church of England Primary School is an inclusive school, where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our Equalities Policy outlines how we aim to carry out our commitment to equality; the roles and responsibilities of the head teacher, staff and governing body and how we publish information on what we are doing to promote equality within our school.

Legal Duties

Under the 2010 Equality Act, we have two **specific duties**:

1. Publish information to demonstrate our compliance with the general duty to promote equality
2. Prepare and publish one or more equality objectives at least every four years, taking into account any changes in our school profile and other evidence of need.

Meeting our specific duties under the 2010 Equality Act

To meet our specific duties, we set objectives focused on the Public Sector Equality Duty (PSED), which requires us to:

- 1. Eliminate discrimination**
- 2. Promote equality of opportunity**
- 3. Foster good relations**

Our objectives:

1. Eliminate discrimination

- Legal compliance - adhere to the Equality Act 2010 by prohibiting discrimination, harassment and victimisation.
- Addressing Bias – work actively to identify and address any biases or inequalities that may exist within our practices and policies.
- Create safe environments - ensure our environment is safe and inclusive, where all pupils feel respected and valued.

2. Promoting Equality of Opportunity

- Accessible Curriculum – ensure our curriculum is accessible and engaging for all learners, regardless of their background or abilities.
- Support Vulnerable Students – provide targeted support to students who may be facing barriers to learning, such as those with disabilities or from disadvantaged backgrounds.
- Raise Attainment – ensure all pupils are provided with learning opportunities to ensure they are successful learners.

3. Foster Good Relations

- Promoting Understanding and Respect – teacher pupils about diversity and encourage them to respect and appreciate differences.
- Building a sense of Community – foster a strong sense of community where pupils feel connected and supported.
- Challenge Prejudice – actively challenge prejudice and promote positive attitudes towards diversity.

To achieve our objectives:

- We use inclusive and diverse teaching methods and resources to cater to different learning styles and needs.
- Integrate equality and diversity issues into the curriculum through a variety of subjects and activities.
- Provide staff training on equality and diversity issues to ensure they are aware of their responsibilities and can support pupils effectively.
- Involve parents in our equality work to build partnerships and ensure that all voices are heard.
- Collect and analyse data to identify areas where we can improve our equality outcomes.

Roles and Responsibilities:

The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. The Governing Body monitors the implementation of this policy and its impact upon the school community.

The Headteacher is responsible for implementing the policy, for ensuring that all staff are aware of their responsibilities and are given appropriate training and support, and for taking appropriate action in any cases of unlawful discrimination. Report racial incidents on a regular basis to the Governing Body and Local Authority.

All staff are expected to:

1. Promote an inclusive and collaborative ethos in their classroom.
2. Challenge prejudice and discrimination.
3. Deal fairly and professionally with any prejudice-related incidents that may occur.
4. Plan and deliver curricular and lessons that reflect the principles included in our policy.
5. Maintain the highest expectations of success for all pupils.

6. Support pupils in their class who have particular needs arising from disability, special educational needs, or for whom English is an additional language or who are travellers.
7. Keep up-to-date with equalities legislation relevant to their work.

Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Scope

This policy applies to:

- all pupils,
- all employees, pupils, parents and governors
- other workers (e.g. casual and agency workers and contractors) who have access to information systems.

1. Information about what our school does to promote equality:

Data about the school population and differences of outcome	
The school has data on its composition broken down by year group, gender, ethnicity and by proficiency in English.	This information is updated in our annual data analyses. Statutory data results are available on the DfE.Gov website, Compare Schools https://www.compare-school-performance.service.gov.uk/school/123795/kingston-st-mary-church-of-england-primary-school/primary
The school has data on its composition broken down by types of impairment and Special Educational Need. We follow DfE guidance on recording disability in addition to Special Educational Need.	This information is available from the Headteacher.
The school has data on inequalities of outcome and participation of different groups (gender, SEN, Pupil Premium, EAL) The school also uses data and other evidence provided by the Local Authority or available nationally, to help identify inequalities and the needs of particular groups.	Statutory data which includes a breakdown is available on the DfE.Gov website, Compare Schools https://www.compare-school-performance.service.gov.uk/school/123795/kingston-st-mary-church-of-england-primary-school/primary
The school uses data on inequalities of outcome and involvement when setting itself objectives for achievable and measurable improvements.	
Documentation and record-keeping	
There are statements of and references to the school's responsibilities under the Equality Act in various school documents, for example our Vision & Values, Equality Policy and School Self-evaluation & Improvement Plan, Governor Minutes, staff meetings	Our Equalities Statement and Policy is available on our website. Several other relevant documents are also available on our website: www.ksmprimary.com
Before introducing important new policies or measures that may have an impact on equality, the school carefully assesses their impact on all groups.	If you wish to see records relating to particular decisions, please contact the school office.
Behaviour and safety	
Latest survey and focus show that most pupils feel safe from all kinds of bullying.	Evidence of this comes from our most recent Ofsted report: A link to this can be found on our school website: www.ksmprimary.com
Curriculum & Standards	
Focused attention is paid to the needs of specific groups of pupils (for example those who have Special Educational Needs or Disabilities) and there is extra or special provision for certain groups, as appropriate.	If you wish to discuss such support please contact: Mrs Fiona Robinson (SENDCo)
There are opportunities within the curriculum provision for children learn about and discuss equalities issues, particularly with regard to tackling prejudice and promoting community cohesion and mutual understanding.	See curriculum maps on the school website. www.ksmprimary.com
There are activities across the curriculum to promote pupils' spiritual, moral, social and cultural development.	If you wish to discuss equality matters related to curriculum materials please contact the headteacher.
Consultation and involvement	
The school has procedures for consulting and involving parents and carers, and for engaging with local groups and organisations, and has regard in these for the concerns and requirements of the Equality Act (which may sometimes involve targeted consultation).	Examples of how we have consulted with parents and the community include the parent/carer questionnaire.
The school has procedures for finding out how pupils think and feel about the school.	Examples of how we have consulted and involved pupils include the School Council.

2. Objectives for 2025 – 2026 are:

Objective:	Narrow the progress gap between vulnerable and non-vulnerable groups with a particular focus towards children with SEND and to improve the monitoring of this.
Action:	<p>Review progress measures for children with SEND and track according to these. SEND specific book looks as part of SLT and whole school.</p> <p>Revisit Quality First Teaching to ensure needs of SEND children are being met at classroom level.</p> <p>Clarify criteria for placement on the SEND Register.</p> <p>Update and share with teachers the universal provision maps (Quality First Teaching strategies) which should be tried before referral to the SENDCo.</p> <p>All teachers fully understand and implement these strategies and headteacher and SENDCo to monitor this.</p>
Responsibility:	Headteacher and SENDCo
Success criteria:	Pupil tracking for progress of SEND children will be more accurate and will allow for recognition of their progress especially for those within the below Age-related Standards bracket.
Review:	

Objective:	Ensure the new curriculum map and resources promote equality across the school.
Action:	<p>Create (within our updated curriculum) a provision map which clearly identifies in each year group opportunities to learn about and celebrate different cultures and faiths.</p> <p>Review curriculum materials across all subjects and ensure they include positive images of all people including: disabled people; women and men in non-stereotypical gender roles; and of people from a wide range of ethnic, religious and cultural backgrounds.</p>
Responsibility:	Headteacher to oversee RE Lead
Success criteria:	<p>Children will have multiple opportunities to learn about other cultures and faiths.</p> <p>They will learn from visitors from other faiths and culture and through visiting different places of worship.</p> <p>They will develop their understanding of difference and same, and discuss these respectfully.</p>
Review:	

