King's Cliffe Endowed Primary School

Equality/Equity Policy

Policy Agreed by Governors – October 2026

Review Date – October 2027

Chair of Governors:

Commitments

Kings Cliffe Endowed Primary School is committed to advancing Equality/Equity and promoting respect for difference and diversity through the school's vision, ethos and values.

"We seek to prepare our pupils for life in a diverse society by creating a culture of Equality/Equity, inclusion and diversity within the KCEPS community. We do this by ensuring that the 9 Protected Characteristics identified in the Equality Act (2010) are woven through our curriculum, values and behaviours."

The school's equalities statement reflects the underlying principles and inform how we approach our Equality/Equity issues and commitments.

Our school is committed to meeting its obligations under the Public Sector Equality/Equity Duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010.
- Advance Equality/Equity 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.

Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector Equality/Equity 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/Equity duty and to publish Equality/Equity objectives.
- Public Sector Equality/Equity Duty.

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

Roles and responsibilities

The governing board will:

Ensure that the Equality/Equity information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years and delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

The Equality/Equity link governor is Eve Copeland. They will:

- Meet with the designated member of staff for Equality/Equity every year, 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/Equity and diversity training.
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the Equality/Equity objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to governors.

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

Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. KCEPS has due regard to the need to eliminate unlawful discrimination, harassment and victimisation.

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

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

Advancing Equality/Equity of opportunity

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

- Removing or minimising disadvantages suffered by people which 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.

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 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.

Equality/Equity considerations in decision-making

The school ensures it has due regard to Equality/Equity considerations whenever significant decisions are made.

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 all genders.

The school keeps a written record (known as an Equality/Equity Impact Assessment) to show we have actively considered our Equality/Equity duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically as part of the completed risk assessment.

Equality/Equity objectives

KCEPS is committed to publishing Equality/Equity objectives (every 4 years) and Equality/Equity information (at least annually) as per the Public Sector Equality/Equity Duty (PSED). Progress will be monitored and evaluated annually by governors and school staff.

Objective 1: Ensure that all policies are reviewed / written in line with the KCEPS Equality/Equity statement and the Equality Act (2010)

Why we have chosen this objective:

Because it is essential that all school policies reflect our Equality/Equity statement and the Equality Act (2010)

To achieve this objective we plan to:

- Ensure all governors / staff reviewing policies are familiar with the KCEPS Equality/Equity statement and policy.

- Source or develop a checklist to be used when reviewing policies.

Progress we are making towards this objective:

- Objective is new at time of writing.
- Suitable checklist is being sought.

Objective 2: Increase representation and understanding of communities and views represented in the wider society.

Why we have chosen this objective:

To ensure that pupils from protected characteristic groups achieve as well as they possibly can.

To achieve this objective we plan to:

- Use Equality/Equity impact assessments to ensure these groups are not disadvantaged or negatively impacted when planning trips or activities
- Pupil voice demonstrates children have a strong sense of belonging and empathy towards these groups.

Progress we are making towards this objective:

- Objective is new at time of writing.
- Pupil voice is a standing item when SLT and Governors carry out learning walks or observations.

Objective 3: Raise the profile of cultural capital as the 'golden thread' through all subjects.

Why we have chosen this objective:

We do not view cultural capital as something separate, to be considered on its own, rather integral to all areas of the curriculum.

To achieve this objective we plan to:

- Use documentation from a mapping exercise to identify where cultural capital is or is not considered across the curriculum e.g. where books used in literacy feature people from a variety of ethnic backgrounds, PSHE may present non-gender typical career options

Progress we are making towards this objective:

- This objective is new at the time of writing.

Objective 4: Monitor pupil involvement in sports

Why we have chosen this objective:

To ensure pupils from all groups, including SEND, are given opportunities to participate in sports.

To achieve this objective we plan for the:

- Sports Lead to track the participation in sports of the different groups

- Equity and sports governors to monitor participation of pupils from different groups.

Progress we are making towards this objective:

- This objective is new at the time of writing.

Monitoring arrangements

The Equality/Equity Governor will review and update the Equality/Equity information we publish, at least every year and report this to Full Governors.

This document will be reviewed and approved by the Governors at least every 3 years.

Links with other policies

This document links to the following policies/documents:

- Accessibility plan
- Risk assessment
- Inclusion Policy
- School Development Plan
- SEND & Inclusion Policy
- Behaviour Policy