



Kings Cliffe Endowed Primary School Equality Objectives 2024 – 28
(to be reviewed annually)



Further work has been done on developing equality/equity objectives for the school. The objectives reflect the fact that equity work is now embedded throughout the school leadership and governance structures. You will be kept informed of our progress relating to these as and when appropriate. The objectives will be reviewed annually and may be changed because of this.

Objective	Which protected group(s) will this most affect/influence	How will we know we have achieved the objective?	Actions	Review
1. Ensure that all policies are reviewed / written in line with the KCEPS equity statement and the Equality Act (2010).	Every KCEPS pupil or staff member, particularly those with one of the 9 protected characteristics.	Each policy will reference equality /equity, the KCEPS equity statement, the Equality Act (2010) and protected characteristics as appropriate. Meeting minutes will reflect that equality/equity has been considered in policy reviews	Those staff / governors reviewing the policies will be familiar with the KCEPS equity statement and policy, to ensure that they can consider this when reviewing other policies. Equity governor to complete equalities checklist as part of policy review against protected characteristics.	
2. Increase representation and understanding of communities and views	All pupils and adults at KCEPS, particularly those with one of the 9 protected characteristics.	Pupils can talk about protected characteristics. Equity governor observes learnings because of focused work on raising	Teachers to plan in across the year further experiences for children to widen their understanding on the 9 protected characteristics.	

represented in the wider society.		awareness of protected characteristics.		
3. Raise the profile of cultural capital as the 'golden thread' through all subjects.	Pupils, staff, parents and governors.	Evidenced in cultural capital mapping. Through actions taken from receiving cultural capital questionnaires from parents. Write up in Governor newsletter promoting coverage of cultural capital Monitoring Governor visits.	Map out cultural capital coverage for all year groups. Teachers collate information from parent questionnaires and use these in their planning for learning. Before rolling out cultural capital questionnaire across the whole school, seek Reception parent opinion on questions. Equity Governor to write a piece in the governor newsletter. Monitoring visits evidence children's experiences.	
4. Monitor pupil involvement in sports	Pupil premium, SEND, minority ethnic background	Opportunities are given to all groups to participate in sports and this is tracked by the sports lead and	Sports lead to look for further opportunities to encourage specific groups	

		monitored by the equity and sports governors.	to become involved in sport Ensure accessible resources are available to adapt lessons for specific groups/individuals Yearly Sports Premium expenditure and strategy is written by the sports lead and School Business Manager and monitored in conjunction with the equity governor and sports governor Celebrate and showcase sport in school focusing on equal opportunities.	
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