# KINGSLAND SCHOOL

# EQUALITY AND DIVERSITY POLICY

**September 2025**

**Introduction**
The Equality and Diversity Policy represents a commitment to a common set of values and objectives, and to a consistent approach to communicating, implementing and monitoring the policy. It has been written to comply with the Equalities Duty for public organisations.

**Aims**
Kingsland is committed to advancing and achieving equality of opportunity for all. We believe that all people are of equal value and are entitled to equality of opportunity and that our diversity enriches our community.

**Scope**
The policy encompasses the following:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Marriage and civil partnership

**Statement/Principles**
The policy outlines the commitment of the staff and Governors of Kingsland School to ensure that equality of opportunity is available to all members of the school community. Equality of opportunity is fundamental to good practice in education, in which fairness of opportunity for all is a basic right. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school and celebrating and valuing the equal opportunity achievements and strengths of all members of the school community. This includes:

- Pupils
- Teaching staff/support staff
- Parents/Carers
- Governors
- Multi-agency staff linked to the school e.g. nursing staff, physiotherapists, SALTs, OTs
- Visitors to school
- Students on placement/volunteers
- Admin. staff/caretaker
- Associated persons

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. The policy is therefore underpinned by the following values, principles and standards:

- Equality and social justice
- Acknowledging and valuing diversity

- Respect for others
- Compliance with equality legislation
- Elimination of all forms of prejudice and unfair discrimination
- Active challenge to stereotypes, prejudiced attitudes and unfair discriminatory behavior
- Commitment to inclusive education which enables and supports all students to develop their potential
- Commitment to the positive development of all staff and governors
- Accountability for compliance with this policy by all members of the school and others engaged in school activities.

At Kingsland School, a key principle is to treat all people equally irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientations, age or any other recognised area of discrimination. The aims and values of our school state that we will provide an environment which is safe, secure, enriching and enjoyable. We are committed to giving all our pupils every opportunity to achieve the highest of standards and enable them to challenge discrimination and stereotyping. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. We actively tackle discrimination against those with a disability, racial discrimination, sexual harassment and discrimination of any kind and promote equal opportunities and good relations between and amongst all. We support pupils' self-advocacy, develop principles for distinguishing between right and wrong, encourage mutual respect and dignity, and enable pupils to appreciate their own and different beliefs and cultures. We are committed to ensuring that positive action is taken, where necessary, to redress the balance of inequality that may exist. We aim to reflect the diversity of our local community and society and ensure that the education we offer fosters positive attitudes to all people.

Our school admissions policy is equally open to pupils of all groups with severe or profound and multiple learning difficulties.

**Objectives**

The objectives of this Equality and Diversity Policy are to:

i) Develop an ethos which respects and values all people
ii) Actively advance equality of opportunity
iii) Prepare pupils for life in a diverse society
iv) Promote good relations amongst people within the school and wider communities within which we work
v) Eliminate all forms of unfair indirect discrimination, bullying, harassment, victimization or other oppressive behavior
vi) Deliver equality and diversity through our school policies, procedures and practice
vii) Make reasonable adjustments and do our utmost, within available resources, to remove barriers which limit or discourage access to school provision or activities
viii) Take positive action to provide encouragement and support to individuals and groups whose progress has been limited by stereotyping, cultural expectations or aspects within the 'Scope' of the policy.
ix) Monitor the implementation of equality and diversity within the school

x) Set targets for improvement and evaluate the impact of equality and diversity action in achieving our goals.

**Promoting Equality through the Curriculum**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Ensure quality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect a range of disability and cultural backgrounds, without stereotyping;
- Promote attitudes and values that will challenge discriminatory behaviour;
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures;
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions;
- Develop pupils' advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality;
- Ensure that the PSED and Citizenship curriculum areas cover issues of equalities, diversity, religion, human rights and inclusion;
- Seek to involve all parents in supporting their child's education;
- Provide educational visits and extra-curricular activities that involve all pupil groupings;
- Take account of the performance of all pupils when planning for future learning and setting challenging targets;
- Make best use of all available resources to support the learning of all groups of pupils;
- Identify resources that support staff development.

**Learning Environment**

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

To secure the desired outcomes we recognise:

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils;
- Adults in the school will aim to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- The school will provide an environment in which all pupils have equal access to all facilities and resources;
- All pupils are to be encouraged to be actively involved in their own learning;
- A range of teaching methods are to be used to ensure that effective learning takes place at all stages for all pupils.

**Curriculum**

At Kingsland School, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promote positive attitudes to equality and

diversity;
- Pupils will have opportunities to explore concepts and issues relating to identity and equality;
- All steps are taken to ensure that all pupils have access to the full curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their communication needs and their learning styles.

**Ethos and Atmosphere**
At Kingsland School:
- We are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- There should be an 'openness' of atmosphere that welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored.

**Resources and Materials**
The provision of good quality resources and materials within Kingsland School is a high priority. These resources should:
- Reflect the reality of an ethnically, culturally and sexual diverse society;
- Reflect a variety of viewpoints;
- Show positive images of males and females in society including people with disabilities;
- Reflect non-stereotypical images of all groups in a global context;
- Include materials to raise awareness of equal opportunity issues;
- Be equally accessible to all members of school community consistent with health and safety;
- Be free of explicitly and implicitly racist, sexist, homophobic or ageist materials.

**Language**
We recognise that it is important at Kingsland School that all members of the school community use appropriate language which:
- Does not transmit or confirm stereotypes;
- Does not offend;
- Creates and enhances positive images of particular groups identified within this document;
- Creates a positive environment for all people to develop their self-esteem;
- Uses correct terminology in referring to particular groups or individuals
- e.g. Inuit rather than Eskimo, Native Americans or Indigenous Americans rather than Red Indians.

**Extra-Curricular Provision**
It is the policy of this school to provide equal access to all activities. We endeavour to ensure contributors to extra-curricular activities are aware of the school's commitment to equality of opportunity. We ensure that all such non-staff members who have contact with children adhere to these guidelines and are DBS checked.

**Provision for Bilingual Pupils**
At Kingsland School we endeavour to make appropriate provision for all EAL/bilingual children/groups to ensure access to the whole curriculum. These groups may include:

- Gypsy, Roma and Traveller (GRT) children;
- Those from refugee families;
- Pupils for whom English is an Additional Language;
- Pupils who are new to the United Kingdom.

**Personal Development and Pastoral Guidance**

- Staff take account of disability needs, gender, religious and ethnic differences and the experience and needs of particular groups such as Gypsy, Roma and Traveller (GRT), refugee and asylum seeker pupils;
- All pupils/staff/parents/carers will be given support as appropriate should they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and, in such cases, remedial work is done to ensure that the actions do not occur again;
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community;
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

**Staffing and Staff Development**
We recognise the need for positive role models and distribution of responsibility among staff. This must include pupils' access to a balance of male and female staff at both key stages, where practicable.

We undertake to encourage the career development and aspirations of all individuals. It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

**Staff Recruitment and Professional Development**

- All posts are advertised formally;
- All those involved in recruitment and selection are trained and aware of
- procedures to avoid discrimination and ensure equality good practice
- through the recruitment and selection process;
- Access to opportunities for professional development is monitored on
- equality grounds;
- Equality policies and practices are covered in all staff inductions;
- All supply staff are made aware of equality policies and practices;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

**Harassment and Bullying**
It is the duty of this school to challenge all types of discriminatory behaviour including:

- Unwanted attentions (verbal or physical);

- Unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality, gender (or
- transgender).

The school has a clear, agreed procedure for dealing with incidents such as these.

**Partnerships with Parents/Carers and the Wider Community**
We aim to work in partnership with parents to help all pupils to achieve their potential.

We wish to affirm our continuing commitment to each out to all diverse groups within our immediate community and beyond. We do this by:

- All parents/carers are encouraged to participate at all levels in the full life of the school;
- We aim to include members of the local community to join in school activities e.g. delivering aspects of the curriculum, culture days, Eid celebrations, harvest festival, gardening activities etc.

**Responsibilities and Accountabilities**
All members of the school community have a responsibility for supporting the equality agenda. Specific responsibilities are laid out as follows:

**The Governing Body** is responsible for ensuring that:

- the school complies with all equality legislation relevant to the school community;
- the school's Equality and Diversity Policy is maintained and updated
- regularly;
- procedures and strategies related to the policy are implemented;
- to monitor all racist incidents or incidents which are a breach of this policy and ensure appropriate action is taken in relation to all said incidents;
- the action plans arising from the policy are integrated into the School Development Plan;
- outcomes of policy reviews are reflected in the school's SEF.

**The Headteacher and Senior Management Team** are responsible for:

- along with the Governing body, providing leadership and vision in respect of equality;
- overseeing the implementation of the Equality and Diversity Policy;
- ensuring all aspects of the policy are implemented effectively;
- co-ordinating activities related to equality and evaluating impact;
- ensuring all who enter the school are aware of, and comply with, the Equality and Diversity Policy;
- ensuring staff are aware of their responsibilities and are given relevant training and support;
- taking appropriate action in response to racist incidents, discrimination
- against persons with a disability and sexual harassment and discrimination;
- managing any day to day issues arising from the policy whether in relation to governing bodies, staff, pupils or parents/carers;
- monitoring the effectiveness of the policy;

- ensuring relevant parties are kept up to date with any development affecting the policy/action plan arising from the policy.

**All staff** are responsible for:

- dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- supporting the Equality and Diversity Policy;
- promoting equality and good race relations, avoiding discrimination against pupils, parents, carers and other staff;
- ensure there is no discrimination on grounds of race, disability, or other equality issues;
- keeping up to date with equality legislation by attending training events organised by the school or Local Authority or recognised training provider.

**Parents/Carers** will**:**

- have access to the policy and be encouraged to share ownership and support the policy;
- be invited to attend any relevant meetings/awareness raising sessions related to the policy;
- be informed of any incident related to this policy which could directly affect their child.

**Pupils** will**:**

- be made aware of any relevant part of the policy, appropriate to age and understanding;
- be expected to act in accordance with all relevant parts of the policy.

**Visitors and Contractors** will:

- be made aware of, and be expected to comply with, the policy;

**Monitoring, Reviewing and Assessing Impact**

Equality is identified as an area requiring careful and ongoing monitoring in the School Development Plan and due regard is given to the promotion of all aspects of equality within the SDP. The person on the staff responsible for co-ordinating the monitoring and evaluation is the headteacher. The policy will be reviewed every three years, or as required to ensure it remains compliant with Equality legislation.

We regularly review the impact of our policies on the needs, entitlements and outcomes for pupils, staff and parents from the equality strands referred to in this policy. We pay specific attention to the impact that our policies have on the attainment of pupils from different groups.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process we regularly monitor the performance of different groups to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans as necessary. The governing body receives regular updates on pupil performance information.

As well as monitoring pupil performance information we also regularly monitor a range of other information. This relates to:

- Exclusions and truancy;
- Incidents of racism, disability, sexist incidents and all forms of bullying;
- Parental involvement;
- Participation in extra curriculum activities;
- Attendance.

Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

We ensure that the commitments embodied in our statement for equality permeate the full range of our policies and practices:

- Equal opportunities;
- Pupils' progress attainment and assessment;
- Behaviour discipline and exclusions;
- Pupils' personal development and pastoral care;
- Teaching and learning;
- Induction;
- Admissions and attendance;
- The curriculum;
- All subjects;
- Staff recruitment and retention;
- Visits and visitors;
- Partnerships with parents/carers and communities;
- Governor/staff training and professional development.