



The Kite Primary Federation

EQUALITY POLICY

Description:	This document outlines the Federation's policy on Equality
Status:	Statutory Policy
Policy Audience:	Staff, Pupils & Parents/Carers
Federation Contact:	EHT, CoG
Other related Federation policies and procedures:	Accessibility Plan Risk Assessment
Governor Committee:	Policies, FGB
Approved :	Summer Term 2023
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1. Aims

At The Kite Primary Federation, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of age, disability, gender, gender reassignment, race, religion or belief, sexual orientation or social-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in school life.

The achievement of pupils will be monitored by EAL, SEN, PP and DD. We will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At The Kite Primary Federation we believe that diversity is a strength that should be respected and celebrated by all those who learn, work and visit here.

The Kite Primary Federation 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 schools, 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 Executive Headteacher

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 Kite Primary Federation is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

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.

Incidents where discrimination has, or is believed to occurred, are investigated by the EHT and reported to the GB.

Behaviour incidents (which may be discriminatory) are logged on Smoothwall and are monitored by the EHT

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, The Kite Primary Federation 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 subject 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 activities)

In fulfilling this aspect of the duty, the schools will:

- When available, produce 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)

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 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.
- 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. 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
- Ensuring that the schools' curriculum celebrates diversity and tackles prejudice.

7. Equality considerations in decision-making

The schools ensure they have due regard to equality considerations whenever significant decisions are made.

The schools always consider 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 and SEN needs
- Has equivalent facilities for boys and girls

8. Equality objectives

Objective 1

To promote cultural understanding and awareness, valuing and celebrating various cultures, languages and ethnicities.

Why we have chosen this objective:

The vast majority of children within the federation are white British with English as their first language. Without diversity within the schools, opportunities need to be created for diversity to be celebrated.

To achieve this objective we plan to:

Ensure the curriculum incorporates role models, characters, and people from a range of ethnicities.

Acknowledge the languages spoken within the school through display.

Progress we are making towards this objective:

Objective 2

Provide training for staff and governors in understanding reasonable adjustments for staff and pupils with disabilities, to meet their needs better and make sure that any disadvantages they experience are addressed.

Why we have chosen this objective:

Rising numbers of SEN needs and disabilities in the schools, and our responsibility to make reasonable adjustments to meet those needs.

Raise the profile of hidden disabilities.

To ensure that all staff, governors and pupils understand the federation's approach to equality; ensuring that all members of the community get what they need in order to thrive and achieve.

To achieve this objective we plan to:

Provide training and raise awareness.

Progress we are making towards this objective:



9. Monitoring arrangements

This document will be reviewed and approved by the Policies Committee at least every 2 years.

10. Links with other policies

This document links to the following policies

- Accessibility Plan
- Risk assessment

Executive Head Teacher	Sign & Date:	 11 May 2023
Chair of Governing board	Sign & Date:	P. C.  11 May 2023