Equality, Diversity and Inclusion Statement

and Supporting Material

RLT - Equality, Diversity and Inclusion Statement

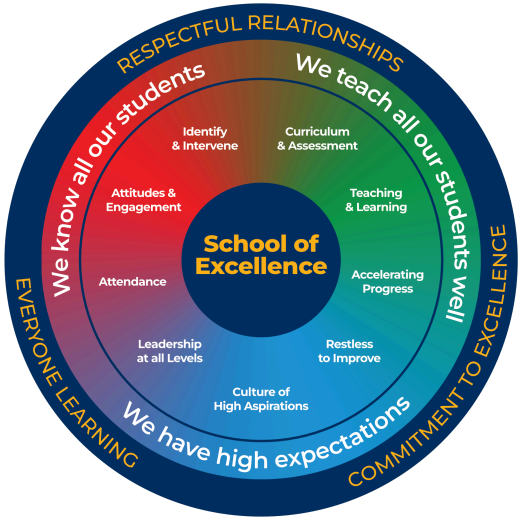
Equality, Diversity and Inclusion Statement RLT 2025-2027

Equality Policy

Introduction

Our School is committed to supporting and promoting equality, diversity and inclusion. We value and respect the different contributions that each of our staff, students, and stakeholders bring. We strive to create an inclusive culture that treats people equitably regardless of their: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Our school values sit around the Wheel of Excellence which is a visual representation of Kingsdown School's strategic improvement priorities. These whole school priorities include a commitment to excellence, a commitment to everyone learning and respectful relationships across all stakeholders.

The Kingsdown BEATs underpin our character education and culture of the school.





The Kingsdown Virtues drive our character education and culture of the school. Our assembly programme supports the profiling of our values and virtues.



School's Commitment to Equalities

We welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principle of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. We are working towards being a rights respecting school.

We recognise that Positive Action provisions in the Equality Act 2010 allow us to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, students with

particular protected characteristics. If we decide to use these we will ensure that it is a proportionate response to achieve the relevant aim.

Identifying vulnerable individuals or groups

As a school we analyse student and staff information to identify vulnerable individuals or groups. We do this through and by:

- Working in close partnership with our Primary schools at specific transition points
- Analysing attendance data - this happens every week
- Analysing attitude and engagement data - this happens every week
- Analysing progress and attainment data every term to identify trends and barriers
- Analysing parent engagement especially attending parent information and teacher meetings
- Working with parents and carers as well as Social care to listen to any barriers occurring and how we can support

What sort of school are we?

- We are an 11 - 16 Secondary School located in North Swindon serving the communities of SN2 & SN3
- We have a roughly 50:50 gender divide of students
- 0.87% students have a registered disability
- 84% are white British, with 5.67% Black African, 3.69% Indian, 2.79% Asian, 3.85% Other
- The overview of staff gender is 114 Female to 40 Male
- 81% of our staff are white British with 3% Asian, 2% Black Caribbean, 2% Asian, 8% Not Specified, 4% Other
- Just over a 1/5th of students come from families in the bottom decile for deprivation
- 33% of our students are student Premium
- We have around 25% of our students who have an identified special educational need
- Attainment profile

Y11 c2027 SY 2026-2027									
Prior Attainment	H	M	L	Total HML	H	M	L	No data	Grand Total
Count	41	91	77	209	41	91	77	16	225
%	19.62%	43.54%	36.84%	100.00%	18.22%	40.44%	34.22%	7.11%	100.00%

Y10 c2028 SY 2026-2027									
Prior Attainment	H	M	L	Total HML	H	M	L	No data	Grand Total
Count	60	79	79	218	60	79	79	7	225
%	27.52%	36.24%	36.24%	100.00%	26.67%	35.11%	35.11%	3.11%	100.00%

Y9 c2029 SY 2026-2027									
Prior Attainment	H	M	L	Total HML	H	M	L	No data	Grand Total
Count	47	90	82	219	47	90	82	6	225
%	21.46%	41.10%	37.44%	100.00%	20.89%	40.00%	36.44%	2.67%	100.00%

Y8 c2030 SY 2026-2027									
Prior Attainment	H	M	L	Total HML	H	M	L	No data	Grand Total
Count	25	132	73	230	25	132	73	1	231
%	10.87%	57.39%	31.74%	100.00%	10.82%	57.14%	31.60%	0.43%	100.00%

Y7 c2031 SY 2026-2027									
Prior Attainment	H	M	L	Total HML	H	M	L	No data	Grand Total
Count	55	120	49	224	55	120	49	8	232
%	24.55%	53.57%	21.88%	100.00%	23.71%	51.72%	21.12%	3.45%	100.00%

- Approximately 10.57% of our students have English as an additional language
- student mobility over the last 5 years was reduced from 20% to 18%

Our key strengths are:

- The school mission statement to champion each and every student is tangibly seen and felt across the school, both staff and students have a clear understanding of what this means.
- Student and staff understanding of BEATs is embedded across all we do.
- As a school we are very aware and responsive to EDI events across the school, local community and national events.
- We ensure that our students have a right to be heard (article 12).
- Our school embraces students' cultural identities from all diverse backgrounds.
- Students report that they are respected and strive to respect others.
- Everyone in the school community feels that they are seen, valued and belong.
- We continue to uphold our zero tolerance in prejudiced behaviour and language use and we encourage the safe reporting of it.

Our key areas for action are:

- To embed our 3 EDI objectives
- Further staff training on trauma informed practice, EDI and the role this has in helping all feel they are valued, seen, matter and belong.
- To be accredited as a Gold rights respecting school.
- Development of peer educators and peer mentors to develop our school culture further.
- Development of key policies such as the relationships policy and anti-bullying policy to reflect our trauma informed approach.
- Further expand our enrichment offer and engagement.
- Further development of TEMPO and a culture of success in the classroom.
- Further development of strategies and interventions to identify, intervene and thereby close gaps for all students.
- Further embed the staff wellbeing management strategy and the work of our mental health first aiders.

The school has identified the following issues that may be barriers to effective learning and successful working at the school:

- Persistent and Severe absence from school and impact upon learning gaps
- Literacy skills and proficiency
- Low income leading to difficulty in participating in some aspects of school life and no adequate home study space
- Low self esteem, low expectations and peer group pressure
- Experience of bullying, harassment or social exclusion
- Low parental support or different parental expectations
- Frequent moves and lack of stability in life leading to time out of school or low attendance
- Lack of help with emotional, mental & physical well-being and poor behaviour including exclusions
- Language difficulties and support for students who are EAL
- Special Educational Needs and access to bespoke support and expertise
- Lack of physical access to school facilities or services
- Full engagement by our parents
- Full engagement by students in the enrichment opportunities available for all students

Fulfilling our Public Sector Equality Duty

How we eliminate discrimination, harassment and victimisation:

Kingsdown School does not tolerate direct or indirect discrimination, harassment or victimisation of anyone within our school community, and we are opposed to all forms of prejudice.

The school has robust procedures for dealing with prejudice-related incidents and all staff receive training on these. All incidents are recorded, and this data is shared with the governing body and analysed so that any trends can be identified, and action plans put in place. Further information on these procedures can be found on our school website; they are also referenced in the anti-bullying and behaviour policy.

The Staff Code of Conduct outlines the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by staff

The Complaints Policy outlines the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by parents and carers and the wider school community.

How we advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it:

Treating people equally does not mean treating them all the same. We recognise that people have different needs, different experiences, different outlooks and face different barriers to achieving positive outcomes.

We collect and monitor data broken down by different protected characteristics in order to identify inequalities and disparities within our student population in terms of:

- Progress and attainment
- Admissions
- Attendance
- Rewards, sanctions and exclusions

and within our staff population in terms of:

- Recruitment, retention, training and promotion
- Capability, disciplinary and complaints

We employ appropriate interventions where necessary in order to address disparities. Please see our Equalities Objectives and Action Plan for further details.

We consult widely with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted in the design of new policies, and in the review of existing ones.

We assess all of our policies and procedures to ensure that no individuals or groups are disadvantaged and to identify opportunities for positive action.

We make reasonable adjustments to ensure that the school environment and its activities are as accessible and as welcoming as possible to all, in some cases treating disabled people more favourably than non-disabled people where necessary. Please see our Accessibility Plan for further information.

How we foster good relations between persons who share a relevant protected characteristic and persons who do not share it:

We ensure that our curriculum offers opportunities to learn about people with a diverse range of identities.

We teach our students to recognise and challenge stereotypes and prejudice and to value difference.

We ensure that our resources challenge stereotypes and reflect the diversity of society.

We take positive action to ensure that people with a range of different identities engage with our school community for example guest speakers, arts groups, school governors, parent/carer helpers etc.

Our behaviour policy includes a requirement to respect other people.

We take steps to ensure diversity in student voice and leadership , governing body and staff team.

We celebrate diversity at every opportunity and hold regular assemblies and events celebrating diversity throughout the year.

Responsibilities

The governing body is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community, and that this policy and its related procedures and action plans are implemented.
- A member of the governing body has a watching brief regarding the implementation of this policy.
- The school and governors carry out equalities impact assessments on other policies.
- All available data is used to consider equalities issues and to ensure adjustments to school policies and practices are made, including positive action where necessary.

The headteacher and senior management are responsible for:

- Overseeing the implementation of the Equality Policy.
- Ensuring that all who enter the school are aware of, and comply with, the Equality, Diversity and Inclusion Policy.
- Ensuring that staff are aware of their responsibilities and are given relevant training and support.
- Taking appropriate action in any cases of discrimination, harassment, victimisation and bullying.
- Regularly reviewing data related to prejudice-related incidents and taking necessary steps to reduce occurrences of incidents within the school.

All staff are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying.
- Understanding and complying with the Equality, Diversity and Inclusion Policy.
- Contributing to the action plan attached to the policy.
- Making reasonable adjustments to ensure disabled students do not experience discrimination or exclusion.
- Dealing with prejudice-related incidents, following the specific procedure.
- Attending training sessions as necessary to carry out this policy and keep up to date with equalities legislation.
- Challenging bias and stereotyping.
- Promoting an inclusive and collaborative ethos.

All parents/carers are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying.
- Understanding the ethos of the school and complying with the school's Equality, Diversity and Inclusion Policy.

All visitors are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying in their engagement with the school.
- Complying with the school's Equality, Diversity and Inclusion Policy.

All students are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying.
- Understanding the ethos of the school and complying with the school's Equality, Diversity and Inclusion Policy.
- Reporting prejudice-related incidents.
- Understanding, valuing and celebrating diversity.
- Challenging stereotypes and prejudices.

Monitoring and Evaluating the Policy

The school will monitor and evaluate this policy by:

- *Training all staff & governors*
- *Consult students, parents and staff on how the policy is working and how it could be improved - especially through our Annual Stakeholder survey*
- *Monitor and review practice each term in line with our quality assurance framework*
- *Carry out impact assessments to evaluate practice*
- *Report to Governors - at Resources and Impact committees as well as at Full Governors' meetings*
- *Report to parents and students - newsletter and bulletins*

Breaches of this Policy

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

Ratified by the governing body:

Accepted on:

Due for review on:

Equalities Objectives

The Public Sector Equality Duty of the Equality Act 2010 requires schools to prepare and publish at least one equality objective.

Name of School: Kingsdown School **Date Objectives Set - September 2026**

Following an audit of equalities in our school, the governing body has agreed the following Equality Objectives:

Objective 1: *To embed a school culture of safety and respect, ensuring all feel secure and valued, thereby creating the foundational conditions for learning and well-being.*

Objective 2: *To continue to embed and foster a strong sense of belonging and connectedness where all are seen, valued and matter.*

Objective 3: *To embed a culture where we champion the success of every student by ensuring equitable access to high-quality, inclusive teaching (TEMPO), fostering high aspirations for all, and proactively closing attainment gaps for disadvantaged students and those with SEND.*