



**KINGSDOWN  
SCHOOL**

# **Equality information and objectives**

**September 2025**

**Annual review of objectives September  
2026**

**Full review due September 2029**

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## 1. Aims

Our school aims to meet its obligations under the public sector equality duty 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 Local Governing Body will:

- Ensure that the equality 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
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

The Resources Committee will:

- Discuss any issues (at relevant meetings) and how these are being addressed
- Ensure relevant Governors are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training where appropriate
- Report back to the Local Governing Body regarding any issues

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

Appropriate staff members, including the Business Manager, HR Manager and Assistant Headteacher (CHAsp) will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Raise and discuss any issues

- Support the Headteacher in identifying any staff training needs, and deliver/arrange training as necessary

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 school 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. Where this has been discussed during a meeting it is recorded in the meeting minutes.

#### **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality 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)
- 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
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

#### **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, 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

## 7. Equality considerations in decision-making

The school ensures it has due regard to equality 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 boys and girls

## 8. 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.*

### Why we have chosen this objective:

We've chosen this objective because a safe and respectful school environment is the fundamental foundation for learning and well-being. This objective shifts our focus from simply reacting to bullying incidents to proactively building a school-wide culture where every student feels secure and valued. By embedding a trauma-informed approach into our policies, we aim to address the root causes of conflict and promote healing and connection. This approach recognises that when students feel safe both physically and emotionally they are better able to engage in their education, form positive relationships, and thrive. Our ultimate goal is to create an environment where all students, regardless of their background or identity, can feel a genuine sense of belonging.

### To achieve this objective we plan to:

#### 1. Trauma-Informed Framework

The school will integrate the following principles into all practices and procedures:

- **Safety:** We will prioritize the physical and emotional safety of all students and staff, creating an environment where everyone feels secure, regardless of their background or identity.

- **Trust and Transparency:** We will build trust through open, transparent, and consistent communication and decision-making processes with both students and staff.
- **Peer Support:** We will create opportunities for students to support one another, fostering a sense of community and mutual respect through peer-led initiatives.

## **2. Curriculum and Education**

- **Dedicated Curriculum:** Our "BEATs" curriculum will deliver core values and character traits that build empathy and understanding.
- **Targeted Sessions:** We will deliver assemblies and tutor time sessions focused on topics such as anti-bullying, mental health awareness, and cultural competency.
- **Inclusive Content:** The curriculum will be designed to reflect diverse perspectives and promote inclusive practices, encouraging students to understand different cultures and experiences.

## **3. Student and Staff Engagement**

- **Student Voice:** Students will be empowered to contribute to and influence EDI initiatives through student-led groups, which will be regularly involved in reviewing policies related to behavior and school life.
- **Staff Development:** All staff will receive ongoing professional development on topics including unconscious bias, inclusive language, and trauma-informed practices to ensure a consistent and supportive approach across the school.

## **4. Monitoring and Accountability**

We will regularly monitor the effectiveness of this policy through:

- **Data Collection:** We will track and analyze incidents of bullying and discrimination.
- **Student Feedback:** We will use regular student surveys to gauge their sense of safety and belonging, ensuring our efforts are having a positive impact.

**Objective 2:** *We will foster a strong sense of belonging and connectedness where all are seen, valued and matter.*

**Why we have chosen this objective:**

This objective is a core component of our wider EDI mission to ensure all students feel a genuine sense of belonging. The concept of "belonging" is central to this, defined as "the extent to which students feel personally accepted, respected, included, and supported by others in the school social environment." A school where every student feels they can be part of the community and that they matter is one where they can thrive, both academically and personally.

**To achieve this objective we plan to:**

**1. Student Voice and Leadership**

- **Empowerment:** We will strengthen student leadership structures, to ensure students can actively influence EDI policies and initiatives. This action directly supports the principle of a trauma-informed approach by fostering collaboration and empowerment among students.
- **Feedback Mechanisms:** We will systematically collect feedback through surveys and focus groups to gauge students' sense of belonging, with a specific focus on different demographics to ensure all groups are included in our EDI efforts.
- **Peer-to-Peer Initiatives:** We will launch and support student-led groups, such as champions of change and here to hear, to champion belonging and promote an anti-bullying culture across the school. This is a direct application of the trauma-informed principle of peer support.

**2. Inclusive Extracurricular and Social Opportunities**

- **Expanded Offerings:** We will expand the range of extracurricular clubs using student voice and house activities to appeal to a wider range of student interests and identities, actively promoting them to all student groups.
- **Targeted Support:** We will proactively invite students who may feel isolated to participate in clubs and social groups, such as a lunchtime club to help them develop friendships and a sense of community. This is an explicit EDI practice to ensure every student feels seen and included.
- **Building Traditions:** We will plan and host repeated, positive school-wide events, such as cultural weeks, that build a collective sense of community and reinforce our EDI values.

**3. Celebration and Profiling of EDI**

- **Spotlight on Diversity:** We will regularly profile and celebrate the diverse backgrounds, cultures, and identities within our school community through assemblies, newsletters, and displays. This helps to create a visually and culturally inclusive environment where all students feel their heritage is valued. We will invite outside speakers from the community to develop all student understanding of our diverse school.
- **Diversified Curriculum Content:** We will review and actively diversify the curriculum across all subjects. This involves incorporating a wider range of global, cultural, and identity-based content into lessons to ensure all students see their experiences reflected in their learning and gain a broader understanding of the world.
- **Staff Training:** We will provide training for staff on how to foster positive relationships with students and recognize the importance of a trauma-informed approach in creating an environment where students feel safe and supported.

This is essential for ensuring that EDI principles are consistently applied across the school.

**Objective 3:** *To 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.*

**Why we have chosen this objective:** This objective is central to our commitment to EDI and is the foundation for our moral purpose as an educational institution. We believe that every student, regardless of their background or circumstance, is capable of achieving great things. This objective aligns with our legal duty under the Equality Act 2010 to advance equality of opportunity and remove barriers to success. By focusing on inclusive teaching practices, we ensure that every student's individual needs are understood and addressed. Knowing our students well is not just about pastoral care; it is a critical component of a trauma-informed approach to education, allowing us to recognize and respond to the specific needs of each learner. By reducing attainment gaps for our most vulnerable student groups, we ensure that our high aspirations for all translate into tangible, positive outcomes, thereby building a truly equitable and inclusive school community.

**To achieve this objective we plan to:**

### **1. High-Quality, Inclusive Teaching**

- We will implement and monitor a school-wide approach to quality first and inclusive teaching, called **TEMPO**. Which is consistently applied to benefit all learners. This commitment will be a core part of our professional development, ensuring all staff are equipped to deliver effective and inclusive lessons.
- **Know all our students well:** We will prioritise knowing all students well, recognizing this as the most powerful tool for student attendance, engagement and success in the classroom.
- **Quality Assurance:** We will monitor through our QA framework all areas of TEMPO and put in further CPLD and support for staff where necessary.

### **2. Knowing and Championing Our Students**

- **Personalised Support:** We will develop a culture where all tutors know every student well, beyond their academic data. That they can champion each tutee successfully.
- **High Aspirations for All:** We will actively champion and celebrate the success of all students, promoting high aspirations for their future destinations. We will ensure that careers and higher education guidance is inclusive and provides tailored support for students.

### **3. Targeted Support and Accountability**

- **Data-Informed Actions:** We will regularly analyse student progress data, with a specific focus on identifying and addressing any disparities in attainment for students with SEND and those who are disadvantaged through RSL meetings and line management. This data will inform targeted interventions and support programs.
- **Collaborative Practice:** We will strengthen our collaboration with external agencies and internal support teams to provide comprehensive, wrap-around



support for our most vulnerable students, ensuring that they have the resources they need to succeed.

- **Ongoing Monitoring:** We will provide regular progress reports to governors and stakeholders on our efforts to reduce attainment gaps, ensuring our work is transparent and that we remain accountable for the success of every student.

## 9. Monitoring arrangements

This document will be reviewed by The Local Governing Body at least every 4 years.

This document will be approved by the Resources Committee.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEN Policy

Signed

Emma Leigh-Bennett  
Headteacher

Date:

Signed

Chair of Governors

Date: