

# Kingsley Academy

# Equality Policy

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<b>Governor Approved by: All Governors</b>	

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## Aims

Kingsley Academy 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

Our academy aims to promote respect for difference and diversity in accordance with our values:

*At Kingsley Academy we believe that every child and young person in our care has the right to be understood and achieve their full potential. We are committed to ensuring a positive, safe and stimulating environment, where everyone is valued and where all our children and young people are able to communicate, achieve, enjoy their learning and be as independent as they can be.*

## 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](#).

## Roles and responsibilities

### The Governing Board

- 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
- 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
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training

## The Headteacher

- Promote knowledge & understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Identifying any staff training needs, and deliver training as necessary

## All Staff

- Are expected to have regard to this document and to work to achieve the objectives as set out in section 8
- Should record discriminative behaviours for pupils through the behaviour recording system & report any other acts of discrimination to a senior member of staff

## Eliminating discrimination

Kingsley Academy 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually through online training.

The curriculum has been designed to include specific teaching of diversity and tolerance.

## 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)
- Taking steps to meet the 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 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
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with protected characteristics, identifying any issues which could affect our own pupils

## 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 group meetings 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

## Equality considerations in decision-making

Kingsley Academy ensures it has due regard to equality considerations whenever significant decisions are made.

The academy 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

The academy keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions.

## Equality objectives

### Objective 1: Workforce analysis

To ensure that we have a workforce able to meet the full needs of the pupils and to ask any questions regarding protected groups.

Action	Who/when?	Success criteria & <i>Evaluation</i>
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Analysis of staffing regarding race, gender and disability as part of our Workforce Strategy.	Headteacher, Annually	<i>Report findings to the governing body</i>
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## Objective 2: Encourage ethnic minorities into the workforce

We wish to ensure there are staff able to act as role models, and offer insights, skills and opportunities for pupils with regards to culture and language.

Action	Who/when ?	Success criteria & Evaluation
1 additional point given in the interview process to those ethnicities underrepresented.	Ongoing	<i>Analysis to show representation from ethnic minorities enabling support &amp; role models for pupils from ethnic minorities.</i>

## Objective 3: Reasonable adjustments agreements

To formalise reasonable adjustments through a standardised agreement, to meet their needs better and ensure that any disadvantages they experience are addressed. This will also ensure transparency and fairness

Action	Who/when?	Success criteria & Evaluation
Hold meetings and agree reasonable adjustments for any staff member deemed to have a disability, using a standardised framework.	Headteacher with Assistant Head	<i>Have in place a reasonable adjustment agreement for all staff with disabilities.</i>

## Objective 4: Disability confident employer

We are committed to ensuring our young people strive to be employed and we have a duty to lead by example, ensuring we do not discriminate against people with a disability.

Action	Who/when?	Success criteria & <i>Evaluation</i>
Offer practical experiences to develop skills in students with potential route to employment in school	Headteacher, September 2025	<i>Students engaging as a part of working team.</i>

## Monitoring arrangements

The Headteacher will update the equality information we publish, as described in sections 4-7 above, at least every year.

This document will be reviewed by the Headteacher at least every 4 years.

This document will be approved by the Governing Board.

## Links with other Policies

This document links to the following policies:

- Accessibility plan
- Equality Impact Assessment
- Behaviour Policy