

Knighton Mead Primary Academy Equality Statement and Objectives:

Pupils

Version:	3.0
Last reviewed:	June 2025
Ratified by:	Board of Trustees
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Next review date:	April 2028

Revision History:

Version	Date	Author	Summary of Changes:
1.0	December 2019	EM	Trust template Equality Statement and Objectives
2.0	May 2024	SMcA	Reworded elements to make more succinct. Section 6 Eliminating Discrimination – specified staff refresher training occurs every 2 years. Section 10: Objectives – included examples of school equality objectives.
3.0	June 2025	RSm	Update equality objectives and link member of staff

1. Aims

1.1 Our school 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 opportunities for individuals with and without protected characteristics.
- Foster good relations among people across all protected characteristics, regardless of whether they share the same characteristics.

2. Scope

2.1 This policy is effective for all schools within The Mead Educational Trust, the Teaching School, the SCITT and all other activities under the control of the Trust and reporting to the Trust Board.

3. Legislation and guidance

3.1 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

3.2 This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3.3 This document also complies with our funding agreement and articles of association.

4. Roles and responsibilities

4.1 The Academy Council 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 Principal.
- Receive reports on the progress made towards achieving the school's equality objectives.

4.2 The equality link Academy Councillor is Jill Gray. They will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed.
- Ensure they are familiar with all relevant legislation and the contents of this document.

- Attend appropriate equality and diversity training.
- Report back to the academy council regarding any issues.

4.3 The Principal will:

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

4.4 The designated member of staff for equality (Ryan Earnshaw) will:

- Support the Principal in promoting knowledge and understanding of the equality objectives amongst staff and pupils.
- Meet with the equality link Academy Councillor every term to raise and discuss any issues.
- Support the Principal in identifying any staff training needs and deliver training as necessary.

4.5 School staff

- All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

5. Related documents

5.1 This document links to the following policies:

- Accessibility plan
- Risk assessment
- Anti-bullying policy
- SEND policy
- Equality and Diversity policy
- Whistleblowing policy

6. Eliminating discrimination

6.1 The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

6.2 Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

6.3 Staff and academy councillors 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.

6.4 New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year during the inset day introduction to the year.

7. Advancing equality of opportunity

7.1 As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Addressing or reducing disadvantages experienced by **pupils** due to their specific protected characteristic, such as disabilities or exposure to homophobic bullying.
- Implementing measures to accommodate the specific needs of **pupils** with certain protected characteristics (e.g. arranging for pupils to pray at prescribed times).
- Promoting full participation in all activities by **pupils** with particular characteristics (e.g. encouraging all pupils to engage in a variety of school societies/clubs).

7.2 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 **pupil** groups, e.g. declines in incidents of homophobic or transphobic bullying.
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

8. Fostering good relations

8.1 The school aims to foster good relations among people across all protected characteristics, regardless of whether they share the same characteristics 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.
- Conducting assemblies that address relevant topics, encouraging pupil leadership and participation, and inviting external speakers to enhance learning.
- Engaging with the local community by inviting local faith leaders to assemblies and organising school trips that explore local cultural and community resources.
- Promoting initiatives to address tensions among different pupil groups such as encouraging inclusive participation in school activities such as sports clubs and pupil leadership teams.
- Collaborating with parents to enhance understanding and appreciation of different cultures.
- Developing connections with experts and groups possessing specialist knowledge about specific characteristics to enhance and inform our school's approach.

9. Equality considerations in decision-making

9.1 The school ensures it has due regard to equality considerations whenever significant decisions are made.

9.2 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; and
- has equivalent facilities for boys and girls.

9.3 The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

10. Equality objectives

Objective 1: To ensure that our curriculum reflects the rich diversities of the UK, our local area and of our school to meet the needs of our children.

Why we have chosen this objective:

We are committed to ensuring our curriculum reflects the rich diversity of our school and community. This supports our inclusive ethos that *Everyone is Welcome*, promotes British Values, and upholds the Protected Characteristics.

To achieve this objective, we plan to:

- Audit and adapt our curriculum to better reflect the diversity of our school, local area, and the UK.
- Embed local and national cultural content into lessons across subjects.
- Celebrate a wide range of cultural events and religious festivals.
- Actively involve pupils, families and the wider community in sharing their cultural experiences.
- Use diverse and inclusive resources that reflect different backgrounds and identities.
- Provide staff training to support inclusive and culturally responsive teaching.

Progress we are making towards this objective:

- Curriculum audits have begun, with updates already made in key subjects.
- Pupils and families have engaged in events such as Black History Month and Eid celebrations.
- Classroom libraries and texts now better reflect a range of cultures and experiences.
- Staff have accessed CPD on inclusion and diversity in teaching.
- Pupil voice and community links are increasingly shaping our curriculum and school events.

Objective 2: To provide an environment that welcomes, protects and respects diverse pupils.

Why we have chosen this objective:

We are committed to creating an environment where every child feels welcome, safe and respected. Our school culture actively promotes inclusion, celebrates diversity, and protects pupils under the Equality Act and British Values.

To achieve this objective, we plan to:

- Review and update school policies, displays, and practices to reflect inclusive values.
- Deliver staff training on inclusive language, unconscious bias, and safeguarding of diverse pupils.
- Establish pupil voice groups (e.g. equalities council) to promote respect and understanding.
- Celebrate and educate about a range of cultural identities, religious beliefs, and family structures.
- Ensure behaviour and anti-bullying policies protect against discrimination and prejudice.

Progress we are making towards this objective:

- Staff training on diversity and inclusion delivered in the past term.
- Inclusive displays and resources now visible around school and in classrooms.
- Pupil groups (e.g. School Council) contributing to discussions on fairness and representation.
- Behaviour tracking includes incidents relating to Protected Characteristics, with appropriate follow-up.
- Events and assemblies continue to reflect cultural and religious diversity.

Objective 3: Have in place a reasonable adjustment agreement for all pupils with disabilities by July, to meet their needs better and ensure that any disadvantages they experience are addressed.

Why we have chosen this objective:

To ensure all pupils with disabilities are fully supported and able to access learning without disadvantage. This reflects our legal duty under the Equality Act and our moral commitment to equity and inclusion for every child.

To achieve this objective, we plan to:

- Identify all pupils with disabilities and review current support in place.
- Work with families, SENCO, class teachers and external professionals to agree reasonable adjustments.
- Document adjustments in a standardised format and share with all relevant staff.
- Review and update adjustments regularly in response to pupil needs.
- Ensure staff training includes awareness of reasonable adjustments and inclusive teaching strategies.

Progress we are making towards this objective:

- Audit of pupils with disabilities completed and ongoing discussions with families underway.
- Templates for reasonable adjustment agreements created and in use.
- SENCO leading review meetings with staff and external agencies.
- Staff CPD sessions planned on inclusive strategies and legal responsibilities.
- Implementation of TES Provision Map to support communication of SEND and also tailoring the best outcome plans for pupils.
- Early feedback from parents indicates increased confidence in support provided.

11. Monitoring arrangements

11.1 Knighton Mead Primary Academy will update the equality information we publish, at least every year.

11.2 This document will be reviewed at least every 4 years.

11.3 The Equality Statement and Objectives template will be approved by the Board on behalf of the Trust and the Principal the version completed on behalf of the school.