



Kingmoor SCHOOL

EQUALITY POLICY, OBJECTIVES & ACTION PLAN

2024 – 2025

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Date:	November 2024	Version No:	2
Proposed review date²:	November 2025		

KAHSC v2 – November 2024

¹The Governing Body/Academy Trust are free to delegate approval of this document to a Committee of the Governing Body, an individual Governor or the Head Teacher.

²Policy should be reviewed annually with objectives reviewed and republished every 4 years.

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision/Reviewed
1	Original	Sept 2023
2	Minor updates to include information on sexual and other forms of harassment and minor formatting	Nov 2024

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1. Introduction

Our school is inclusive; we focus on the well-being and progress of every child and we are committed to ensuring all members of our community are equally valued.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement.

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](#).

Our approach to equality is based on 7 key principles:

1. **All learners are of equal value.** Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
2. **We recognise, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
3. **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. **We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
5. **We observe good equality practices for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
6. **We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential.
7. **We work to raise standards for all pupils, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

2. The Equality Act and Public Sector Equality Duty

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils, staff or the wider school community or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also “protected characteristics” and although are not part of the school provisions related to pupils, would apply to staff and the wider school community.

The Act requires all public organisations, including schools, to comply with the Public Sector Equality Duty (PSED) and two specific duties:

The Public Sector Equality Duty or “general duty”. This requires all public organisations, including schools to:

- eliminate unlawful discrimination, harassment and victimisation;
- advance equality of opportunity between different groups;

- foster good relations between different groups.

Two “specific duties”. This requires all public organisations, including schools, to:

1. publish information to show compliance with the Equality Duty;
2. publish Equality objectives at least every 4 years which are specific and measurable.

Further information on how the Equality Act applies to schools can be found in the Department for Education document [Equality Act 2010: advice for schools](#).

3. Purpose of this Equality Policy

To comply with our legal duties under the Equality Act 2010 our Equality Policy describes how we are trying to systematically set and implement good practice in equality and diversity as follows:

- Develop and review the Equality Policy and our objectives with appropriate timescales for the future.
- Eliminate discrimination.
- Promote positive attitudes and eliminate harassment or victimisation related to any aspect of social identity or diversity.
- Promote equality of opportunity.
- Encourage participation by people with disabilities and people representing different aspects of social identity in public life.
- Take steps to take account of difference even where that involves treating some people more favourably than others.
- Take proportionate action to address the disadvantage faced by particular groups of pupils, employees, or other members of the school community like pupils’ parents or carers.

4. Links to other policies and documentation

Although this Policy is the key document for information about our approach to equality in line with the Public Sector Equality Duty, evidence of our commitment to our responsibilities under the Equality Act can also be found in our:

- Accessibility Plan
- Admissions procedures
- Behaviour Policy
- Governing body minutes
- Parent and pupil surveys
- Child Protection Policy and procedures
- Code of conduct for staff and other adults
- School performance data
- School website and newsletters
- Self-evaluation reviews
- SEND Policy
- School development plans

As a school we also collect the following information, broken down by race, religion or belief, sex, disability and, where relevant, sexual orientation, gender reassignment, pregnancy and maternity, marriage and civil partnership, and age:

- School admissions
- Pupil attainment and progress
- Prejudice-related incidents
- Sanctions (including suspension and exclusion)
- Staff recruitment and selection
- Promotions
- Professional development opportunities

The Equality Act also applies to schools in their role as employers, and the ways in which we comply with this are found in our Recruitment and Selection procedures.

5. Our school profile

Our School

At Kingmoor Nursery and Infant School we offer high quality teaching and excellent progress in a stimulating, caring learning community. We pride ourselves on being a friendly school where we have strong links with our families, outside agencies and local community.

Year groups work together in units and share planning and resources. We retain a “small-school family feel” that nurtures and supports all children while giving them access to the enriched experiences that only a larger school can offer. Each class is a vibrant exciting, learning centre where the children are challenged in a supportive, caring environment. Our teachers plan and deliver an engaging curriculum and maintain high expectations of themselves and others. We are proud of our school and the children’s academic and personal achievements.

We are proud to be part of Carlisle Schools Partnership (CSP) and this allows us to provide wider opportunities for our pupils eg school council events, joint sports, workshops etc. One of the many strengths of this partnership are the professional development opportunities we can offer jointly.

Pupils are encouraged to treat all people with respect and kindness; and in their relationships with one another, to treat each other as they themselves would like to be treated. Everything we do is underpinned by our ethos and Building Learning Power capacities.

We promote high standards and children’s individual uniqueness is valued.

We are proud to have excellent school facilities with bright classrooms and plenty of good quality outdoor spaces. The School has nine classrooms and a nursery unit. The facilities include a library, good ICT facilities, kitchen and a large school hall. Each classroom is well equipped to provide an excellent learning environment for our children and there are a number of breakout areas for small group work. We also have two playground areas, a playing field and a garden. This provides great potential to develop our Eco School provision. Our Nursery and Reception classes also have their own secure play areas.



Our Nursery forms a vital part of the school as it helps the children seamlessly move into school. We also provide popular extended services with breakfast and after school clubs and a holiday club as a service to the community.

The school is in very good condition and is maintained to a consistently high standard by our caretaker and site staff. We also have the benefit of a fully equipped kitchen and an excellent catering contractor, who through the experienced and friendly kitchen staff provide high quality, healthy meals. There is an efficient administrative team, including a school business manager, who also provide a friendly face to the parents.

At present there are 222 children in Reception and Key Stage 1 and 57 children in our Nursery. Overall we have 9% on Free School Meals, 9% who qualify for Pupil Premium and 8% with English as an Additional Language (EAL). 2% of nursery children are eligible for Early Years Pupil Premium. 24% of children are on the Special Educational Needs and Disabilities (SEND) Register. SEND provision is well developed with an experienced SENDCo coordinating staff who support the diverse needs of the children.

At Kingmoor Nursery and Infant School we provide 10 Specialist Resource Provision Places. These places are for children with Autism, Speech Language and Communication Needs and Social and Emotional Mental Health Needs. The council provide additional funding for the school to support these children. Some children already attending the school may be eligible for this additional support.

Pupils attending the RP are educated in some or all mainstream classes with other children in their year group. There are spaces in school ensuring they have quiet areas to use when they need it, or when they require some additional support outside of the classroom.

Resource Provision (RP) forms part of Cumberland's inclusion agenda and graduated response. RP is for those Children and Young People (CYP) who benefit from a mainstream school's learning and socialising aspects but require a more tailored curriculum. Our LA vision for Resourced Provisions is that they will consist of identified resourced areas within a mainstream school which clearly demonstrates an inclusive ethos with a community focus. A resourced provision is not necessarily a separate building with a unique identity. It may be a cluster of spaces within the school which will provide opportunities, depending on the type and extent of a child/young person's individual needs, targets and general development, for them to link into the activities and learning of mainstream classes as appropriate.

The Local Authority (LA) handles admissions to the school.. The school is on one level and is level throughout the building enabling access to wheelchair users. Our reception area is accessible to people with disabilities. We have a disabled toilet which also contains an adjustable changing bed for use by those pupils who need personal care whilst at school.

2% of our pupils have English as an additional language.

Information for parents and others is provided in verbal and written form and we offer it in alternative formats on request e.g. another language, braille etc.

Recruitment procedures are based on those provided by our LA with all advertising being processed through the Council HR and Advertising Team.

Note: If we do not provide actual figures in relation to pupils or staff from ethnic minorities or any other equality group with protected characteristics it is because they are a small number of people and we must maintain their privacy. We are also not required to collect any statistical data which we do not already collect routinely e.g. RAISE online and other data.

6. Planning to eliminate discrimination and promote equality

Our Equality Objectives Action Plan identifies what we will be doing over the coming year and beyond to make our school more accessible to the whole community, irrespective of background or need. We prepare this plan through consultation with key stakeholders including pupils, parents & carers, governors, staff, and others in the school community.

In order for us to assess and make reasonable adjustments and proportionate steps to overcome barriers that may impede some people, we also have an Accessibility Plan (published on the school website) which specifically focuses on how we will improve equality of access to:

- education for pupils with disabilities;
- work for employees with disabilities;
- work or a family life for visitors and other members of our school community;
- other user groups who access our building.

We publish them together because they overlap and we want to make sure we are meeting our duties to promote positive outcomes in relation to disability, and actions to address other social identities.

Progress towards our Equality Objectives and the Accessibility Plan is reported on regularly to the Governing Body and reviewed annually. We publish an updated Equality Information Report annually about diversity in our school and how we are doing against our Equality Objectives.

We take steps to ensure our Equality Information Report and our Objectives are understood and implemented by all staff and are published on the school website. They will be made available in different formats and in different languages on request to the school office.

In line with DfE guidance on what we must or should publish on the school website, we will consider collecting and publishing governing board members' diversity data so that such information is widely accessible to members of the school community and the public.

7. Advancing equality of opportunity between different groups

7.1 Disability equality

Our commitment to achieving equality of opportunity for pupils with disabilities, their families, school staff, and other school users has a number of objectives:

We will promote equality for people with disabilities by:

- removing barriers to the accessibility of education, employment, services, information and buildings;
- encouraging good practice by our partners by giving relevant advice or instructions;
- ensuring we take their needs into account when procuring goods and services from our providers;
- promoting positive images of people with disabilities;
- challenging patronising or discriminating attitudes;
- making the environment as safe as possible for and challenging antisocial or bullying behaviour against, or harassment of pupils, staff or other school users with disabilities.

We plan to increase access to education for disabled pupils by:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- increasing the inclusion of positive images of disabled people across the curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery of information to disabled pupils, to the standard of which is provided in writing for pupils who are not disabled;

We welcome the requirements of the disability equality duty and this section sets out our commitment to meeting the duty. Our Policy shows how we promote disability equality across all areas of the school, to disabled pupils, staff, parents, carers and other school users.

7.2 Racial equality and community cohesion

We recognise that people of Black, Asian and Minority Ethnic (BAME) origin experience discrimination based on colour, race, nationality, religion, and ethnic origin. Racial harassment and violence are the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities.

To ensure this school takes all necessary steps to prevent and tackle racial harassment and to help people of BAME origin live free from harassment, feel safe and enjoy and achieve throughout their education or working life at our school, we will take steps to:

- keep accurate records of all groups of faith or ethnicity, their backgrounds and needs and how we respond to them;
- encourage dialogue between different racial groups on the suitability of our educational provision;
- prevent racial discrimination, and promote equality of opportunity and good relations between members of different racial, cultural and religious groups;
- encourage pupils and their families of all ethnic groups to participate fully in all aspects of school life;
- use our support for the voluntary and community sector to promote good race relations;
- counter myths and misinformation that may undermine good community relations;
- ensure our staff and other adults working in our school, pupils and their families, as well as our partners and the wider community fully understand the principles of good race relations.

7.3 Sex and gender reassignment equality

We are committed to combating sex discrimination and sexism and promoting the equality of women, men, boys and girls.

We are also committed to ensuring the rights under the Equality Act of people undergoing gender reassignment (defined as applying to anyone who is proposing to undergo, is undergoing, or has undergone a process or part-process, for the purpose of reassigning their sex by changing physiological or other attributes). This means that in order to be protected under the Act, pupils or staff will not necessarily have to be undertaking a medical procedure to change their sex but must be taking steps to live in the opposite gender or proposing to do so. So far, the law has not acknowledged non-binary or genderless individuals, but we want to act appropriately to safeguard and include all members of our communities.

We will give due regard to the need to:

- eliminate unlawful discrimination, sexual harassment, harassment and victimisation on the grounds of sex or gender reassignment, including domestic violence, sexual violence, bullying, and exploitation;
- promote equality of opportunity between women and men in all our functions;

7.4 Religion and belief equality

This school recognises that people can face discrimination because of attitudes in society towards the religion, faith, or belief they hold or faith community they belong to. Faith-based hate crime has a character that is distinct from race-based hate crime. We also recognise that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility. We understand this means we must assess the impact that our policies, functions and procedures have on promoting equality for people based on their religion, belief or non-belief.

(Note: There are exemptions under equality law e.g. the content of the curriculum but not the delivery of it; for schools with a religious character (faith schools) in admissions; freedom to provide collective acts of worship for one religion and not another; or to include all pupils regardless of faith in learning about a religious celebration without unlawfully discriminating. Check you are applying them properly using DfE Guidance: ['The Equality Act and Schools'](#)).

7.5 Sexual orientation equality

This school is committed to combatting unlawful discrimination, sexual harassment, harassment and victimisation faced by people who are lesbian, gay, bisexual, transgender, or questioning (LGBTQ+) and we aim to ensure equality of opportunity in education, services, and employment.

We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia, challenge stereotyping and improve knowledge about LGBTQ communities, both inside the community and across wider society.

We are committed to taking a proactive approach to preventing all forms of homophobia in the school community and will assess the impact of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process.

7.6 Pregnancy and maternity equality

This school is committed to ensuring that staff who are pregnant or have recently given birth are protected from both direct and indirect discriminatory practices, disadvantage and unfavourable treatment. For more information please see [HR policies](#)

We are also committed to ensuring pupils are protected from discrimination as entitled if they:

- are or have been pregnant;
- have given birth and unfavourable treatment occurred within 26 weeks of and including the day of the birth;
- are breastfeeding and unfavourable treatment occurs within 26 weeks of the birth as above;
- experienced a still birth, as long as the pregnancy reached 24 weeks;

7.7 Equal opportunities for staff

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination, sexual harassment, harassment and victimisation in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

8. Roles and responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

8.1 The Governing Body

The Governing Body will:

- ensure our school complies with all relevant equalities legislation;
- undertake relevant and up-to-date training in relation to our equality duties;
- designate a governor with specific responsibility for the Equality Policy and action plan;
- draw up, publish and implement our school's equality objectives;
- establish our Equality Objectives Action Plan as part of our School Development Plan;
- support the Head Teacher in implementing any actions necessary;

- ensure people are not discriminated against when applying for jobs at our school on grounds of a protected characteristics (disability, race, sex, gender reassignment, sexual orientation, pregnancy & maternity, age, marriage & civil partnership, and religion or belief, including lack of belief).
- take all reasonable steps to ensure our school environment is accessible to people with disabilities, and strive to make school communications as inclusive as possible for parents, carers and pupils;
- welcome all applications to join our school, whatever a child's socio-economic background, race etc. is;
- ensure that no child is discriminated against whilst in our school because of their sex, disability etc.;
- inform and consult with parents, carers and the wider school community about the Policy;
- evaluate and review the information supporting the Policy annually;
- evaluate the objectives and action plan/school development plan at least every 4 years.

8.2 The Head teacher/senior leader responsible for equality

The **Head teacher** responsible for equality will take steps to ensure:

- staff and parents are informed about the Equality Policy, objectives and action plan;
- staff understand the broad legal definition of disability;
- the Policy is implemented effectively;
- they manage any day to day issues arising from the Policy whether for pupils, for our school as an employer or for our local community;
- staff have access to training which helps implement the Policy;
- they monitor the Policy, objectives and action plan and report to the Governing Body at least annually, on their effectiveness;
- the SLT are kept up to date with any developments which affect the Policy or action plan;
- appropriate support and monitoring is in place for all pupils and specific and targeted pupils under the Policy, with assistance from relevant agencies;
- all appointments panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;
- the principles of equal opportunity are promoted when developing the curriculum, respect for other people, and equal opportunities to participate in all aspects of school life;
- all incidents of unfair treatment and any incidents of bullying, discrimination, including racist incidents, are appropriately recorded and treated with due seriousness and in line with the Whole School Behaviour Policy and procedures;
- complaints of discrimination, sexual harassment, harassment, or victimisation are dealt with speedily and complainants are notified of the outcome and actions taken;
- appropriate action is taken according to who is being affected e.g. pupil, member of staff, volunteer etc. in the event of equality expectations not being met.

8.3 All staff: teaching, non-teaching and other adults involved with our school

All staff, both paid and unpaid are required to:

- understand and accept that equality is a whole school issue and support our Equality Policy and objectives;
- be aware of the Equality Policy and objectives and how they relate to them and their work;
- keep themselves up to date with relevant legislation and attend any training/information events;
- ask for support if they have questions or need training;
- ensure all pupils are treated fairly, equally (or equitably e.g. giving more or less support than to others to achieve the same aims), and with respect;
- strive to include materials that provide positive images, especially based on race, sex, and disability and that challenge stereotypical images;
- ensure that all pupils with a protected characteristic are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and our relationships with pupils, staff, parents, and the wider community;

- understand how to deal with incidents of concern, and how to identify and challenge bias and stereotyping;
- know our procedures for reporting incidents of racism, harassment, or other forms of discrimination.

8.4 Pupils

Pupils are expected, and will be supported, to:

- be involved in the development of the Policy to help them understand how it relates to them in an age or ability appropriate way;
- act in accordance with any relevant part of the Policy;
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and racially motivated incidents;
- help us ensure our peer support programme promotes understanding and supports pupils who are experiencing discrimination.

8.5 Visitors

All visitors to the school, including parents and carers, are expected to support our commitment to equality and comply with the duties set out in this Policy. We will provide guidance and information to enable them to do this. Information will be placed on the school website (see sample [PSED statement for school website](#)) and on parent information boards.

9. Disseminating, monitoring and reviewing the Policy

This Equality Policy along with the Equality Objectives and data is available:

- on the school website.
- as paper copies in the school office.
- in the staff handbook.
- on display for visitors, including parents and carers.

It can also be made available in other formats e.g. another language, or braille.

We update and re-publish our Equality Policy as necessary, our school profile and objectives annually to account for the September intake or staffing changes and how they affect diversity in school, and the action plan no less than every 4 years. We will also review our action plan in brief annually in light of any new objectives to ensure our longer-term goals remain relevant.

We publish copies of other relevant Policies and guidance, including those on behaviour, anti-bullying and special educational needs, on our school website.

10. Complaints

If a member of the public feels that they have suffered discrimination, harassment, or victimisation from this school because of their protected characteristic i.e. race (including nationality, ethnic group, regional or national origin), sex, gender reassignment, sexual orientation, age, marital or civil partnership status, pregnancy or maternity, disability, or religion or belief (including lack of belief), they should report it using our normal School's Complaints Procedure. For more information please see <https://www.kingmoorinfants.com/statutory-and-all-other-policies/>

Complaints by staff will be dealt with under the Grievance Procedure, as appropriate. For more information please see [staff policies on Network](#).

We take all complaints seriously and will take appropriate action to eliminate discriminatory behaviour.

We will monitor complaints to help establish whether we are meeting our equality duties and report regularly to the Governing Body about the nature of complaints made and action taken.

REFERENCED STATUTORY AND NON-STATUTORY GUIDANCE

The following statutory and non-statutory guidance was used in research and/or referenced in formulating this Equality Policy, Objectives and Action Plan:

- [UN Convention on the Rights of the Child](#)
- [UN Convention on the Rights of People with Disabilities](#)
- [Human Rights Act 1998](#)
- [The Equality Act 2010 and Schools \(UK Gov Department for Education\)](#)
- [Public Sector Equality Duty: Guidance for Schools \(Equality and Human Rights Commission\)](#)
- [The Essential Guide to the Public Sector Equality Duty \(EHRC\)](#)
- [Technical guidance on the Public Sector Equality Duty: England \(EHRC\)](#)
- [Sexual harassment and harassment at work: technical guidance \(EHRC\)](#)