



## King James's School Federation

### POLICY STATEMENT

# Equality Information and Objectives Policy

Policies last reviewed (date)	February 2026
Ratified by Governors (date)	February 2026
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Due for review by Governors (date)	February 2030
Staff Lead	Headteacher

MISSION STATEMENT:

Significant revisions since the last review:

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## Section 1: Rationale

The full implementation of the Equality Act 2010 in April 2011 removed the statutory requirement for schools to draft and publish specific equality schemes or policies. However, under the Public Sector Equality Duty, all schools and academies must publish equalities information and set clear objectives outlining how they will promote and uphold equality for all. These objectives should be reviewed at least once every four years. Although not legally mandated, it is highly advisable for schools and academies to formally establish their equality principles, ensuring a structured approach to fostering an inclusive and equitable environment.

At King James's School, we are committed to fostering community cohesion. All stakeholders share a collective vision of a school in which everyone feels valued. This commitment is reflected in our school culture, our curriculum, and our everyday practice. We value and celebrate the diversity within and beyond our community. Through respect, equality, and diversity, our community is strengthened.

## Section 2: Legal Framework

The school fully embraces its responsibilities under the Equality Act 2010 (the "Act") to eliminate discrimination, promote equality of opportunity, and foster diversity and positive relationships. This applies to age, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave, disability, race including colour, nationality, ethnic or national origin, religion or belief, sex and sexual orientation. We are committed to fulfilling our duty under the Education and Inspections Act 2006 to promote community cohesion. We acknowledge that these duties align with international human rights standards, as outlined 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.

## Section 3: Guiding Principles

In fulfilling our legal obligations, we are guided by [seven] key principles that apply to individuals with one or more protected characteristics under the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

## **Our Equality Principles**

### **Principle 1: All Learners Are of Equal Value**

We recognise that all learners, potential learners, parents, carers, staff, and members of our wider community have equal value, regardless of their protected characteristics.

### **Principle 2: We Recognise and Respect Differences**

Ensuring equality does not always mean treating everyone the same. Our policies, procedures, and activities must be non-discriminatory while also considering the diverse life experiences, backgrounds, and challenges individuals may face due to their protected characteristics.

### **Principle 3: We Foster Positive Attitudes, Relationships, and a Shared Sense of Belonging**

We aim for our policies, procedures, and activities to:

- Promote positive attitudes towards disabled people, encourage good relationships between disabled and non-disabled individuals, and ensure an absence of harassment.
- Encourage positive interactions, respect, and dialogue among different ethnic, cultural, religious, and national communities, preventing prejudice-related bullying and incidents.
- Support mutual respect and good relations between individuals of different genders and sexual orientations, ensuring an absence of sexual, homophobic, or ageist harassment.

### **Principle 4: We Observe Good Equality Practices in Staff Recruitment, Retention, and Development**

Our policies and procedures ensure fair and inclusive opportunities for all employees and potential employees, including in recruitment, promotion, and professional development, irrespective of their protected characteristics.

### **Principle 5: We Aim to Minimise and Remove Existing Inequalities and Barriers**

Beyond avoiding discrimination, we actively seek to remove or minimise existing inequalities and barriers that individuals may face due to protected characteristics, striving to maximise positive impact.

### **Principle 6: We Consult and Involve Widely**

We engage with diverse groups and individuals to ensure that those affected by policies and decisions are consulted and involved in the design and review of policies. Wherever possible, we seek input from individuals with different protected characteristics.

### **Principle 7: Society as a Whole Should Benefit**

Our policies and activities are designed to benefit society both locally and nationally by fostering greater social cohesion and encouraging broader participation in public life, particularly among individuals with protected characteristics. We recognise that the actions resulting from a policy statement such as this, are what make a difference.

## **Section 4: Public Sector Equality Duty**

We are committed to complying with the Public Sector Equality Duty and will actively:

- Eliminate discrimination and any other conduct prohibited by the Equality Act 2010.
- Advance equality of opportunity between individuals who share a protected characteristic and those who do not.
- Foster positive relationships between individuals with and without protected characteristics, promoting inclusivity and understanding across all groups.

We will ensure that due regard is given to the Public Sector Equality Duty when making decisions, implementing actions, and developing policies.

Every three years, we will develop and publish an action plan within the framework of their school improvement plan and school development plan. This plan will outline specific, measurable, and achievable equality objectives, aligned with both national and local priorities. In addition, we will maintain and review an accessibility policy.

We continuously review our equality objectives and provide an annual report on our progress towards achieving them.

### **Section 5: The Curriculum**

We regularly review each curriculum subject and learning area to ensure that teaching and learning align with the [seven] principles outlined in Section 4.

### **Section 6: Ethos**

We ensure that the principles outlined in Section 4 are embedded across all policies and practices, including but not limited to:

- Pupil/student progress, attainment, and achievement
- Personal development, welfare, and well-being
- Access to benefits, facilities, and services provided by the school
- Teaching styles, methods, and strategies
- Admissions and attendance
- Staff recruitment, retention, and professional development
- Pastoral care, guidance, and support
- Behaviour management, discipline, and exclusions
- Collaboration with parents, carers, and guardians
- Engagement with the wider community

### **Section 7: Addressing Prejudice and Prejudice-Related Bullying**

We are committed to opposing all forms of prejudice, including discrimination, harassment, victimisation, or any other conduct prohibited by the Equality Act 2010. We actively work to eliminate prejudice that obstructs our ability to fulfil our legal duties, as outlined in Sections 1-3, particularly in relation to:

- Disability and special educational needs
- Racism and xenophobia, including discrimination against religious groups and communities (e.g., antisemitism and Islamophobia) and marginalised groups such as Travellers, migrants, refugees, and asylum seekers
- Sexism, ageism, homophobia, biphobia, transphobia, and any other forms of gender-based discrimination

Policies and procedures provide clear guidance on how to identify, assess, record, and address incidents of prejudice-related behaviour.

We take our responsibility to report such incidents seriously and regularly provide data to the local authority on the number, nature, and severity of prejudice-related incidents in our schools, along with details of how they have been managed.

### **Section 8: Roles and Responsibilities**

The Governing Body are responsible for ensuring that all schools comply with equality legislation and that this policy, related procedures, and action plans are effectively implemented.

The Headteacher is responsible for:

- Implementing this policy across the school.
- Ensuring all staff understand their responsibilities and receive appropriate training and support.
- Taking prompt action in any cases of unlawful discrimination.

A senior member of staff holds day-to-day responsibility for coordinating the implementation of this policy.

All staff members are expected to:

- Foster an inclusive and collaborative ethos in their classrooms.
- Address any prejudice-related incidents that arise.
- Plan and deliver curricula and lessons that align with the principles outlined in

Section 4.

- Provide targeted support for students with English as an additional language (EAL).
- Stay informed about equalities legislation relevant to their role.

### **Section 9: Information and Resources:**

We ensure that this policy is communicated to all staff and governors and, where appropriate, to pupils, students, parents, and carers.

All staff and governors have access to a range of resources that explore equality, diversity, and community cohesion in depth, ensuring they are well-informed and equipped to uphold these principles.

### **Section 10 Religious Observance:**

We respect individuals of all faiths and none. We acknowledge and support the religious beliefs and practices of our staff, pupils, students, and parents, and will consider and accommodate reasonable requests related to religious observance and practice where possible.

### **Section 11 Staff Development and Training:**

We are committed to ensuring all staff, including support and administrative staff, receive appropriate training and professional development opportunities, both individually and as part of teams.

### **Section 12 Breaches of the Policy:**

Any breach of this policy will be addressed in line with school policies and handled appropriately by the Headteacher and governing body.

### **Section 13 Monitoring and Evaluation:**

We systematically collect, analyse, and utilise both quantitative and qualitative data to monitor the implementation and effectiveness of this policy, making adjustments where necessary.

In particular, we collect and evaluate data on achievement, broken down by:

- Disabilities and special educational needs (SEND)
  - Ethnicity, culture, language, religious affiliation, national origin, and national status
  - Gender
- Section

## **Section 14 Key Features of the Equalities Policy:**

This policy includes the following key features:

- The term ethnicity is used in preference to race or racial group, as it better reflects the intent of race relations legislation.
- References to religious affiliation and identity are included where appropriate.
- References to sexual orientation and challenging homophobia and ageism are explicitly included.
  - The duty to promote community cohesion is embedded throughout, particularly within the third of the [seven] principles.
- The language of this policy aligns with the specific duties required by the Equality Act 2010.

## **Section 15 Statement on Equality**

We operate with an ethos of deep respect for all individuals, rooted in the recognition of each person's inherent dignity. We reject all forms of hatred, injustice, and discrimination and uphold a culture of compassion, fairness, and equality.

We affirm that every individual has fundamental rights and freedoms that must be respected, protected, and promoted within our schools.

The Equality Act 2010 makes it unlawful to discriminate, harass, or victimise a pupil, student, or potential pupil/student (subject to specific exemptions, such as those applying to schools with a religious character) in relation to:

- Admissions
- Provision of education
- Access to benefits, facilities, or services
- Exclusions or any other detriment Protected Characteristics for Pupils and Prospective Pupils

It is unlawful to discriminate against any member or prospective member of our school community based on the following protected characteristics:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity Discrimination is also unlawful if based on association or perception—for example, treating a pupil unfairly because:
  - They are associated with someone who has a protected characteristic.
  - They are perceived to have a protected characteristic, even if that perception is incorrect.

To be read alongside the Accessibility Plan

## Equalities Objectives Action Plan and Annual Review 2025-26

The objectives are set in conjunction with the Equalities Policy, Accessibility Plan and School Development Plan. Objectives are reviewed half termly by the Senior Leadership and updates provided termly to the Governing Body.

	Objective	Rationale	Actions	Led by?	Timescales	Key Impact Measures
1	To challenge and reduce incidents of intolerant behaviour and promote a culture of mutual Respect	KJS should be safe, welcoming environment for all. Intolerant discriminatory language and behaviour, whilst rare in school are not tolerated. KJS needs to be proactive and reactive to ensure inclusion for all.	<p>Promote understanding of respect, equality and diversity through PD curriculum including assemblies</p> <p>CPD for staff to raise awareness and enhance processes for logging incidents on CPOMs</p> <p>Intervention for students who display intolerant behaviour</p> <p>Student Leaders to be involved in shaping PD curriculum and measuring its impact</p>	LB	<p>PD Curriculum review 2025-26</p> <p>LA Advisor review Autumn Term and through Safeguarding Review Spring Term</p>	<p>Safeguarding reports to Governing</p> <p>Body demonstrate a short-term spike in incidents as awareness is raised, but then a steady decline to represent impact of interventions</p> <p>Actions identified by Advisors completed as evidenced in their reports</p> <p>PD Curriculum 2026-27 represents changes</p> <p>RED Award from Red Kite progressed with and updates given to GB</p>
2	To close achievement gap by ensuring there is no significant difference in the progress made by different groups of students	Data both at school and national level demonstrates that some groups of learners, especially those with protected characteristics are at risk of underachievement. Direct action is required to mitigate against this risk	<p>Disadvantaged Strategy reviewed and cascaded to all stakeholders.</p> <p>Disadvantaged Strategy monitored and adjusted if necessary, through link governor visits and regular updates to Senior Leaders, Middle Leaders and our LA Advisor</p> <p>Learning cycle data is analysed, and direct action is taken to ensure that these groups of learners are monitored – intervention is planned and impact assessed where necessary</p>	SGI AKN PES	On-going in line with Learning Cycles, GB meetings and Policy Review cycles	Key performance indicators are used to monitor the impact – attendance, suspensions and attainment

	Objective	Rationale	Actions	Led by?	Timescales	Key Impact Measures
			<p>Year 11 Action Plan puts key groups of students at the centre of all actions</p> <p>CPD for teaching staff shares EEF strategies to support vulnerable learners – See SDP and CPD programme</p> <p>Quality Assurance activities monitor the impact of the above actions</p>			
3	To promote mental health awareness and develop appropriate interventions where necessary	<p>Marginalised groups who fall under protected characteristics can be more vulnerable to mental health struggles and may be less able to access mental health support – we want to respond to this and remove any potential barriers</p> <p>Young people are increasingly reporting to us that they are struggling with their mental health – as a result their attendance is impacted and achievement hindered</p> <p>As a school it is therefore incumbent upon us to have a growing understanding and awareness of mental health and wellbeing</p>	<p>Review Personal Development Curriculum to explicitly teach young people strategies to support their mental health and wellbeing</p> <p>Create a culture where it is “Ok to not be ok” through assemblies and PD curriculum</p> <p>Seek external sponsorship to fund an additional mental health practitioner – recruit external provider – re-establish referral processes and interagency working</p>	AKN MBN LHO LBK	<p>PD Curriculum Review completed for relaunch September 2026</p> <p>On-going</p> <p>Sponsorship – Autumn Term Recruitment and start date – Spring Term Review Date 1 – Summer Term</p>	<p>CPOMS logs demonstrate a growing understanding and awareness of mental health issues</p> <p>PD Schemes of Learning</p> <p>Key performance measure for individual cases shows that intervention leads to increased attendance and attainment</p>