



**Kenilworth Primary School**

**Equality Scheme**

**January 2025 – January 2026**

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Reviewed: January 2025

Next Objective Review: January 2026

## 1 Vision and Values

### Our school's vision statement is:

'To support children to succeed academically and be happy, confident, resilient individuals, who are able to embrace the challenges of modern life.'

Underpinning our school vision is our school values:

- Empathy
- Self believe.
- Moral Courage
- Resilience
- Kindness
- Respect

*To achieve our school vision we will take into account the following guiding principles:*

### **Principle 1: Everyone is of equal value.**

We provide equal opportunities for all stakeholders however this does not always mean providing the same provision for every pupil or treating all our stakeholders the same.

Our policies procedures and activities consider the cultural capital of all our pupils. Taking into account any barriers and disadvantages that people may face.

- Disability, so that adjustments are made where necessary
- Ethnicity, so that different cultural backgrounds are recognised.
- Stakeholders ethnicity, culture, national origin or national status.
- Gender and gender identity.
- Religious or non-religious affiliation or faith background.
- Sexual identity.

### **Principle 2: We recognise and respect difference.**

Treating people equally (Principle 1 above) does not necessarily involve treating everyone the same. Our policies, procedures and activities do not discriminate but take into account of differences of life experiences, outlook and background and barriers that people may face. Particularly in relation to

- Disability, so that reasonable adjustments are made.
- Ethnicity, so that different cultural backgrounds are recognised.

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- Gender, so that the different needs and experiences of boys, girls, women and men are recognised.
- Religion or belief
- Sexual Identity

**Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.**

We intend that our policies, procedures, and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual harassment and harassment based on sexual orientation.

**Principle 4: We observe good equalities practice in staff recruitment, retention and development.**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin, or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.
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**Principle 5: We aim to reduce and remove inequalities and barriers that already exist.**

in addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural, and religious backgrounds
- girls and boys, women, and men.

### **Principle 6: We consult and involve widely.**

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural, and religious backgrounds
- both women and men, and girls and boys
- people of all sexual orientations and preferences: LGBT (Lesbian, Gay, Bisexual and Transgender) community.

### **Principle 7: Society should benefit.**

We intend that our policies and activities should benefit society, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural, and religious backgrounds
- both women and men, girls, and boys
- people of all sexual orientations and preferences: LGBT (Lesbian, Gay, Bisexual and Transgender) community.

### **Principle 8: We base our practices on sound evidence.**

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

### **Principle 9: Objectives**

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7). The objectives which we identify consider national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

## **2. School Context**

The characteristics of our school

- The school's ethos is fully inclusive living out the principals above.
- There is a strong community feel throughout the school.
- The school is well regarded with a strong reputation in the community for supporting children's wellbeing in a nurturing environment.
- The school appointed a new headteacher in January 2021 to lead these changes.
- The school draws children from a wide range of socio economic and ethnic backgrounds.

## **3. Legal Background**

### **The Equality Act 2010**

The Equality Duty is set out in section 149 of the act. It replaces the three previous public sector equality duties-for race, disability and gender and covers the following protective characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and Civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

We ensure that we have due regards to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the act.
- Advance equality of opportunity between people who share a characteristic and those that do not.
- Foster good relations between people who share a characteristic and those that do not.
- At Kenilworth we abide by a number of principles that are set out within our aims.
- The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED). The specific duties require schools to:
  - Publish annually information quantitative and qualitative, showing compliance with the Public Sector Equality Duty (PSED) set out in section 149 of the Equality Act 2010.
  - To review and set our equality objectives regularly and as often as is necessary. Specific measurable equality objectives will further the aims of the equality duty within the organisation.
  - We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7). The objectives which we identify take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

Kenilworth is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

### Protected Characteristics

The Equality Act 2010 protects pupils and staff from discrimination and harassment based on protected characteristics. The protected characteristics for school provisions are:

- Age (for staff only)
- Disability

- Ethnicity and race
- Gender
- Gender identity and reassignment
- Pregnancy, maternity and breast feeding.
- Religion and belief
- Sexual orientation

At Kenilworth Primary School we implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum.
- improving the physical environment of schools to enable disabled pupils to take better advantage of:
- education, benefits, facilities, and services provided.
- Improving the availability of accessible information to disabled pupils.
- Ensuring that pupils or staff can access all areas of the school

### Community Cohesion

Community Cohesion supports good practice in educating pupils/students about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum.

Kenilworth Primary School is committed to acting on equality and we work hard to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action.

We are committed to following DfE guidance in providing:

- Teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them.
- Lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping.
- A programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits, and meetings with members of different communities.
- Support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English.

#### **4: Roles and Responsibilities and Published Information**

##### Commitment to implementation

The Governing Body, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme. The Headteacher, Fiona Ajose and the Chair of Governors Rod Woodhouse retains overall responsibility for ensuring that the action plan is delivered effectively. There will be an annual report on equality and diversity to the Governors Body presented by the Headteacher, Fiona Ajose. All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

##### Commitment to review

The school equality scheme will be aligned with the School Development Plan. Its implementation will be monitored within the school's self-evaluation and other review processes. We will publish information through the school website.



<b>Governors Will</b>	
Policy Development	<ul style="list-style-type: none"> <li>• Provide leadership and drive for the development and regular review of the school's equality and other policies.</li> </ul>
Policy Implementation	<ul style="list-style-type: none"> <li>• Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies.</li> <li>• Highlight good practice and promote it throughout the school and wider community.</li> </ul>
Behaviour	<ul style="list-style-type: none"> <li>• Provide appropriate role models for all managers, staff, and pupils.</li> <li>• Congratulate examples of good practice from the school and among individual managers, staff, and pupils.</li> <li>• • Ensure a consistent response to incidents, e.g., bullying cases and racist incidents.</li> </ul>
Public Sector Duties	<ul style="list-style-type: none"> <li>• Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)</li> </ul>

<b>Headteachers and Senior Staff Will:</b>	<ul style="list-style-type: none"> <li>● Initiate and oversee the development and regular review of equality policies and procedures</li> <li>● Consult pupils, staff and stakeholders in the development and review of the policies</li> </ul>
Policy Development	
Policy Implementation	<p>Ensure the effective communication of the policies to all pupils, staff, and stakeholders.</p> <ul style="list-style-type: none"> <li>● Ensure that managers and staff are trained as necessary to carry out the policies</li> <li>● Oversee the effective implementation of the policies</li> <li>● Hold line managers accountable for effective policy implementation</li> </ul>
Behaviour	<ul style="list-style-type: none"> <li>● Provide appropriate role models for all managers, staff, and pupils</li> <li>● Highlight good practice from departments, individual managers, staff, and pupils</li> <li>● Provide mechanisms for the sharing of good practice</li> <li>● Ensure a consistent response to incidents, e.g., bullying cases and racist incidents</li> </ul>
Public sector duties	<p>Ensure that the school carries out its statutory duty effectively</p>

<b>Line managers will:</b>	<ul style="list-style-type: none"> <li>● Respond to consultation requests by creating opportunities for children and staff to share their comments, suggestions, and feedback, ensuring that all voices are heard</li> </ul>
Policy Development	
Policy Implementation	<ul style="list-style-type: none"> <li>● Implement the school's equality scheme, holding staff accountable for their behaviour and providing support</li> <li>● Be accountable for the behaviour of children</li> <li>● Use informal and formal procedures as needed</li> </ul>
Behaviour	<ul style="list-style-type: none"> <li>● Behave in accordance with the school's policies, leading by example</li> <li>● Respond appropriately to the behaviour of children and staff and individuals (praising/challenging as necessary)</li> </ul>
Public Sector Duties	<ul style="list-style-type: none"> <li>● Contribute to managing the implementation of the school's equality scheme</li> </ul>

<b>All Pupils and Students Will</b>	<ul style="list-style-type: none"> <li>● Contribute to consultations and reviews through PSHE lessons and questionnaires etc.</li> <li>● Raise issues with their teachers which could contribute to policy review and development</li> </ul>
Policy Development and Implementation	
Behaviour	<ul style="list-style-type: none"> <li>● Behave with respect and fairness to each other, to the teachers and support staff and to parents and visitors in the spirit of the school's vision and ethos</li> <li>● Implementation of Zones of Regulation to support behaviour.</li> </ul>

<b>All parents/carers will be encouraged to</b>	<ul style="list-style-type: none"> <li>● Contribute to consultations and reviews</li> <li>● Raise issues with school staff which could contribute to policy review and development</li> <li>● Discuss the school's current equality policy and procedures</li> </ul>
Policy Development and Implementation	
Behaviour	<p>Support the school in its efforts to ensure that behaviour and attitudes are always appropriate and in the best interests of all the children.</p> <p>Behave with respect and fairness to other adults in the playground, to staff and to all children.</p> <p>Be thoughtful and polite in their communication towards the staff.</p>

## **Commitment to our equality scheme**

Commitment to publish information annually or on request and provide access to our equality scheme.

Kenilworth Primary School is committed to sharing information about our equality scheme. We will publish information annually and copies of this document and related material will be available on the school website.

### **5: Engagement**

The interests of all stakeholders Kenilworth Primary School have been considered and incorporated into this scheme in accordance with all statutory duties and legislative requirements.

As part of a continually developing process, the senior leadership team and Governing Body at Kenilworth Primary school encourage its stakeholders to provide input and feedback at any time. We welcome the participation and involvement of people from broad and diverse backgrounds and of different abilities.

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community.

We have welcomed the participation and involvement of people from broad and diverse backgrounds and of different abilities.

Vulnerable pupils are supported in expressing their views and participating fully in school life by making the following reasonable adjustments:

Presenting information visually

Supporting opinion through discussion with peers and adults

Providing a supportive framework for discussion

Establishing a culture of respect where all opinions are listened to and considered.

Ensuring participation and involvement from all children by overcoming any barriers

A Consultation on the Equality Scheme will be carried out in the summer term to take into consideration the views of all stakeholders.

Events at school (e.g., assemblies, harvest festival, visitors) and school trips (e.g., to local synagogues and churches) explore different cultures and promote understanding of different religions.

When deciding what to do to tackle equality issues, we will consult and engage both with people affected by our decisions - parents, pupils, staff, members of the local community – and with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special

interest organisations. Evidence of this engagement will be included in the published material showing how the duty has been addressed.

Any queries or comments relating to this Scheme should be made via the school office or directly to the head teacher.

## **6.Using information – Equality Impact Assessment, Data and Other Information**

Equality Impact Assessment (EQIAs)

EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. It is a way to ensure we meet diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability, and gender.

We use various data to help us analyse the effects of our policies on protected groups.

- Analyse data for the attainment of different groups
- Incident reports and the accident book
- Qualitative surveys and questionnaires
- Self-Evaluation through the SEF
- We conduct student voice activities such as anti-bullying questionnaires.

The Local Authority supports the school's self-evaluation about the equality agenda and helps us to identify our strengths and those areas requiring action.

## **7.Our Equality Objectives:**

- To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in data that require additional support for pupils.
- To champion vulnerable learners and drive progress and attainment for all groups of pupils.
- To promote cultural development and understanding through a rich range of experiences both in and beyond school.
- To monitor levels of parental and pupil engagement in learning and in school life and promote equality and fairness and give children all the chance to succeed.

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