



Knuzden St Oswald's C of E Primary Academy Equalities Policy 2025-2026

This policy outlines the commitment of Knuzden St Oswald's C of E Primary Academy to promoting equality of opportunity and fostering a positive, inclusive environment for all students, staff, parents, and visitors, in line with the **Equality Act 2010** and our Christian ethos.

1. Our Commitment

As a Church of England school, our commitment to equality is rooted in the Christian belief that every person is made in the **image of God** and is of **equal and intrinsic value**. We are dedicated to eliminating discrimination, advancing equality of opportunity, and fostering good relations across all protected characteristics.

We will actively work to ensure that all members of our school community are:

- **Treated fairly and with respect.**
- Given **equal opportunities** to achieve their potential.
- Encouraged to develop a sense of belonging and respect for diversity.

2. Legal Framework: Protected Characteristics

We adhere to the duties set out in the **Equality Act 2010**. We will not tolerate discrimination, harassment, or victimisation related to the following **nine protected characteristics**:

1. **Age** (in relation to staff).
2. **Disability** (including physical, sensory, and learning disabilities, and mental health issues).
3. **Gender reassignment**.
4. **Marriage and civil partnership** (in relation to staff).
5. **Pregnancy and maternity**.
6. **Race** (including colour, nationality, and ethnic or national origins).
7. **Religion or belief** (including lack of belief).
8. **Sex** (gender).
9. **Sexual orientation**.

3. Key Principles and Aims

3.1 Eliminating Discrimination

- We will ensure that our practices, procedures, and curriculum do not discriminate, either directly or indirectly, against any individual or group on the basis of a protected characteristic.
- We will promptly and effectively address all reported incidents of discrimination, harassment, or victimisation in accordance with our **Behaviour Policy** and **Staff Code of Conduct**.

3.2 Advancing Equality of Opportunity

- **Curriculum:** We will provide a curriculum that is broad, balanced, and inclusive, reflecting the diversity of our school and the wider community. It will promote mutual respect and understanding of different cultures, faiths, and lifestyles.
- **Attainment:** We will monitor the attainment and progress of students by protected characteristic (where appropriate and relevant) to identify and address any potential gaps or barriers to learning.
- **Accessibility:** We will implement our **Accessibility Plan** to improve access to the curriculum, the physical environment, and the provision of information for students and staff with disabilities.

3.3 Fostering Good Relations

- We will actively promote mutual respect and tolerance between people from different backgrounds through our **collective worship**, **Religious Education (RE)**, **Personal, Social, Health and Economic (PSHE)** education, and school-wide events.
- We will challenge prejudice and stereotyping whenever it occurs.
- We will encourage students to value and celebrate diversity within the school and local community.

4. Responsibilities

Role	Key Equalities Responsibilities
Governing Body	Approves the Equalities Policy and monitors its implementation and impact across the school. Ensures the school meets its public sector equality duties.
Headteacher	Champions equality, ensures staff are trained, and implements the policy effectively across all aspects of school life. Acts as the lead contact for serious equality concerns.

All Staff	Treats all members of the school community with dignity and respect. Models inclusive behaviour and challenges discriminatory language or actions. Implements the policy in their daily practice.
Students	Are expected to follow the Behaviour Policy and treat others with respect, regardless of their differences.
Parents/Carers	Are encouraged to support the school's commitment to equality and diversity and to raise any concerns with the school leadership.

5. Review and Publication

- This policy will be reviewed by the **Governing Body** every year or as required in response to changes in legislation or school context.
- The review process will involve the analysis of equality data and feedback from the school community.
- This policy, along with our **Equality Objectives**, will be published on the school website.

6. Dealing with Concerns

Any member of the school community who feels they have been treated unfairly or discriminated against should report the matter immediately:

- **Students:** To their Class Teacher or any trusted member of staff.
- **Parents/Carers:** To the Class Teacher or Headteacher.
- **Staff:** To the Headteacher or Chair of Governors.

All concerns will be dealt with seriously, sensitively, and confidentially in accordance with the school's relevant complaints or disciplinary procedures.

Objective 1: Advancing Equality of Opportunity in Attainment

Goal: To close the attainment gap between specific groups (e.g., pupils with Special Educational Needs and Disabilities (SEND), those eligible for Pupil Premium (PP), and specific ethnic or gender groups) and their peers across core subjects (Reading, Writing, and Maths) by the end of Key Stage 2.

Action / Measure	Responsibility	Success Criteria (by [Date, e.g., July 2028])
A. Targeted Support	SENCO, Class Teachers	The percentage difference in attainment between PP/SEND pupils and non-PP/non-SEND peers is reduced by 10% across all core subjects.
B. Data Monitoring	Headteacher, Data Lead	Termly monitoring and reporting to Governors demonstrates the positive progress of all identified groups.
C. Training	SLT	Staff will receive ongoing training on adaptive teaching and inclusive teaching strategies.

Objective 2: Eliminating Discrimination and Improving Accessibility

Goal: To ensure the school environment and access to the curriculum are fully inclusive for all pupils, especially those with disabilities, and to ensure all discriminatory incidents are logged and appropriately addressed.

Action / Measure	Responsibility	Success Criteria (by [Date, e.g., July 2028])
A. Physical Accessibility	Site Manager, Headteacher, School Business Manager, Governors	All high-priority physical barriers identified in the school's Accessibility Plan (e.g., access ramps, accessible toilet provision) are completed or progress is demonstrably underway.

B. Anti-Bullying/Discriminatory Incidents	Headteacher, DSL	The number of recorded incidents of discrimination (based on protected characteristics) reduces year-on-year. Reported incidents are investigated in a timely manner.
C. Information Access	Office Manager	All key school communications (e.g., newsletters, policies) are made available in accessible formats upon request (e.g., translated, larger print). Class Dojo enables information to be translated into a parents chosen language.

Objective 3: Fostering Good Relations and Promoting Respect for Diversity

Goal: To strengthen pupils' understanding of, and respect for, different faiths, cultures, and family structures, aligning with our commitment to valuing every person.

Action / Measure	Responsibility	Success Criteria (by [Date, e.g., July 2028])
A. Curriculum Audit	Curriculum Lead, RE Lead	A full audit of the PSHE and RE curriculum confirms sufficient coverage of local, national, and global diversity (including different faiths, cultures, and challenging stereotypes).

B. Collective Worship/Assemblies	Collective Worship Lead	At least three assemblies/acts of collective worship per term specifically focus on a theme of respect, tolerance, or understanding a protected characteristic.
C. Pupil Voice	PSHE Lead, Class Teachers	Pupil surveys are conducted annually to demonstrate the proportion of pupils who feel their school promotes understanding and respect between different groups.

Date Set/Adopted: December 2025

Date for Full Review and Renewal: [December 2026]