

Equality information and objectives

King's Academy Northern Parade School



Approved by:

Date:

Last reviewed on:

November 2025

Next review due by:

November 2027

Contents

1. Aims.....	2
2. Legislation and guidance.....	2
3. Roles and responsibilities.....	2
4. Eliminating discrimination.....	3
5. Advancing equality of opportunity.....	3
6. Fostering good relations.....	4
7. Equality considerations in decision-making.....	4
8. Equality objectives.....	4
9. Monitoring arrangements.....	6
10. Links with other policies.....	6

Aims

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 opportunity between people who share a protected characteristic and people who do not share it
- › Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Legislation and guidance

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

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

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

Roles and responsibilities

The governing board 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
- › Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- › Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Hugh Whitaker. They will:

- › Meet with the designated member of staff for equality every year, and other relevant staff members, to discuss any issues and how these are being addressed
 - › Ensure they're familiar with all relevant legislation and the contents of this document
 - › Attend appropriate equality and diversity training
 - › Report back to the full governing board regarding any issues The headteacher will:
 - › Promote knowledge and understanding of the equality objectives among staff and pupils
 - › Monitor success in achieving the objectives and report back to governors
- The designated member of staff Emily Kingdon for equality will:
- › Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
 - › Meet with the equality link governor every term to raise and discuss any issues.
 - › Support the headteacher in identifying any staff training needs, and deliver training as necessary
- All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

Eliminating discrimination

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

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

Staff and governors 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

Advancing equality of opportunity

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

- › Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- › Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- › Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

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 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

Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it 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 (PDL 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
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

Equality considerations in decision-making

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

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
- Has equivalent facilities for boys and girls

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.

Equality Objectives

Objective 1

Reduce the small number of prejudice incidents by 10% recorded on My Concern from September 2025 – September 2026

Why we have chosen this objective:

In order that all pupils develop a good understanding of diversity and equality and as a result develop positive relationships with peers.

To achieve this objective we plan to:

Teach children about equality and diversity primarily through our PDL, SRE curriculum and

MyHappymind modules.

Collate the present number of incidents, looking for patterns in year groups / groups of pupils which require targeted education.

Further embed my Happymind throughout the school. For example the module "Appreciate" which will help children get

into the habit of gratitude.

Provide weekly opportunities for children to celebrate strengths of themselves and others through PDL and myHappymind modules.

Review PDL and SRE curriculum to ensure programmes are planned and delivered effectively.

Desired outcome:

Children will complete myHappymind journals.

A reduction in number of prejudice incidents recorded on My Concern by 10%.

Pupils can articulate a knowledge and understanding of diversity, equality and the habit of gratitude.

All children can identify their own character strengths, celebrate these and recognise when they and others have used them.

Children appreciate that we are fully inclusive and children in our school are all treated equally.

Objective 2

To use the Pupil Premium Strategy to effectively close the gap in attainment between PP pupils and Non-PP pupils in Reading, Writing and Maths from September 2025 – September 2026

Why we have chosen this objective:

In order that all children can achieve To achieve this objective we plan to:

Set targets for PP pupils through the Pupil Premium Strategy.

Rigorously monitor pupils' and groups of pupils' progress and attainment and draw lines of enquiry for investigation at Pupil Progress Meetings.

Rigorously monitor the attendance of PP pupils and put in place measures to improve attendance or remove barriers to learning.

Ensure that PP pupils not yet working at age-related expectation access additional support through quality first inclusive teaching and intervention and rigorously monitor the impact of this intervention.

Desired outcome:

The gap in attainment has closed between PP pupils and Non-PP pupils in Reading, Writing and Maths.

Objective 3

To ensure that the development of the curriculum is fully inclusive of people of different ethnicities, religions, sexual orientation, disabilities and genders (including trans people).

Why we have chosen this objective:

In order that all children will see positive representations and be equipped for recognising and celebrating the importance of cultural diversity.

To achieve this objective we plan to:

Ensure that all subjects show and celebrate representation from all groups by detailing these in curriculum maps and subject curriculum overviews.

To continue embedding SCARF

To have special assemblies and event days to celebrate diversity and equality.

Propose and consult with all stakeholders the "No outsiders program"

To ensure that teaching resources including corridor and classroom displays show positive representations of different groups.

Objective 4

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective:

In order that our recruitment process fulfil legal requirements. To achieve this objective we plan to: Provide training for all staff and Governors involved in recruitment and selection on equal opportunities and non-discrimination.

All staff and Governors in the recruitment process are able to explain how equal opportunities is embedded in their practice during the selection process

Progress we are making towards this objective:

Monitoring arrangements

The governing body and headteacher will update the equality information we publish at least every year. This document will be reviewed by governing board and headteacher at least every 4 years. This document will be approved by governing board.

Links with other policies

This document links to the following policies: > Accessibility plan