



KINGS PARK SCHOOL

PUPIL EQUALITY, EQUITY, DIVERSITY AND INCLUSION POLICY

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POLICY OWNER	HEADTEACHER
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SIGNED

HEADTEACHER

SIGNED

KPS CHAIR

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Statement of intent

Kings Park school understands that, under the equality act 2010, all schools have a duty to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality between different groups.
- Foster good relations between different groups.
- Promote mental health and wellbeing.

Our school's overall values are underpinned by our statutory duties under the equality act 2010. We are dedicated to ensuring that every pupil receives an education that offers them the best chance at fulfilling their potential, and to promoting mental wellbeing amongst our pupils. We are committed to supporting and celebrating all pupils' individual identities. We have developed this policy to provide a clear framework for how we will achieve our school's aims.

Kings Park school's demographic state is linked to our overall aims for achieving equality. Specifically, our pupils will have SEND and we aim to:

1. Promote inclusion: ensure our pupils are fully included in all aspects of school life through adapted curriculum, teaching, and extracurricular activities.
2. Equal access to education: provide differentiated instruction, assistive technologies, and clear pathways for transitions, ensuring our pupils have equal learning opportunities.
3. Raise achievement: address barriers to learning and provide targeted support to help our pupils reach their full potential through monitoring and personalised interventions where required.
4. Foster positive attitudes: create an inclusive environment free from discrimination by raising awareness, challenging stigma, and celebrating the achievements of our pupils.
5. Support well-being: provide social and emotional support through counselling, coaching, peer mentoring, and social skills training to ensure our pupils' well-being.
6. Professional development: equip staff with ongoing training and knowledge to effectively support our pupils through collaborative and inclusive teaching practices.

7. Collaborate with parents and partners: build strong partnerships with parents and external agencies to provide holistic support for our pupils.
8. Monitor and evaluate regularly: assess the effectiveness of send support strategies and gather feedback to refine practices and improve outcomes.

This approach ensures that our pupils receive equal opportunities and support in their education, fostering an inclusive and supportive school environment.

To achieve our aims, we will adopt the following methods:

- Embedding equality within teaching and resources
- Using key data indicators to understand the needs and characteristics of our school
- Promoting community cohesion
- Promoting parental engagement
- Investing in regular staff training
- Using key data, such as measures of wellbeing, to monitor the progress of pupils with protected characteristics
- Regularly reviewing our policy to ensure it reflects current trends and issues

1.0 LEGAL FRAMEWORK

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Human Rights Act 1998
- The Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018

This policy has due regard to statutory and good practice guidance, including, but not limited to, the following:

- DfE (2014) 'The Equality Act and schools'
- DfE (2018) 'Promoting the education of looked after children and previously looked after children'
- DfE (2018) 'Gender separation in mixed schools'
- DfE (2018) 'Equality Act 2010: advice for schools'
- DfE (2018) 'Mental health and wellbeing provision in schools'

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy
- Attendance and Absence Policy
- Relationships, Sex and Health Education (RSHE) Policy
- School Uniform Policy
- Admissions Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy

2.0 ROLES AND RESPONSIBILITIES

The proprietor board will:

- Be responsible for ensuring the Kings Park School complies with the appropriate equality legislation and regulations.
- Take all reasonable steps to ensure pupils and potential pupils will not be discriminated against, harassed or victimised in relation to:
 - Admissions.
 - The way the school provides and education for pupils.
 - How pupils are provided with access to benefits, facilities and services.
 - The exclusion of a pupil or subjecting them to any other detriment.

- Ensure all policies are developed and implemented with appropriate equality impact assessments informing future plans in collaboration with the headteacher.
- The headteacher will:
- Implement and champion this policy, ensuring that all staff and pupils apply its guidelines fairly in all situations.
- Conduct regular training sessions to ensure all members of staff are aware of their responsibilities, as well as to develop their skills and knowledge.
- Review and amend this policy, taking into account new legislation and government guidance, and previously reported incidents, in order to improve procedures.
- Ensure that appropriate counselling is made available for pupils who require immediate interventions, parental assistance and personal counselling.
- Staff will:
- Be alert to the possible harassment of pupils, both inside and outside of the school, and to deal with incidents of harassment and/or discrimination as the highest priority.
- Carry out their statutory duties relating to equal opportunities and inclusivity and pertaining to their specific roles.
- Have due regard to the sensitivities of all pupils and not provide material that may cause offence.
- Act as a role model for equality, diversity and inclusion across the whole school community.

3.0 PROTECTED CHARACTERISTICS

Kings Park School staff will not discriminate against, harass or victimise a pupil, or prospective pupil, because of their:

- Sex.
- Race.
- Disability, which includes mental health, encompassing prejudiced assumptions, attitudes or behaviours related to mental health.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.

Staff will not discriminate against a pupil, or prospective pupil, because of a characteristic related to a person, such as a parent, with whom the pupil or prospective pupil is associated.

Staff will not discriminate against a pupil, or prospective pupil, because of a characteristic which they are believed to have, even if the belief is mistaken.

4.0 SEX

For the purpose of this policy, sex refers a pupil's biological assignment at birth depending on their reproductive organs. The school understands that some pupils identify as a gender different to the sex they were assigned at birth, and we will support pupils through their transitioning phases.

Kings Park School staff will ensure that pupils of one sex are not singled out for different or less favourable treatment from that given to pupils of other sexes.

We will only separate pupils by sex where there is reasonable justification for doing so, or if one of the following applies:

- Pupils will suffer a disadvantage connected to their sex
- One sex has needs that are different from the needs of the other sex
- Participation in an activity by pupils of one sex is disproportionately low

Kings Park School staff will consider non-statutory exceptions on a case-by-case basis and regularly review the impact of any separation to ascertain whether it remains lawful.

Pupils will be offered equal opportunities to undertake any activity in the school, e.g. in relation to technology lessons, all pupils will be allowed to choose which skills they learn.

There may be occasions where we deem it necessary to teach some subjects in single-sex classes, but the school will ensure that such classes do not give pupils a disadvantage when compared to pupils of the other sex in other classes. Occasions where pupils are separated to be taught in single-sex classes will be documented and the separation justified to ensure parents, Ofsted and, where necessary, the wider community can understand the reasons behind separation. Where a subject is taught in a single-sex class, trans pupils will be allowed to attend the single-sex class that corresponds with the gender they identify with.

Pupils' age and stage of development will be taken into consideration before segregating sports teams. Both sexes will have equal opportunities to participate in comparable sporting activities; where separation is deemed necessary, the single-sex sports teams will receive the same quality and amount of resources.

5.0 RACE AND ETHNICITY

Kings Park School staff will ensure that pupils of all races and ethnicities are not singled out for different and less favourable treatment from that given to other pupils and the school will regularly review its practices to ensure that they are fair.

Staff will ensure pupils with EAL are treated equally and fairly; while ensuring they are always supported.

We will not segregate pupils based on their race or ethnicity, understanding that claims of 'separate but equal' will not be tolerated, and that such actions will always be viewed as direct discrimination.

We may, however, take positive action, e.g. organising open days for pupils and families of a specific race that is under-represented, to address the challenges affecting pupils of one racial or ethnic group, where this can be shown to be a proportionate way of dealing with such issues.

6.0 DISABILITY

Kings Park Staff will ensure that pupils with disabilities are not singled out or treated less favourably than other pupils simply because they have a disability, which includes any mental health issue, regularly reviewing our school practices to ensure they are fair.

We will avoid implementing rules that could have an adverse effect on pupils with disabilities (e.g. by making physical fitness a basis for admission, or asking all pupils to deliver a presentation, as this could be unfair towards pupils with anxiety), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

Kings Park staff will ensure that they do not discriminate against pupils with disabilities because of something which is a consequence of their disability (for example, by not allowing a pupil on crutches outside at break time because it would take too long for them to get in and out), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

We will make any reasonable adjustments, and provide any auxiliary aids, necessary to ensure the full inclusion of pupils with disabilities, especially where the pupil also has SEND but does not have a SEND statement or EHC plan.

We will meet its duty to undertake accessibility planning for pupils with disabilities and ensure that an Accessibility Plan is implemented and reviewed where necessary.

Kings Park School will adhere to its Special Educational Needs and Disabilities (SEND) Policy containing further information addressing equal opportunities for pupils with SEND.

7.0 RELIGION AND BELIEF

Kings Park School staff will ensure that pupils are not singled out or treated less favourably because of their religion or belief.

The school will ensure that pupils are provided with the appropriate space in which they can practice their faith, e.g. to perform their daily prayers.

Absences in relation to religious observances will be handled in accordance with the school's Attendance and Absence Policy.

The school will liaise with local religious leaders of all faiths to inform the amount of leave pupils will be granted in relation to religious observance.

8.0 SEXUAL ORIENTATION

Kings Park School staff will ensure that all gay, lesbian and bisexual pupils, or the children of gay, lesbian or bisexual parents, are not singled out for different or less favourable treatment from that given to other pupils.

We will ensure that pupils are taught about the nature of marriage, including same-sex marriage, by presenting the facts of English and Welsh law – teachers will not offer personal opinions when discussing marriage in RSHE. The school will educate pupils on positive relationships, families and gender identities within the LGBTQ+ community. RSHE lessons will be taught in accordance with the school's policy.

Kings Park School staff will ensure that any religious beliefs with regards to sexual orientation are taught to pupils in an educational context, in a manner that is not prejudicial or discriminatory.

We will support LGBTQ+ pupils to feel comfortable and ensure they can celebrate their identity. Kings Park School staff will ensure that there is a designated safe space where pupils can discuss issues of sexual orientation without fear of discrimination.

9.0 GENDER REASSIGNMENT

Kings Park School staff will ensure that pupils are not singled out or treated less favourably in relation to gender reassignment, i.e. because they are trans or have trans parents, siblings or other family members. The school recognises that gender reassignment does not necessarily involve physical change, and can be solely social and emotional.

Pupils will have the right to dress in accordance with their true gender identity within the constraints of our dress code, outlined in our School Uniform Policy.

We will ensure that there are suitable toilet and changing facilities for pupils to use, including:

- Toilets that are secure for each gender to use within the classroom areas.
- Staff will ensure a pupil can change privately if required

The facilities will be made available to all pupils and pupils can use the facility they feel most comfortable in.

We will support trans pupils to feel comfortable and ensure they can celebrate their identity.

We will ensure that there is a designated safe space within the school where trans pupils can discuss issues of gender without fear of discrimination.

10.0 PREGNANCY AND MATERNITY

Kings Park School will ensure that pupils are not singled out or treated less favourably because they become pregnant, have recently given birth, have children or are breastfeeding.

The school will make reasonable adjustments to accommodate absence requests for the treatment and support of pupils who are pregnant or have just given birth.

To ensure all school-age parents and pregnant pupils are properly supported and the school can fulfil its duty of care, the school will implement and monitor a Supporting Pregnant Pupils and School Age Parents Policy.

11.0 LOOKED-AFTER CHILDREN (LAC)

Staff will ensure that pupils are not singled out or treated less favourably because they are looked after, or have previously been looked after, by the state.

A personal education plan will be created and implemented for all LAC and PLAC, to ensure that their education and development needs are fully covered, including appropriate transition and catch-up support to ensure that they do not fall behind.

Staff will ensure that any SEND that LAC or PLAC have are duly taken into account and addressed.

12.0 THE CURRICULUM

Kings Park School staff will not make any unjustified changes to curriculum content on the grounds of any protected characteristics that a pupil may have. The school will ensure, however, that the curriculum is as balanced as possible, and delivered in such a way that prevents discrimination and the promotion of prejudicial stereotypes.

To ensure equality, diversity and acceptance are taught and promoted throughout each curriculum area, the school will:

Use Inclusive Content:

- Include diverse authors, characters, and historical figures across subjects.
- Highlight contributions from various cultural backgrounds and disabilities in literature, history, science, and arts.

Teaching Strategies:

- Use differentiated teaching strategies to support diverse learning needs.
- Where possible, foster collaborative, mixed-ability group work to encourage peer support and understanding.
- Celebrate diversity through activities, projects, and discussions.

Supportive Learning Environment:

- Establish respectful classroom norms and ensure all pupils feel safe and valued.
- Empower pupils to express their views on equality and diversity.
- Teach anti-bias education and challenge stereotypes.

Cross-Curricular:

- Organise interdisciplinary projects exploring equality, diversity, and inclusion.
- Teach global perspectives on human rights, equality, and diversity across subjects.
- Integrate social-emotional learning (SEL) to foster empathy and positive relationships.

Role Models and Values:

- Introduce diverse role models, including those with disabilities

- Emphasise values of equality, fairness, and respect in lessons and through the schools' expectations/ rules of 'Be Ready, Respectful and Safe and our values of 'Kindness, Perseverance and Shine.'
- Encourage respect for all differences and promote inclusion.

Evaluation and Reflection:

- Use inclusive assessments that accommodate various learning styles and abilities.
- Staff to collect feedback from pupils to adjust lessons for better inclusion and progress.

Teacher Development:

- Provide regular professional development on diversity, inclusion, and SEND support.
- Encourage teachers to reflect on their practices and continuously improve inclusive teaching.
- These practices ensure that equality, diversity, and acceptance are embedded across the curriculum and pupils are included in discussions and activities that celebrate diversity.
- The school will respect the right of parents to withdraw their child from sex education.

13.0 PROMOTING INCLUSION

The school will promote inclusion and equality at Kings Park School through:

- Ensuring that pupils are called by their preferred names, which may be different from their legal names, considering the correct spelling, structure, and pronunciation.
- Ensuring, as far as possible, that our proprietor board and staff reflect the full diversity of our local community.
- Providing an environment where prejudiced assumptions, attitudes and behaviours are continually challenged.
- Instilling in pupils an awareness of prejudice, giving them confidence that it can, and must, be eradicated.
- Providing a variety of educational visits that expose pupils to a wide range of cultural experiences.
- Ensuring equal access to opportunities, such as extracurricular activities and the curriculum.
- Taking care in the use of language and the choice of resources, so that teaching and non-teaching staff avoid reinforcing stereotypical views of society.
- Valuing the cultural experiences and contributions of all pupils, regardless of any protected characteristic that they may have.
- Communicating our policy to parents to gain their understanding, agreement and support for its provisions.
- Discussing equality issues as an agenda item for the school council.
- Promoting equality of opportunity within the wider society.
- Ensuring admission arrangements will not unfairly disadvantage a pupil from a particular social or racial group, or with SEND.

14.0 PUPILS THAT HAVE LEFT KINGS PARK SCHOOL

The school's responsibility to not discriminate, harass or victimise will not end when a pupil has left school. It will continue to apply regarding subsequent actions related to our previous relationship with the pupil, such as the provision of references.

15.0 THE PUBLIC SECTOR EQUALITY DUTY

Kings Park School will meet its duty to publish:

- Annual information to demonstrate how the school is complying with the Public Sector Equality Duty, considering the specific circumstances surrounding pupils who have any of the protected characteristics outlined in the Protected characteristics section of this policy.
- Equality objectives (at least every four years) outlining how the school may further equality.

- There are some protected characteristics where statistical data is less likely to be readily available, and pupils will not be pressured into providing information related to any characteristic which they may identify with.

16.0 BULLYING AND DISCRIMINATION

Our Anti-bullying Policy will be used in conjunction with this policy to prevent, and effectively deal with, any discriminatory incidents.

Any bullying incidents of a child protection or safeguarding nature will be reported, recorded and dealt with in line with the process in our Child Protection and Safeguarding Policy.

The headteacher will decide whether it is appropriate to notify social services and/or the police of any incident.

Concerns with regards to the handling of bullying and discrimination incidents will be dealt with via the procedures outlined in the Complaints Procedures Policy.

17.0 STAFF TRAINING

New staff will receive relevant training on the provisions of this policy during their induction.

Whole-school staff training for will be delivered annually and made aware of any changes as when they happen.

Kings Park School staff will receive the appropriate equalities training that will:

- Focus on staff specialisms in relation to equality.
- Ensure all staff are aware of, and comply with, current equalities legislation and government recommendations.
- Ensure all staff are aware of their responsibilities and how they can support pupils with protected characteristics.
- Provide support for teachers to effectively manage any discrimination towards pupils with protected characteristics.
- Provide up-to-date information on the terms, concepts and current understandings relating to each of the protected characteristics.
- Develop appropriate strategies for communication between parents, educators and pupils about any issues related to a protected characteristic.
- Ensure that the school is aware of, and participates in, relevant awareness days, such as Black History Month, World Disability Day, Transgender Day of Remembrance, Pride, and International Women's Day.

18.0 MONITORING AND REVIEW

This policy will be reviewed by the headteacher and proprietor board annually and updated where appropriate – any amendments will be duly communicated to staff.

Equality Information and Objectives Statement

Kings Park School's approach to eradicating discrimination and fostering an inclusive and caring environment is comprehensive and rooted in the belief that every individual should be treated with respect and fairness. The strategies outlined aim to promote equality, support diversity, and create an atmosphere where everyone—pupils, staff, and the wider community—feels valued and heard.

Key Strategies:

1. **Education and Awareness:** By embedding diversity within our curriculum, we encourage understanding and acceptance, helping to develop pupils respect for differences.
2. **Inclusive Policies:** We enforce strong anti-discrimination rules, ensuring that any prejudicial behaviour is addressed with clear consequences.
3. **Staff Training:** Staff are provided with ongoing training to recognise and manage biases, ensuring that they can handle discriminatory issues with sensitivity and professionalism.
4. **Pupil-Led Initiatives:** Through our curriculum we encourage pupil-led groups and activities focused on diversity and inclusivity gives pupils a direct role in promoting acceptance within the school community.
5. **Restorative Practices:** When prejudice-related conflicts arise, staff at KPS use mediation and dialogue to restore relationships and prevent further harm. This is always monitored and revisited where appropriate.
6. **Safe Reporting Systems:** Confidential channels and processes for reporting discrimination ensure that pupils can come forward without fear of retaliation, promoting a safe space for all.
7. **Celebrating Diversity:** By organising multicultural events, the school fosters an environment where different cultures and backgrounds are celebrated and respected.
8. **Pupil Education:** We promote inclusive behaviour through our KPS values, PSHE programme teaching pupils the importance of respect, kindness, and inclusivity in daily interactions.
9. **Anti-Bullying Campaigns:** Participation in school-wide anti-bullying efforts, such as Anti-Bullying Week, reinforces the message that prejudice-based bullying is unacceptable.
10. **Inclusive Environment:** We ensure that resources, learning environment and activities reflect the diversity of our pupils, contributing to a culture of inclusivity.

Staff and Pupils:

- **Staff Responsibilities:** All staff at Kings Park School lead by example by promoting diversity and equality. They are encouraged to seek training when needed and to maintain an inclusive attitude.
- **Pupils' Responsibilities:** Pupils are encouraged to understand and celebrate diversity, engage in respectful relationships, and act as ambassadors for inclusivity in their community.

Equality and Dignity:

The school upholds a strict policy of equality for all staff and pupils. Discrimination based on age, gender, race, disability, religion, or sexual orientation is not tolerated. Staff are expected to adhere to the school's equality policies, and the school guarantees fair treatment in all procedures, from hiring to disciplinary actions.

Diversity and Representation:

Kings Park School tailors its approach to ensure that every pupil is supported. This includes providing flexible learning environments, peer support systems, and therapeutic services to accommodate diverse needs. The school is dedicated to creating a respectful environment where pupils and staff feel empowered to be their authentic selves.

Kings Park School's multi-faceted approach to eradicating discrimination is rooted in education, proactive policies, and the active participation of both staff and pupils. As a school we emphasise the importance of celebrating diversity, ensuring fairness, and providing an inclusive environment that fosters personal growth for everyone.