





KINGS PARK SCHOOL

PUPIL EQUALITY & DIVERSITY POLICY

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POLICY OWNER	HEADTEACHER
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	SIGNED	DATE
HEADTEACHER MISS S J WATSON		01/09/2025
PROPRIETOR MRS AMY SAUNDERS		01/09/2025
RATIFIED BY CHAIR OF GOVERNING BOARD MR ALEX RICHARDS		

CONTENTS

- 1.0 INTRODUCTION
- 2.0 LEGAL FRAMEWORK AND GUIDANCE
- 3.0 PURPOSE OF THIS POLICY
- 4.0 OUR ETHOS AND VALUES
- 5.0 ROLES AND RESPONSIBILITIES
- 6.0 PROTECTED CHARACTERISTICS
- 7.0 PROMOTING INCLUSION AND EQUAL ACCESS
- 8.0 CURRICULUM AND TEACHING
- 9.0 PREVENTING DISCRIMINATION AND BULLYING
- 10.0 STAFF TRAINING AND DEVELOPMENT
- 11.0 EQUALITY OBJECTIVES
- 12.0 MONITORING, REPORTING AND REVIEW

1.0 INTRODUCTION

Kings Park School is an independent specialist provision, offering support and education for children and young people from ages 7-16 with various individual needs. Each child and young person's support is guided by their Education, Health and Care Plan (EHCP), which outlines the provision required to meet their individual needs. With spacious, light-filled classrooms and a highly skilled team of specialist SEN staff, our school provides a calm and supportive environment where children and young people are empowered to move beyond past challenges.

Each learner follows a personalised timetable tailored to their individual needs and interests, with clear, achievable targets that promote motivation, confidence and progress. In addition to the statutory annual review process, we carry out a broad range of formal and informal assessments throughout the year to monitor progress and adapt provision where necessary.

Classes are small with up to 8 pupils, depending on the individual needs. Each class is led by a teacher and supported by a dedicated teaching assistant, with additional teaching assistants provided where necessary and stated on the child's EHCP. Children and young people will be placed in a class based on suitability rather age. Our nurture-based approach ensures that emotional wellbeing is prioritised alongside learning, and our classrooms are designed to be sensory-friendly, providing calm, supportive environments that help students feel safe, regulated and ready to engage.

At Kings Park School (KPS), we place the safety, well-being and development of our students at the heart of everything we do. We are committed to providing a safe, inclusive and aspirational learning environment for children and young people with a range of neurodivergent profiles and social, emotional and mental health needs.

2.0 LEGAL FRAMEWORK AND GUIDANCE

This policy has due regard to relevant legislation and guidance, including:

- Equality Act 2010 and Public Sector Equality Duty (s.149)
- Human Rights Act 1998
- UK GDPR and Data Protection Act 2018
- KCSIE 2025
- Working Together to Safeguard Children 2024
- DfE Equality, Diversity and Inclusion Strategy 2023–2027
- DfE Inclusive Britain Response 2022
- Ofsted Education Inspection Framework 2024
- DfE Guidance on Mental Health and Wellbeing 2024
- DfE Guidance: *The Equality Act 2010 and Schools*

This policy should be read alongside other KPS policies including Safeguarding, SEND, Anti-Bullying, RSHE, Behaviour and Accessibility Plan.

3.0 PURPOSE OF THIS POLICY

At Kings Park School, we are committed to creating an inclusive environment where every pupil is valued, respected, and supported to achieve their potential. We believe that equality, equity, diversity, and inclusion are fundamental to our ethos and embedded throughout our curriculum, safeguarding practices, and daily interactions.

Our duty under the **Equality Act 2010** and the **Public Sector Equality Duty (PSED)** is to:

- Eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity for all.
- Foster positive relationships across different groups.

We also recognise our responsibility under **KCSIE 2025, Working Together to Safeguard Children 2024**, and the **DfE Equality, Diversity and Inclusion Strategy (2023–2027)** to ensure equality is integral to leadership, safeguarding, and wellbeing.

Our school values – *Kind Words, Positive Minds, Strong Hearts* – underpin our approach to celebrating individuality, promoting inclusion, and preparing pupils for life beyond school.

4.0 OUR ETHOS AND VALUES

We are guided by our school motto: **"Inspiring Dreams, Building Bright Futures Together."** Our core values are:

- **Kind Words:** We speak with empathy and understanding
- **Positive Minds:** We approach challenges with optimism and resilience
- **Strong Hearts:** We show courage, compassion and strength in our relationships.

These values are more than aspirations—they are embedded in every interaction, decision and environment within Kings Park School.

Kind Words reflect our belief in the power of language to heal, uplift and include. Whether it is peer encouragement, staff guidance or family communication, we model respectful, thoughtful speech in all we do.

Positive Minds encourage our students and staff to reframe difficulties as opportunities to learn and grow. We promote a strengths-based approach that focuses on what each individual child can do and how they can build confidence through success.

Strong Hearts remind us of the importance of compassion, resilience and relationships. We teach students to persist through challenges, support others and show bravery in being true to themselves. Together, these values underpin our approach to behaviour, learning and building a safe, inclusive school community.

5.0 ROLES AND RESPONSIBILITIES

Proprietor Board:

- Ensures compliance with equality legislation.
- Oversees publication of annual PSED data and four-year equality objectives.
- Reviews equality impact assessments for all new or updated policies.

Headteacher:

- Implements and monitors this policy across the school.

- Provides annual equality and diversity training for staff and governors.
- Ensures equality principles are embedded across curriculum, recruitment, and daily practice.

Staff:

- Model inclusive behaviour and language.
- Challenge discriminatory behaviour or prejudice.
- Support pupils to understand and respect diversity.

Pupils:

- Treat everyone with kindness and respect.
- Celebrate difference and report discrimination or bullying.

6.0 PROTECTED CHARACTERISTICS

We will not discriminate against pupils, staff, or families based on the following protected characteristics:

- Age
- Disability (including mental health)
- Gender reassignment
- Marriage or civil partnership (staff only)
- Pregnancy and maternity
- Race (including colour, nationality, ethnic or national origin)
- Religion or belief
- Sex
- Sexual orientation

We also recognise socio-economic disadvantage and care experience as additional factors requiring equitable consideration.

7.0 PROMOTING INCLUSION AND EQUAL ACCESS

Kings Park School promotes equality and inclusion by:

- Embedding equality themes across the curriculum and assemblies.
- Ensuring all pupils can access the curriculum through reasonable adjustments, assistive technology, and personalised support.
- Using trauma-informed and neurodiversity-affirming approaches for pupils with ASD, ADHD, PDA and SEMH.
- Ensuring extracurricular activities, trips, and leadership opportunities are accessible and inclusive.
- Providing safe spaces for discussion, reflection, and support (e.g., LGBTQ+ and wellbeing spaces).

8.0 CURRICULUM AND TEACHING

- The curriculum reflects diverse voices, cultures, and perspectives.
- Lessons include opportunities to explore equality, human rights, and community values.
- RSHE is taught in line with DfE 2024 guidance, promoting respect for all identities.
- Teachers receive ongoing CPD in inclusive education, SEND, and anti-bias practice.

9.0 PREVENTING DISCRIMINATION AND BULLYING

- All forms of discrimination, harassment, or victimisation are treated seriously.
- Incidents are recorded and addressed through the Anti-Bullying and Safeguarding policies.
- Restorative approaches are used to promote understanding and positive relationships.

10.0 STAFF TRAINING AND DEVELOPMENT

- Equality, diversity and inclusion (EDI) training is delivered annually.
- Sessions include unconscious bias, microaggressions, intersectionality, and cultural competency.
- Proprietors and governors also receive EDI and safeguarding training aligned to KCSIE 2025.

11.0 EQUALITY OBJECTIVES (2025–2029)

1. Increase representation of pupils with SEND in pupil leadership roles by 20% by 2027.
2. Ensure all school trips and extracurricular activities are reviewed for accessibility.
3. Conduct annual staff diversity audits to inform recruitment and training.
4. Strengthen pupil voice in shaping equality initiatives and wellbeing programmes.

12.0 MONITORING, REPORTING AND REVIEW

- Equality data (e.g. attendance, behaviour, attainment) is reviewed termly by the proprietor board.
- Equality objectives are evaluated annually and published on the school website.

The policy is reviewed by the headteacher and governing board annually or in response to new legislation.