

# Kingsland CE Primary School

## Equality Policy



### Let your light shine

“Let your light shine before others that they may see your good deeds and glorify your Father in heaven.” Matthew 5:16

**Let your light shine** on our vision:

*As God's children, overflowing with His light, we will shine before others to inspire, nurture and bring joy so all may embrace life in its fullness to the glory of God.*

**September 2025**

# Kingsland CE Primary School

## Equality Policy

Date for full implementation: September 2025  
Review date: September 2026



### **School statement on equality**

Every person in our school community has been made in the image of God and is loved unconditionally by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community. Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socioeconomic background, academic ability, disability, sexual orientation or gender identity.

We are committed to promoting the understanding of the principles and practices of equality – treating all members of our school community as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference. We actively seek to challenge discrimination and we promote an anti-bullying stance which makes clear the unacceptability of racist, sexist, disablist and homophobic, biphobic and transphobic bullying and language.

### **Legal Framework**

1. We welcome our duties under the Disability Discrimination Acts 1995 and 2005; the Race Relations 1976 as amended by the Race Relations Amendment Act 2000; the Sex Discrimination Act 1975 as amended by the Equality Act 2006; and the expectation in the Equality Bill 2009 that we should promote equality, diversity and good relations, in relation to age (as appropriate), faith and religion, gender reassignment and sexual and gender identity. The Equality Act 2010 and schools (May 2014) is the document referred to for DfE advice. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, gender reassignment, race, religion, sex and sexual orientation.

The Equality Act 2010 protects people from discrimination (both direct and indirect) and harassment in various fields on the ground of certain 'protected characteristics'. The eight protected characteristics under the Act are:

- age
- disability

- gender reassignment
  - pregnancy and maternity
  - race
  - religion and belief
  - sex
  - sexual orientation
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
  3. We welcome the proposals set out in Equality Bill: making it work, published by the Government Equalities Office in June 2009, that from 2011 onwards we should publish a statement of equality objectives for our school and should report on progress towards achieving them.
  4. We recognise these duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

## **Ethos**

As a Christian school we underpin this policy with the belief that all people are made in the image of God and are of equal value and worth. As a Church of England School, we are called to be entirely 'inclusive' of all, following the life and teachings of Jesus Christ. The Church of England guidance for Church of England Schools, 'Valuing All God's Children' May 2014 is an important document for us in terms of challenging homophobic, biphobic and transphobic bullying and language.

## **Guiding Principles**

In fulfilling the legal obligations cited above, we are guided by seven principles:

### **Principle 1: All learners are of equal value.**

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and gender identity
- whatever their sexual identity

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

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised

## **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 and homophobic harassment

## **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

## **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.**

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones.

## **Principle 7: Society as a whole should benefit.**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion.

## **Action Plans**

We recognise that the actions resulting from a policy statement such as this are what make a difference.

Accordingly, if necessary, we draw up an action plan within the framework of the overall school improvement plan setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

We review our action plan annually and report annually on progress towards achieving the equality objectives we have identified.

Our actions will always aim to:

- ***Eliminate discrimination, harassment and victimisation*** – including opposing prejudice and prejudice related bullying; taking account of equality with regards to the way the school provides facilities and service; taking account of equality with regards to attendance policies; actively promoting equality and diversity and creating an environment of dignity and respect.
- ***Advance equality of opportunity between different groups*** – including being alert to the potential impact of any negative, prejudicial language or behaviour on particular pupils and groups of pupils.
- ***Foster good relations*** – including how we prepare pupils to live well together, respect diversity and equality, challenge discrimination and prejudice, and listen to and treat others with dignity and respect.

## **Ethos and Organisation**

We ensure the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support

- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community

### **Addressing Prejudice and Prejudice-related Bullying**

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

### **Roles and Responsibilities**

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plan are implemented. The school complies with and has due regard with the Public Sector Equality Duty.

A member of the governing body has a watching brief regarding the implementation of this policy.

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curriculum and lessons that reflect the principles in paragraph 5 above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work

## **Information and Resources**

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

## **Religious Observance**

Whilst celebrating our 'distinctiveness' as a Church of England faith school, we respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable request relating to religious observance and practice.

## **Staff Development and Training**

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

## **Breaches of the Policy**

Breaches of this policy will be dealt with as determined by the Headteacher and Governing Body.

## **Monitoring and Evaluation**

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

This policy is written in reference to [Flourishing for All: Anti-bullying Guidance for Church of England Schools 2024](#)



# Kingsland CE Primary School

## Equality Action Plan and Aims 2025 – 2026

Aim	Action	Personnel	Timescale	Review
To raise awareness of and promote diversity, understanding and respect for differences.	Develop the welcoming offer of the school through ongoing School of Sanctuary work.  Develop pupils' levels of service through Courageous Advocacy activities and learning.  Identify opportunities in the curriculum to look at other cultures/countries, study famous people from ethnic minorities and with a variety of abilities and to celebrate diversity.  Use Collective Worship as an opportunity to celebrate festivals of a range of cultures and countries.  Develop levels of understanding of different religions, through RE lessons and RE programme of visits.	All staff	Ongoing	