



Kings' School

Equality & Diversity Policy

Policy Reviewed by:	SMP	Nov 2025
Approved by:		
Approved by:	FGB	Dec 2025
To be reviewed	Annually	October 2026

Introduction

Kings' School welcomes our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

For staff and prospective staff, this policy should be read in conjunction with the school's Employment Equality Policy.

National and Legal Context

Kings' School recognises that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, gender reassignment, race, sex, maternity and pregnancy, religion or belief, sexual orientation and marriage and civil partnership (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

School Context

The school collects equality information that is used to monitor aspects of our practice including: safeguarding, inclusion and pupil progress information.

Principles

To fulfil our legal obligations, we are guided by a number of principles.

1. All pupils, families and staff are of equal value

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

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their sex
- Whatever their gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation

- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age
- Whatever their economic background
- Whether or not English is their first language
- Whether or not they have a connection with HM Forces, have refugee/asylum status or English as an additional language

2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we understand that reasonable adjustments may need to be made.
- Sex – we recognise that girls and boys, men and women have different needs.
- Gender reassignment – we recognise an individual has the protected characteristic of gender reassignment if they are proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning their sex by changing physiological or other attributes of sex.
- Religion and belief – we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with.
- Ethnicity and race – we appreciate that all have different experiences as a result of our ethnic and racial backgrounds.
- Age – we value the diversity in age of staff, parents and carers.
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference.
- Marriage and civil partnership – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have.

- Pregnancy and maternity – we believe that our staff, parents and carers and pupils should not experience any unfair disadvantage as a result of pregnancy or having recently given birth.

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 and interaction between groups and communities different from each other
- An absence of harassment, victimisation and discrimination in relation to any protected characteristics

4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

5. We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities.

We will set ourselves new objectives every four years but keep them under review and report annually on progress towards achieving them.

Application of the principles within this policy statement:

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

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 plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

Equalities Information

Appendix A

We recognise that the public sector equality duty has three aims, to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, sex, gender re-assignment, age, pregnancy and maternity, marriage and civil partnership, religion or belief and sexual orientation).

We have also involved staff, pupils, parents/carers and others in the following ways:

- *focus groups*
- Surveys: pupils, parents/carers, staff
- Involvement of the School Council
- Contact with parents representing pupil with particular protected characteristics (as appropriate)
- Contact with the local community and disability organisations (as appropriate)
- Creation of a pupil led Equality and Diversity group which includes a review of books/text choices to ensure diversity

Employee Data

Information	Evidence and commentary		
Gender of workforce as at September 2025	74% of our workforce are female and 26% are male		
Race Distribution of Workforce as at September 2025	White, British	105	41.5%
	Not Obtained	99	39.1%
	White, any other White Background	39	15.4%

	Asian	6	2.4%
	Any other ethnic background	2	0.8%
	White, Irish	1	0.4%
	Chinese	1	0.4%
Applications by Gender			
Sexual Orientation	The school collects data regarding sexual orientation of new employees as per the Equalities Monitoring Form. This is voluntary by employees.		

Pupil-Related Data

Information	Evidence and commentary		
P8 and A8 by gender: 2023/24	Progress 8	Attainment 8	
	0.36	Boys:56.9, Girls: 61.43	
		Disadvantaged: 34.8	
		Whole School: 57.7	
Attendance by gender: 2024/25	Boys: 93.2%		
	Girls: 92.4%		
Participation in pupil leadership by race and ethnicity: 2024/25		Leadership Role	Whole School
	White British	67.3%	69.7%
	Any other White background	10.4%	8.2%
	Any other mixed background	7.1%	4.0%
	Indian	4.5%	3.7%
	Any other Black background	1.9%	1.8%
	White and Asian	1.9%	1.5%
	Any other Asian background	1.5%	2.7%
	Chinese	1.5%	2.4%
	Pakistani	0.7%	0.8%
	Refused	0.7%	1.2%
	Any other ethnic group	0.7%	0.8%
	Bangladeshi	0.7%	0.6%
	Black - African	0.7%	0.9%
	White and Black Caribbean	0.4%	0.8%
	White – Irish		0.5%
White and Black African		0.2%	
Black Caribbean		0.2%	
Blank		0.1%	
Participation in School Clubs: 2024/25	65% of pupils who are not disadvantaged attend co-curricular school clubs, while 41% of disadvantaged pupils attend		

Other Information

Information	Evidence and commentary
Governor representation as at September 2024	The current Governing Body is 57% female and 43% male

Qualitative information

Information published on our website includes:

- School policies (where they make a statement about prohibited conduct and the importance of avoiding discrimination).
- Minutes of Full Governor meetings (particularly those evidencing discussions regarding responsibilities for equality).
 - Information about aspects of the curriculum which promote tolerance, friendship and an understanding of different cultures.
- Details about assemblies which deal with relevant equality related issues.
- Adjustments are needed to enable parents with known disabilities to attend parents' evening and partners in learning.

Our Equality Objectives for November 2024 – November 2028

Objective	Actions	Timescale	How will we know we've achieved this objective?	Responsibility
Ensuring accessibility for all pupils (especially the needs of our pupils with physical disabilities) both to the school environment and to extracurricular activities and off-site events, even when working with outside providers.	Regular accessibility site walks with Site Manager Addition to Form1 activity application-accessibility assessment required. External providers: risk assessment for accessibility submitted to RP Manager.	Twice yearly Jan 25 onwards Jan 25 onwards	Reports submitted to SLT. Accessibility report submitted to Governing Body. New Form 1 issued. All staff made aware – training given. RP Manager to sign for reviewed risk assessments submitted by external providers. Eg. D of E Award providers.	RP Manager & Site Manager SLT lead for trips and activities. RP manager & SLT lead.
Promoting attitudes and values that challenge discriminatory behaviour and prejudice towards any minority group, as part of our school's mission for each pupil to develop an 'exceptional character'.	Development of Character Curriculum in Tutor times to include EDI understanding. Rewards system supports pupils to challenge discriminatory behaviour and prejudice.	Sept 25 onwards Nov 24 onwards	Character Curriculum delivered at KS3 and PSHRE in KS4 includes this focus. Pupil and staff voice surveys recognise that these qualities are seen, rewarded and valued as part of our culture.	SLT lead for Pastoral curriculum. All staff. HOY team. SLT lead.
Providing opportunities for pupils and staff to celebrate their own culture and appreciate the diversity of other cultures in order to develop the cohesion within our school community	Year 8 pupils – responsibility opportunities for organising whole school events to celebrate EDI. Canteen menus reflect diverse cultural celebrations. Working with parent groups to promote understanding and celebration of cultural and religious events at school..	Feb 25 onwards – updated yearly March 25 onwards September 25 onwards	Yr 8 pupils – applications for EDI responsibility positions. Calendar of events within school. Canteen menus reflect increased diversity Kings' PTA events reflect increased diversity	HOY Yr 8. Pupil Voice Lead. EDI SLT lead Kings' PTA SLT lead.

Our Equality Objectives for November 2024 – November 2028

Objective	Actions	Timescale	How will we know we've achieved this objective?	Responsibility
<p>Ensuring that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve and actively seek to support those with protected characteristics.</p>	<p>Review of the scope and content of advertisements for staff vacancies to attract more diverse applicants.</p> <p>Internal support and adjustments for colleagues with additional requirements to ensure accessibility and inclusivity.</p> <p>Review of internal processes to ensure protected characteristics are respected and supported.</p>	<p>By Sept 25.</p> <p>By Sept 25</p> <p>Sept 25 – July 27</p>	<p>Adapted content to advertisements. Wider range of advert placements. More diverse range of applicants.</p> <p>Onboarding questionnaire adapted so staff can outline any needs requiring adaptations for inclusivity and accessibility. Internal training offered.</p> <p>When up for renewal, all policies have to be checked for respect and support of protected characteristics.</p>	<p>SLT responsible for recruitment.</p> <p>SLT responsible staff CPD.</p> <p>SLT responsible for policy areas. Governing body</p>