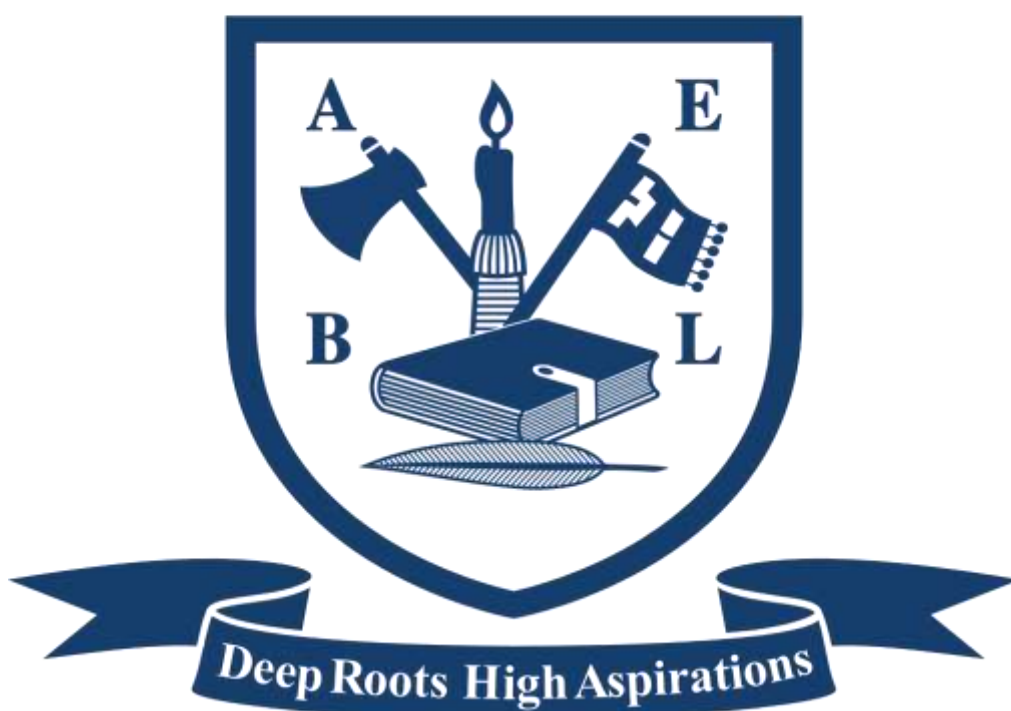


HIGH ASPIRATIONS

KNEBWORTH

Primary and Nursery School



Equality Objectives Policy

*This policy is reviewed on an annual basis
Next review date: November 2026*



RESPECT - RESPONSIBILITY - RESILIENCE

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Statement of Intent

Knebworth Primary School recognises that certain groups in society can be disadvantaged because of unlawful discrimination they may face due to their race, sex, disability, gender reassignment, marriage or civil partnership, religion or belief, sexual orientation, age, or pregnancy and maternity. The school has a statutory duty to publish an Equality Information and Objectives Statement. This policy sets out how the school determines its equality objectives.

Aims

Knebworth Primary School aims to meet its obligations under the public sector equality duty 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.

The Equality Act 2010 provides a modern, single legal framework with three broad duties:

- Eliminate discrimination harassment and victimisation
- Advance equality of opportunity
- Foster good relations

For the purpose of this policy, the Equality Act 2010 will be referred to as ‘the Act’. The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities. Protected characteristics, under the Act, are as follows:

- Age
- Disability
- Race including colour, nationality, and ethnic or national origin
- Sex
- Gender reassignment
- Maternity and pregnancy

- Religion and belief
- Sexual orientation
- Marriage and civil partnership

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions.
- In the way it provides education for pupils.
- In the way it provides pupils access to any benefit, facility or service.
- By excluding a pupil or subjecting them to any other detriment.

This document is also based on Department for Education (DfE) guidance.

Roles and responsibilities

The Governing Body 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, and that they are reviewed and updated at least once every four years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to governors.
- All school staff are expected to have regard to this document and to work to achieve the objectives as set out.

Employees will:

- Be mindful of any incidents of harassment or bullying in the school.
- Track and monitor any instances of discrimination and deal with these in a consistent manner, making a report to the Headteacher as necessary and following up with pupils as required.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Champion diversity and inclusion.

Eliminating discrimination

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

Where relevant, 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 school 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 which are connected to a characteristic they have (e.g. pupils with disabilities)
- Taking steps to meet the needs of people who have a protected characteristic
- Encouraging people who have a protected 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:

- Ensure national attainment data is published each academic year showing how pupils with different characteristics are performing at the end of KS2.
- Analyse the above data and internal data to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups.

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 the school values of respect, responsibility and resilience.
- 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 (PSHE) 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
- We have developed links with people and groups who have specialist knowledge about protected 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 considers our equality duties and asks ourselves relevant questions when planning school trips and activities.

Equality Objectives

Objective 1:

Ensuring the school's bespoke curriculum is fully embedded in all year groups with adaptations if needed, identified early, to ensure that **all children** have access to quality first teaching.

Why we have chosen this objective:

To ensure **all children** have access to quality first teaching and can access a broad and balanced curriculum.

To achieve this objective, we plan for:

- The Inclusion Team to deliver staff training on adaptive teaching to support all children.
- The SLT and Subject Leaders to undertake monitoring of teaching and learning in order to ensure those adaptive teaching is in place.

Objective 2:

Promoting understanding of British values, equality and diversity.

Why we have chosen this objective:

To ensure that Knebworth School demonstrates its values of *Respect, Responsibility and Resilience*. All stakeholders will promote and uphold these values in line with British values as well as ensuring equality and diversity are fully recognised and celebrated.

To achieve this objective, we plan to:

- Embed an assembly schedule based around British values.
- Support staff through training in raising parental awareness about the school's expectations on celebrating diversity and equality in all its forms.

Objective 3:

Continue to embed whole school policy and practice with regards to equality/diversity, embedding our strategy with a named teacher lead.

Why we have chosen this objective:

To ensure all stakeholders fully understand and demonstrate a consistent approach to promoting and understanding equality and diversity. A named lead will champion this area of school improvement.

To achieve this objective, we plan to:

- Help all stakeholders to grow in confidence in understanding and discussing race, racism and anti-racism.
- Embed the DEI strategy through a stakeholder working party approach.
- Use of the environment and resources to promote our diverse practice.

Monitoring arrangements

The Head teacher will update the equality information we publish (described above) at least every year.

This document will be reviewed by the governing body at least every 4 years.

Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Early Years and Foundation Stage

Public Information

These equality information and objectives are also published on the school website.