



Kentish Town C of E Primary School **Single Equalities Scheme (SES) 2026-2029**

Introduction

Valuing diversity is fundamental to the ethos of Kentish Town C of E Primary School, not only in terms of valuing the diversity of our staff, but also valuing the diversity of the community we serve. We take this responsibility very seriously, and continue to take action to ensure we deliver on our commitments.

The **Equality Act 2010** was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). It outlines our commitment to our pupils, staff and all other stakeholders with regards to equality and equal opportunity. It should be read in conjunction with our **Inclusion Policy, Race Equality Policy** and other directly related policies.

Our SES enables us to meet the duties under equality legislation, specifically the Equality Act 2010 and to achieve the following for all groups:

The **Public Sector Equality Duty** or “general duty”

This requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups.

Two “specific duties”

This requires all public organisations, including schools to:

1. Publish information to show compliance with the Equality Duty
2. Publish Equality objectives at least every 4 years which are specific and measurable

We will assess our current school practices (“Equality Impact Assessment”) and implement all necessary resulting actions in relation to the following protected characteristics:

- age
- disability
- ethnicity
- colour or national origin
- gender
- gender identity or reassignment
- their marital or civil partnership status
- being pregnant or having recently had a baby
- religion or beliefs (including lack of belief)
- sexual identity and orientation.

The school recognises that pupils and staff may experience **intersectional disadvantage** and responds accordingly.

The Equality Scheme action plans outline the steps that our school is taking over the next four years to meet the general and specific duties to promote equality of opportunity for all. This document does not take into account all legal aspects of the **Equality Act 2010** and is written in the spirit of achievement for all.

What we are doing to eliminate discrimination, harassment and victimisation.

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We ensure that **those who are affected** by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day today life of the school. We make a record of each specific equality consideration and this is available for review if required.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all, particularly with reference to the United Nations Convention on the Rights of the Child (UNCRC)
- Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity

Behaviour, Exclusions and Attendance

The school Policy on Behaviour - Rewards, Sanctions and Exclusions - takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

Addressing prejudice and prejudice-based bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

What we are doing to advance equality of opportunity between different groups

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings.
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.

Positive Action

We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions are designed to meet the school's Equality Objectives and release the potential of all involved.

What we are doing to foster good relations

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.

- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history and actively promote positive images of people
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences
- We promote positive messages about equality and diversity through our curriculum*, displays, assemblies, visitors and whole school events eg Black History Season, Eid celebrations, Autism Awareness week, and International Evening.
- We include equalities matters in our Newsletters to Parents and Carers

Other ways we address equality issues:

- Our monitoring records include evaluations of aspects of equalities
- We keep minutes of meetings where equality issues are discussed
- We have a rolling programme for reviewing all of our school policies in relation to equalities and their impact on the progress, safety and well being of our pupils.
- The implications for equalities of new policies and practices are considered before they are introduced
- The Rights Respecting School award work is central to a continued focus on equality of access.

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- review relevant feedback from the annual parent questionnaire, parents' evening, parent-school forum and/or focus meetings or governors' parent-consultation meetings
- secure and analyse responses from staff surveys, staff meetings and training events
- review feedback and responses from the children and groups of children, from the school council, RSHE lessons, whole school surveys on children's attitudes to self and school;
- analyse issues raised in Annual Reviews or reviews of progress on Personalised Provision Maps, mentoring and support;
- ensure that we secure responses and feedback at Governing Body meetings and from the governing board's committee meetings.

Recruitment Statement

In line with our Vision and Mission Statement, Kentish Town C of E Primary School aims to attract, select and retain the most talented candidates by using the most appropriate, fair and open selection methods.

Kentish Town C of E Primary School's recruitment and selection procedures are set within the context of current legislation for recruitment and employment. Everyone involved in the recruitment and selection of staff has a responsibility to ensure that candidates are treated fairly and decisions are made objectively, in line with our school's commitment to equal opportunities.

We believe that the pursuit of equal opportunities for all in the workplace is based on sound moral and organisational grounds. We therefore make every effort to ensure that there is no direct or indirect discrimination in any of its policies, and in particular in the areas of recruitment, selection, appraisals, promotion, compensation, training, personal development and dismissal.

In particular, this means that all employees will be treated fairly and equally regardless of their race, nationality, gender, disability, marital status, sexual orientation, religion, beliefs or age.

Equal Opportunities for staff

- This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.
- We seek to ensure, wherever possible, that the staffing of the school reflects the diversity of our community.
- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- As an employer, we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- 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.

Roles and Responsibilities

We expect all members of the school community, as well as visitors, to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

Governing Board

The governing board is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. The governing committee responsible for equalities is the Children, Families and Community Committee.

Every governing board committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors annually review the Equality Policy and evaluate the success of the school's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys)

Headteacher and Senior Leadership team

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.

A senior member of staff has day-to-day responsibility for co-coordinating implementation of the policy and for monitoring outcomes. S/he will have expert and informed knowledge of the Equality Act.

This staff member is: Ryan Kirkpatrick

Teaching and Support Staff

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work.

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure. We will go through the principal expectations and duties of the Equality Act at a whole staff meeting at the start of the school year.

Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in school newsletters to enable them to do this.

Links to other policies and documentation

Although this policy is the key document for information about our approach to Equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our school development plan, self evaluation review, the school prospectus, school web site and newsletters.

There are also references in the Racial Equality, Behaviour, Admissions, SEND and Anti-bullying policies as well as minutes of meetings involving governors, the whole staff, and the senior leadership team and school council.

The Equality Act also applies to schools in their role as employers, and the way we comply with this are found in our recruitment policy.

Action Plan.

The following plans are living documents and will be reviewed and refined following both formal and informal consultation during the next few months. Formal updates will happen on an annual basis. This scheme and associated action plans will be made available on our website.

Please note that the following plans address our regulatory responsibilities. As per our policies above, we also seek to treat people fairly and equally regardless of nationality, marital status, sexual orientation, religion, beliefs or age. The school's overarching 'Inclusion Plan' will address any other areas of potential inequality alongside the schools Access Plan. Activities underway to embed our values will also support this broader scope.

Written by: Ryan Kirkpatrick/Grant Jacobson

Date: 19/01/2026

Equalities Action Plan 2026-2029

Lead person(s): Senior Leadership Team and Children, Families and Community Committee of the Governing Board.

KEY AIMS	ACTIONS	CRITERIA FOR SUCCESS	EXPECTED IMPACT
Disability Equality: Break down barriers to perceptions of disability.	In assembly show inclusion and celebration of diversity. A range of visitors with disabilities in school	Review the achievements of disabled role models nationally and globally Ensure a range of visitors enable pupils to engage positively with disabilities.	The whole school community sees disability in a positive and inclusive manner. Children with disabilities see themselves as valued members of the community.
Gender Equality	Ensure the school promotes gender equality through recruitment procedures where possible. Continue to create engaging learning opportunities that promote achievement of vulnerable groups of boys who are prone to underachieve. To promote positive masculinity amongst the boys and tackle anti-feminist rhetoric.	Apply the principles of equal opportunities and gender equality to recruitment selection procedures at all times. Provision of boy friendly texts and lesson design that responds to learning needs of boys. Boys are respectful of girls and anti-feminist rhetoric is not evident across the school.	Vulnerable boys are increasingly engaged and make accelerated progress. Girls to engage more with STEAM subjects. All children engage with sport in a non-gendered manner. Boys are respectful of girls and anti-feminist rhetoric is not evident across the school.
Race Equality	Ensure that adult role models are reflective of a range of cultures. Ensure that the curriculum provides opportunities to learn about different cultures in this country and globally. A range of visitors in school reflective of differing races and cultures. Curriculum map revised. Ensure that curriculum content reflects the diversity of Britain and our school and has positive examples of achievements by black Britons both in the current and historic contexts To promote sports among the girls within the Bengali community.	Through the staff appointment procedures be aware of the need to promote race equality. Invite a range of visitors to school where possible to promote race awareness. Review the curriculum to ensure that across the school there is sufficient opportunity for all pupils to learn about different cultures, diversity and current contexts More Bengali girls are actively participating in PE and engaging in sports events.	For our curriculum review to enable us to teach positively about all of the above protected characteristics. Rights Respecting School work impacts positively in this area. There is a reduced gap among girls from different ethnic groups engaging in sports.

KEY AIMS	ACTIONS	CRITERIA FOR SUCCESS	EXPECTED IMPACT
Community Cohesion- To continue to positively highlight the richness of the school community.	Assemblies, displays and school events that display key aspects of all cultures in the school community. Promoting the school ethos of inclusion for all. Achieve a greater awareness of national community identity. Ensure global community awareness is authentic and reflective of all races	Stakeholders indicate there is a true appreciation that the cultural diversity of the school is a positive asset.	The planned curriculum represents national and global community learning opportunities
Sexual Orientation	Ensure that Sex & Relationship Education recognises diverse family structures	Ensure all staff respond appropriately to questions raised by children	Pupils recognise that all families are different with regard to gender, age and sexual orientation.
Religious Belief	Ensure celebration and understanding of all beliefs by staff and pupils.	Staff handbook and induction procedures to raise awareness of sensitivity towards diverse religious beliefs Pupil behaviour expectations of tolerance towards all differences	School ethos is recognised as tolerant and supportive of religious diversity.
Age	Ensure staff profile is representative of all ages. Employment law adhered to	HCC employment guidelines are followed Staff employed are physically and mentally fit for work in the posts for which they are engaged	Staff profile is made up of all ages ensuring that pupils benefit from a diverse age range.
Curriculum: For our curriculum	PSHE curriculum and assemblies are delivered	Children and staff are able to articulate the importance of	Curriculum:

review to enable us to teach positively about all of the above protected characteristics.	consistently regarding children's rights to ensure equality and respect for the rights of others.	rights and behaviour in a respectful manner at all times.	For our curriculum review to enable us to teach positively about all of the above protected characteristics.
Close attainment and progress gaps	Actively analyse data and look to close any emerging gaps which become apparent between different groups.	Gaps between groups narrow year-on-year	There is not a wide, noticeable range of attainment levels between different groups across the school.