



KINGFISHER
PRIMARY SCHOOL

Equality Information and Objectives

Last Reviewed: November 2024

Next Review Due: October 2025

Reviewed Annually

Background

Medway, within Kent, has a high level of deprivation and as such, there is a high level of economic need within the area surrounding the school. Kingfisher falls within the Princes Park area of Medway.

Over twenty separate ethnic groups are represented within the school, the largest of which (outside White British) being Black African (11%) and White Eastern European (6%). There are 18 different languages spoken and we celebrate our growing diversity.

There is similarly wide-ranging representation from a number of different faiths within the Kingfisher community, such as Christian, Hinduism, Judaism, Islam and Sikhism.

In 2024, 44% of pupils at Kingfisher are in receipt of Free School Meals. This figure is significantly higher than the national average, which is 23.8%.

Kingfisher Primary School aims to create an environment where individuals feel confident and at ease by:

- Being respectful
- Always treating other members of the school community fairly
- Developing an understanding of diversity and the benefits it can have
- Adopting an inclusive attitude
- Adopting an inclusive curriculum
- Encouraging compassion and open-mindedness

We will support our pupils to embed this approach.

Legislation and Guidance

Kingfisher Primary School has obligations under the Public Sector Equality Duty (PSED) (as set out in the Equality Act 2010) to have due regard to the need to:

- Eliminate discrimination, harassment, victimization 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

The protected characteristics within the Equality Act 2010 are Sex; Race; Disability; Religion or belief; Sexual orientation; Gender reassignment; Pregnancy or maternity.

Roles and Responsibilities

The governing board 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
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Head of School.

The Head of School will:

- Promote knowledge and understanding of the equality objectives among 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.

Eliminating Discrimination, Harassment and Victimisation

We will not discriminate against, harass or victimise any pupil, prospective pupil, member of staff or any other member of the school community because of any protected characteristic. We will not tolerate any prejudice-related discrimination whether direct or indirect, and will treat any such incidents with the utmost seriousness.

All within the Kingfisher community will challenge any type of discriminatory and/or bullying behaviour.

We will explore concepts and issues relating to identity and equality through the PSHE curriculum, the programme of assemblies and co-curricular activities.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

Advancing Equality of Opportunity

Kingfisher aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

We will therefore:

- Collate and regularly analyse information (e.g. safeguarding, behaviour, attendance and attainment data) related to specific groups within the school community to identify any trends or patterns, and ensure that appropriate steps are taken to address any issues identified.

Fostering Good Relations

Kingfisher instils in its pupils the importance of making a positive impact in the world, by showing empathy, respect and compassion to all. It is an intrinsic part of the education we provide our children, using the Kingfisher school values to underpin the activities of the school.

We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. This challenge will be delivered in a way that prevents discrimination, instead promoting inclusive attitudes.

Kingfisher recognises the importance of the use of language and high-quality resources in setting a tone and culture within the school. We ensure that staff, children and resources:

- Use appropriate and accurate language referring to particular groups or individuals
- Do not consciously offend, transmit or reinforce negative stereotypes
- Use their words to lift others up, not pull each other down
- Reflect the reality of an ethnically and culturally diverse society and challenge negative stereotypes
- Provide balance to discussions
- Are accessible to all

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

Equality Objectives

Objective 1

Increase understanding of the Equality Act amongst staff and elect an EDI champion to instil an awareness of the impact of actions in relation to meeting our equality aims.

Why we have chosen this objective: To ensure that all staff are working from a strong base of knowledge and shared purpose.

Objective 2

In conjunction with our wide horizons offer, plan trips and visits to inspire Equality, Diversity and Inclusion across the curriculum.

Why we have chosen this objective: The community of our school is constantly changing and to reflect that we ensure that all children can explore opportunities to raise aspirations for individuals and curriculum areas.

Objective 3

Challenge typical stereotypes through the texts and projects that we study.

Why we have chosen this objective: Use of texts as 'windows and mirrors' of families, experiences and barriers will lead to a greater understanding of individuals and the impacts that individuals and groups have had on our past and future lives.

Monitoring Arrangements

The Head of School will update the equality information we publish, at least every year. This document will be reviewed by the Senior Leadership Team at least every 4 years. This document will be approved by the governing body.