



Federation of Kymbrook & Thurleigh Primary Schools

Our vision is to work in partnership with families to unlock the potential of every individual. Together, we nurture a self-belief and a lifelong passion for learning.

Equality, Diversity and Inclusion Policy

Excellence – Enjoyment – Enrichment – Equality

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Equality, Diversity and Inclusion Policy

Introduction

At Kymbrook & Thurleigh Federation we work hard to eliminate direct and indirect discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between all those within our school community. We do this with regard to the nine protected characteristics listed in the Equality Act 2010. These characteristics are:

- ◆ age
- ◆ disability
- ◆ gender reassignment
- ◆ marriage and civil partnership
- ◆ pregnancy and maternity
- ◆ race
- ◆ religion or belief
- ◆ sex
- ◆ sexual orientation

A glossary which defines these terms and additional terms related to equality, diversity and inclusion can be found in [Appendix 1](#)

Our duties under the Equality Act also 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.

The Education and Inspections Act 2006 requires us to promote community cohesion and at Kymbrook & Thurleigh Federation we work towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist.

Our commitment to equality, diversity and inclusion is reflected in our school policies and procedures, especially those related to (but not limited to):

- ◆ accessibility
- ◆ behaviour
- ◆ anti-bullying
- ◆ uniform
- ◆ recruitment
- ◆ Relationships and Sex Education
- ◆ Special Educational Needs
- ◆ home-school agreements

Our Federation ethos and values

Our Federation vision of Kymbrook and Thurleigh Primary School is: Our vision is to work in partnership with families to unlock the potential of every individual. Together, we nurture a self-belief and lifelong passion for learning.

This builds on our Federation vision ethos of Enjoyment, Enrichment, Excellence and Equality, which underpins our aspirations for our pupils learning experience.

Enjoyment

- ◆ A happy, secure and caring atmosphere where all our children are safe.
- ◆ A school with Emotional Health and Well Being at its centre
- ◆ A school where learning is fun and creative.
- ◆ A stimulating environment where learning is irresistible.

Enrichment

- ◆ A full and rounded education to help our children grasp the opportunities and meet the challenges and responsibilities that lie ahead.
- ◆ An education based on learning skills and attitudes to foster independence.
- ◆ A motivating culture to develop and nurture independence, confidence and a healthy lifestyle.
- ◆ Opportunities for diverse experiences both within and outside school enriching our pupils' life experiences

Excellence

- ◆ A school geared to enabling everyone to achieve their full potential no matter where that potential lies
- ◆ A school that is respected for its educational standards and its continual work to deliver the best possible opportunities for every child in its care.
- ◆ A school that motivates every pupil regardless of ability to work to their very best.

Equality

- ◆ A school based on mutual respect and understanding
- ◆ A school determined to be fully inclusive, meeting the needs of all who are a part of our community
- ◆ A school where every child and adult is equal regardless of circumstances, race, gender, ability or age

Our school's profile *Data collected from the 2022 census.

	Thurleigh Primary	Kymbrook Primary
Number of students on roll	81	79
Gender split for students and staff	Students: Female - 38 Male - 43 Staff: Female - 22 Male - 3	Students: Female - 40 Male - 39 Staff: Female - 25 Male - 2
Number of disabled students and staff	Students: 3 Staff: 0	
Ethnic groups presented	White British White and Black Caribbean White and Black African White and Asian White Other Any other mixed background Black African Black Caribbean Italian	White British White and Black Caribbean White other Any other mixed background Black African Any other Asian background Indian
Religious groups presented	No Religion Christian Refused Other	No Religion Christian Refused Other Sikh
Age profile of students	3-11 years	4-11 years
Age profile of staff	22-63 years	22-63 years
Students on Free School Meals <i>National average 22.5% 2022</i>	25%	11%
Students with EHCPs <i>National average 2.2% 2022</i>	3.7% (3 students)	2.2% (2 students)
Demographics of the local area	Thurleigh Bedford Rushden	Bolnhurst Keysoe Little Staughton

Fulfilling our public sector equality duty

How we eliminate discrimination, harassment and victimisation:

Kymbrook & Thurleigh Federation does not tolerate direct or indirect discrimination, harassment or victimisation of anyone within our school community, and we are opposed to all forms of prejudice.

- ◆ The school has robust procedures for dealing with prejudice-related incidents and all staff receive training on these. All incidents are recorded, and this data is shared with the governing body and analysed so that any trends can be identified, and action plans put in place. Further information on these procedures can be found in the Anti-bullying policy & Positive behaviour policy and they are also referenced in the KT Federation Prejudice-Related Incident Procedure.
- ◆ The Complaint and Confidential Reporting Policy (whistleblowing) outline the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by staff
- ◆ The Complaints Policy outlines the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by parents and carers and the wider school community.

How we advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it:

Treating people equally does not mean treating them all the same. We recognise that people have different needs, different experiences, different outlooks and face different barriers to achieving positive outcomes.

- ◆ We collect and monitor data broken down by different protected characteristics in order to identify inequalities and disparities within our student population in terms of:
 - Progress and attainment
 - Admissions
 - Attendance
 - Rewards, sanctions and exclusions

And within our staff population in terms of:

- Recruitment, retention, training and promotion
- Capability, disciplinary and complaints

We employ appropriate interventions where necessary in order to address disparities. Please see our Equalities Objectives and Action Plan for further details.

- ◆ We consult widely with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted in the design of new policies, and in the review of existing ones.
- ◆ We assess all of our policies and procedures to ensure that no individuals or groups are disadvantaged and to identify opportunities for positive action.
- ◆ We make reasonable adjustments to ensure that the school environment and its activities are as accessible and as welcoming as possible to all, in some cases treating disabled people more favourably than non-disabled people where necessary. Please see our Accessibility Plan for further information.
- ◆ We ensure that students' work is differentiated appropriately, and that the curriculum is accessible to all students.
- ◆ We respect the religious beliefs and practice of staff and students and comply with reasonable requests relating to religious observance and practice.
- ◆ We take all reasonable steps to ensure the wellbeing and inclusion of transgender staff and students, including those who transition during their time at the school

How we foster good relations between persons who share a relevant protected characteristic and persons who do not share it:

- ◆ We ensure that our curriculum offers opportunities to learn about people with a diverse range of identities.
- ◆ We teach our students to recognise and challenge stereotypes and prejudice and to value difference.
- ◆ We ensure that our resources challenge stereotypes and reflect the diversity of society.
- ◆ We take positive action to ensure that people with a range of different identities engage with our school community for example guest speakers, arts groups, school governors, parent/carer helpers etc.
- ◆ Our behaviour policy includes a requirement to respect other people and their different identities.
- ◆ We take steps to ensure diversity in our student council, governing body and staff team
- ◆ We celebrate diversity at every opportunity and hold regular assemblies and events celebrating diversity throughout the year.

Responsibilities

The governing body is responsible for ensuring that:

- ◆ The school complies with all equalities legislation relevant to the school community, and that this policy and its related procedures and action plans are implemented
- ◆ A member of the governing body has a watching brief regarding the implementation of this policy
- ◆ The school and governors carry out equalities impact assessments on all other policies
- ◆ All available data is used to consider equalities issues and to ensure adjustments to school policies and practices are made, including positive action where necessary

The head teacher and senior management are responsible for:

- ◆ Overseeing the implementation of the Equality Policy
- ◆ Ensuring that all who enter the school are aware of, and comply with, the Equality, Diversity and Inclusion Policy
- ◆ Ensuring that staff are aware of their responsibilities and are given relevant training and support
- ◆ Taking appropriate action in any cases of discrimination, harassment, victimisation and bullying
- ◆ Regularly reviewing data related to prejudice-related incidents and taking necessary steps to reduce occurrences of incidents within the school

All staff are responsible for:

- ◆ Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- ◆ Understanding and complying with the Equality, Diversity and Inclusion Policy
- ◆ Contributing to the action plan attached to the policy
- ◆ Making reasonable adjustments to ensure disabled students do not experience discrimination or exclusion
- ◆ Dealing with prejudice-related incidents, following the specific procedure
- ◆ Attending training sessions as necessary to carry out this policy and keep up to date with equalities legislation
- ◆ Challenging bias and stereotyping
- ◆ Promoting an inclusive and collaborative ethos

All parents/carers are responsible for:

- ◆ Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- ◆ Understanding the ethos of the school and complying with the school's Equality, Diversity and Inclusion Policy

- ◆ Ensuring that they and the young people that they are responsible for meet the expectations set out in the home-school agreement

All visitors are responsible for:

- ◆ Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying in their engagement with the school
- ◆ Complying with the school's Equality, Diversity and Inclusion Policy

All students are responsible for:

- ◆ Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- ◆ Understanding the ethos of the school and complying with the school's Equality, Diversity and Inclusion Policy
- ◆ Reporting prejudice-related incidents
- ◆ Understanding, valuing and celebrating diversity
- ◆ Challenging stereotypes and prejudices

Equality Objectives and Action Plan

In order to fulfil its Public Sector Equality Duty the school collects equality information on pupils and staff. Using this information, the school analyses the following in terms of protected characteristics:

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|---------------------------------|---|
| ◆ Pupil admissions | ◆ Staff recruitment, retention and promotion |
| ◆ Pupil attendance | ◆ Staff disciplinary and capability proceedings |
| ◆ Pupil performance/achievement | ◆ Records of prejudice-related incidents |
| ◆ Pupil sanctions | ◆ Complaints by parents and carers |
| ◆ Pupil rewards | |

The school also conducts surveys with staff, pupils and parents and carers to identify areas that they feel the school is doing well and areas for improvement.

This information is used to identify any discrepancies between people from different groups and to identify equality objectives. The school publishes this information on the school's website. Equality objectives are reviewed annually and changed at a maximum of four years, depending on the nature of the objectives.

The school identifies any equality training needs within our staff by Questionnaire Feedback and School Development Plan targets. These needs will be addressed, and this may also inform our Equality Objectives.

Our equality objectives may also take into account national and local priorities and issues as appropriate. They are devised in consultation with school governors and are integrated into the school improvement plan. We keep the objectives under review and report annually on our progress towards achieving them.

Our current Equality Objectives and Action Plan are attached as [Appendix 2](#)

Equality Impact Assessments

All school policies are regularly assessed for their impact on different groups of people with shared protected characteristics. This ensures that our policies, practices and decision-making processes are fair and do not discriminate against any particular groups. It also enables us to consider ways to proactively advance equality.

A template for conducting equality impact assessments is attached as [Appendix 3](#)

Breaches of this policy

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

This policy has been adapted from an exemplar produced by EqualiTeach: www.equaliteach.co.uk

Appendix 1: Glossary

Antisemitism	A certain perception of Jews, which may be expressed as hatred toward Jews.
Biphobia	Prejudice or negative attitudes, beliefs or views about bisexual people.
Cisgender	Someone whose gender identity is the same as the sex they were assigned at birth.
Disability	A physical or mental impairment, which has a substantial and long-term adverse effect on someone's ability to carry out typical day-to-day activities.
Discrimination	<p>This can be direct: When someone is treated less favourably than another person or other people because:</p> <ul style="list-style-type: none"> • they have a particular protected characteristic • someone thinks they have that protected characteristic (discrimination by perception) • they are connected to someone with that protected characteristic (discrimination by association) <p>Or indirect: There is a policy that applies in the same way for everybody but disadvantages a group of people who share a protected characteristic.</p>
Gender identity	Someone's internal sense of their own gender, whether man, woman or some other gender. This may or may not align with their assigned sex.
Gender reassignment	If someone is proposing to undergo, is undergoing or has undergone a process (or part of a process) to change sex and/or gender. This might involve medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender.
Harassment	Unwanted conduct, related to a relevant protected characteristic, which violates a person's dignity and/or which creates an intimidating, hostile, degrading, humiliating or offensive environment for that person.
Homophobia	Prejudice or negative attitudes, beliefs or views about lesbian, or gay people.
Islamophobia	A type of racism that targets expressions of Muslimness or perceived Muslimness. Further information can be found at: Islamophobia+Defined.pdf (squarespace.com)
Prejudice-related incident	Any incident which is perceived to be prejudice-related by the victim or any other person.
Race and ethnicity	Includes skin colour, nationality and ethnic or national origins.
Racism	Prejudice or negative attitudes, beliefs or views about someone based on their skin colour, nationality, ethnic or national origin.
Reasonable adjustments	<p>Taking reasonable steps to remove disadvantages faced by disabled people by:</p> <ul style="list-style-type: none"> • changing provisions, criteria or practices • changing or removing a physical feature or providing a reasonable alternative way to avoid that feature • providing auxiliary aids
Religion or belief	<p>Religion is a formalised system of belief that aims to relate humanity to spirituality. Beliefs included are philosophical beliefs, which are considered to be similar to a religion.</p> <p>We include people who have no religion or a lack of belief.</p>
Sex	Whether someone is male, female or intersex.
Sexism	Prejudice or negative attitudes, beliefs or views about someone based on their sex.
Sexual orientation	Who someone is emotionally, mentally, and physically attracted to in relation to their sex/gender, this includes heterosexual, lesbian, gay, bisexual, pansexual and asexual.
Transgender	An umbrella term to describe people whose gender identity differs from what is typically associated with the sex they were assigned at birth.
Transphobia	Prejudice or negative attitudes, beliefs or views about transgender people including refusal to accept their gender identity
Victimisation	<p>Treating someone badly because they are:</p> <ul style="list-style-type: none"> • making a claim or complaint of discrimination • helping someone else to make a claim by giving evidence or information <p>Or because they intend to do so.</p>



Appendix 2: Equality Objectives and Action Plan

Equally Safe Action Plan – Kymbrook and Thurleigh

Outcome	How will we achieve this?	Lead person	Timeline	Resources	How will we know it has been achieved?
<p>The school will have a robust procedure for recognising and responding to prejudice-related incidents</p>	<ul style="list-style-type: none"> • A procedure will be developed using guidance provided. • A recording system will be developed to use alongside it – electronic (e.g. SIMS) and/or hard copy paperwork – the recording system will allow for data analysis (by groups etc.) • The procedure will include simple “scripts” to aid staff in their responses (particularly support staff for example) 			<ul style="list-style-type: none"> • “Equally Safe – recognizing and responding to prejudice-related incidents” – document provided by Amy • “Sample prejudice-related incident procedure” – document provided by Amy • “Sample prejudice-related incident recording form” – document provided by Amy • “Ten steps to tackling homophobic, bi-phobic and transphobic language in schools” – document provided by Amy (Stonewall) • Related (updated) policies 	<ul style="list-style-type: none"> • There will be a written procedure which will be cross-referenced with/attached to: <ul style="list-style-type: none"> -The behaviour policy -The anti-bullying policy -The equality policy (and ideally on the school website) • There will be a user-friendly recording system in place – accessible by all who need it.



<p>All staff will feel confident in responding to prejudice-related incidents</p>	<ul style="list-style-type: none"> • Once a robust procedure has been developed, all staff will receive initial training on why the procedure is necessary and how to use it. • Regular reminders to staff – possibly alongside safeguarding training? • Training will be included as part of induction for new staff • Appropriate references will be made in the staff handbook 			<p>All documents from above section plus,</p> <ul style="list-style-type: none"> • “Recognising and responding to prejudice-related incidents” – document provided by Amy • “Challenging prejudice-related language and stereotyping – a range of possible initial responses” – document provided by Amy • “Sample whole school script for use of gay” – document provided by Amy • Whole staff twilight training session to be delivered by Equaliteach – 21/2/23 	<ul style="list-style-type: none"> • All staff will be able to articulate the procedure • All staff will be able to articulate possible appropriate (immediate) responses to incidents • All incidents will be dealt with appropriately and consistently • The staff handbook will be updated accordingly • There will be a staff training format in place which can be reused and revisited regularly (as part of CPD cycle?) – this could be based on the Whole School training provided by Equaliteach
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<p>The school will have a fit-for-purpose anti-bullying policy which is fully understood by all staff.</p>	<ul style="list-style-type: none"> • A new anti-bullying policy will be created. • The (new) procedure for responding to prejudice-related incidents will be incorporated into/referenced in the anti-bullying policy. • Staff will be made aware of the new/updated policy during an appropriate staff training session (to ensure knowledge and ownership) • Appropriate references will be made in the staff handbook 			<ul style="list-style-type: none"> • “Writing your anti bullying policy” – document provided by Amy 	<ul style="list-style-type: none"> • There will be a new/updated policy in place • When questioned/surveyed, staff will be able confident in articulating the policy and will know where to find it. • Staff responses to bullying will be more consistent
<p>All pupils will understand the school’s anti-bullying policy – in an age-appropriate fashion – and what it means in practice, including reference to prejudice-related incidents</p>	<ul style="list-style-type: none"> • The (new) procedure for responding to prejudice-related incidents will be incorporated into/referenced in the anti-bullying policy. • The school will develop a pupil-friendly version of the anti-bullying policy (this could be done with involvement from the Agents for Change for example) • This will be shared with pupils regularly, ideally including posters in each classroom 			<ul style="list-style-type: none"> • New anti-bullying policy 	<ul style="list-style-type: none"> • Pupils will be able to articulate the school’s anti-bullying policy, including reference to prejudice-related incidents • Incidents of reporting may increase (?) due to pupils feeling confident in how to report and confident in knowing that they will be taken seriously and that things will change



<p>The school will know how students, staff, parents and carers feel about its performance in terms of issues around promoting equality and tackling prejudice and bullying</p>	<ul style="list-style-type: none"> • Conduct relevant surveys on a regular basis 			<ul style="list-style-type: none"> • Template baseline surveys – documents provided by Amy (can also be found on the portal) 	<ul style="list-style-type: none"> • Analysis of the surveys will be available to relevant staff • Relevant actions/interventions will be used to address any issues
<p>The school will have a fit-for-purpose equality policy which is fully understood by all staff.</p>	<ul style="list-style-type: none"> • A new Equality, Diversity and Inclusion policy will be created which will include robust Equality Objectives (remember, the objectives could come from this Action Plan. • The (new) procedure for responding to prejudice-related incidents will be referenced where appropriate. • Staff will be made aware of the new policy during an appropriate staff training session (to ensure knowledge and ownership) • Staff training will include “terminology” and a document will be made available to all staff • Appropriate references will be made in the staff handbook 			<ul style="list-style-type: none"> • Equaliteach template Equality, Diversity and Inclusion policy – document provided by Amy • “Setting SMART equality objectives” – document provided by Amy • “The language of equality” terminology etc. – document provided by Amy 	<ul style="list-style-type: none"> • There will be a new policy in place • When questioned/surveyed, staff will be able confident in articulating the policy and will know where to find it.



<p>Parents/carers will know that the school is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different people</p>	<ul style="list-style-type: none"> • The home/school agreement will be updated to include statements around equality and diversity • New policies (Equality, Behaviour, Anti-bullying) will be shared with parents/carers, making special reference to the procedures for dealing with prejudice-related incidents • There will be a nominated “Equality, Diversity and Inclusion” governor and/or link staff member • News around diversity in the curriculum will be shared with parents/carers e.g. purchase of new books, additions to PSHE/SRE curriculum etc. • Displays around school (particularly those in the reception area) will reflect the school’s commitment to equality and diversity • Regular communications to parents/carers (e.g. school newsletter) will include news/updates about equality and diversity whenever possible 			<ul style="list-style-type: none"> • Original home/school agreement reviewed by Amy • Relevant updated policies (to share with parents/carers) 	<ul style="list-style-type: none"> • When questioned (in a relevant survey for example) parents/carers will feel confident in asserting that the school is welcoming to students/parents/carers from diverse groups with different protected characteristics. • Parents/carers from different groups may increase their engagement with the school
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<p>Pupils will know that the school is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different people</p>	<ul style="list-style-type: none"> • The home/school agreement will be updated to include statements around equality and diversity • Displays around school will be audited then updated/changed to reflect equality and diversity (no matter what the topic/subject matter) • Teaching resources will be audited then updated/changed to reflect equality and diversity (no matter what the topic/subject area) – ask teachers to make changes to at least 2 resources per half term for example – this could simply be changing some photographs on a presentation, changing gender of example people, diversity in first-names etc. • All curriculum areas will be audited then updated/changed to reflect equality and diversity within the content, through as many topics/subjects as possible • Try to ensure (educational) visitors to the school reflect diversity • The school will celebrate Black History Month, LGBTQ History Month, UK Disability History Month and International Women’s Day • Ensure staff who deliver PSHE have relevant up-to-date equality training • The RSE curriculum will be reviewed in order to ensure inclusion of sexual orientation (in terms of relationships/families etc.) 			<ul style="list-style-type: none"> • “Reflecting diversity in the classroom” – document provided by Amy • “Books which Promote LGBT+ Equality for Primary Schools” – document provided by Amy • “Curriculum auditing tool” – document provided by Amy • Gender and LGBTQ Curriculum Review Tool to be downloaded from “The Key” (requires subscription) • Anti-racism Curriculum Review Tool to be downloaded from “The Key” (require subscription) • “LGBTQ+ inclusive RSHE” – document provided by Amy (Stonewall) • https://www.diverseeducators.co.uk/diversity-in-the-curriculum-toolkit/ • https://www.letterboxlibrary.com/ 	<ul style="list-style-type: none"> • When questioned (in a relevant survey for example) all pupils will feel valued and will feel confident in asserting that the school is welcoming to pupils from diverse groups with different protected characteristics. • There may be an increase in reporting prejudice related incidents as pupils feel more confident that they will be taken seriously and acted on appropriately • Over time there will be a reduction in prejudice related incidents, particularly the more regular ones (e.g. sexist/homophobic “banter” etc.) • Pupils will be able to share their learning (with parents/carers for example) around stereotyping and prejudice
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	<ul style="list-style-type: none"> The school will have a specific procedure for dealing with prejudice related incidents and pupils/students will see this in action 				
Pupils will feel confident in reporting (prejudice related) incidents	<ul style="list-style-type: none"> Relevant policies and procedures will be shared in a pupil friendly way Pupils will be advised of all the ways in which they can report incidents – this will include an email address (which re-directs to at least one member of staff) so that students can report incidents without others knowing. <p>AND/OR</p> <ul style="list-style-type: none"> This will include a “worry box” (or similar) in a low-traffic area so that pupils can post things without others seeing. 			<ul style="list-style-type: none"> Pupil friendly policy/procedure documents (to be developed) Email address (with attached staff member) <p>AND/OR</p> <ul style="list-style-type: none"> Worry box 	<ul style="list-style-type: none"> There may be an increase in reporting prejudice related incidents as pupils feel more confident that they will be taken seriously and acted on appropriately
The school will have an inclusive uniform policy	<ul style="list-style-type: none"> The current policy will be updated in light of review 			<ul style="list-style-type: none"> Original policy reviewed by Amy 	<ul style="list-style-type: none"> The new policy will be sent out to parents/carers <p>The new policy will appear on the school website</p>

Last updated (date)

By

Appendix 3: Equality Impact Assessment

Name and/or brief description of policy/practice
What evidence/information has been used to help identify the likely impact on different groups of people?
Which relevant groups have we engaged/consulted with as part of our assessment?

Protected characteristic	Impact on this group			Explain and give examples of evidence
	Positive	Negative	Neither	
age				
disability				
gender reassignment				
marriage and civil partnership				
pregnancy and maternity				
race				
religion or belief				
sex				
sexual orientation				

Barriers/disadvantages/discrimination identified?	Yes (tick)	No (tick)
If "yes" how will the policy/practice be adapted/changed to eliminate this?		
Date completed	Review date	