KINGSBURY SCHOOL

Equality Information and Objectives

LOCAL LEVEL POLICY

REFERENCE NO:	TBC	DATE PREPARED: October 2026	DATE REVIEWED/REVISED: N/A
Policy compiled by: Martin Clarke		Approved by the Local Governing Body:	
Signed: M. Clarke On behalf of the Senior Leadership Team		Signed: Date:	
DATE OF NEXT REVIEW: October 2027			

Date	Notes
October 2026	Policy Rewritten

1. Purpose and commitment

Kingsbury School is committed to providing an inclusive, ambitious and respectful environment in which every member of our community is valued, treated fairly and able to participate fully in school life. Our values - Respect, Kind, Honest, Ambitious and Proud - underpin this commitment.

This document sets out how the school meets the Public Sector Equality Duty (PSED), publishes relevant equality information and identifies the equality objectives that will guide our work from 2026 to 2028.

OUR DUTY	In exercising its functions, the school has due regard to the need to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations.

2. Legal framework

This statement has been prepared with regard to the Equality Act 2010, including section 149 (the Public Sector Equality Duty), and the specific duties that apply to schools in England. It should be read alongside current Department for Education and Equality and Human Rights Commission guidance.

The Equality Act identifies the following protected characteristics:

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

The application of individual provisions varies by context. In relation to students, age and marriage and civil partnership are not protected characteristics for the schools provisions in the same way as the other characteristics; however, the school remains mindful of its wider duties as an employer and public body.

The school will publish information demonstrating compliance with the PSED at least annually and will publish one or more specific and measurable equality objectives at least every four years. Kingsbury School has chosen to set objectives for 2026-2028 and to review progress annually.

3. Our approach to equality

Equality at Kingsbury is not treated as a stand-alone initiative. It is considered through curriculum, teaching, behaviour, attendance, safeguarding, SEND and inclusion, personal development, recruitment, staff development, enrichment and decision-making.

- remove or minimise disadvantages experienced by people because of a protected characteristic;
- take proportionate steps to meet different needs and remove barriers to participation;
- encourage participation where representation or engagement is disproportionately low;
- identify and respond to discriminatory language, harassment, bullying and prejudice-related incidents;
- use appropriate evidence to identify disparities in experience, participation and outcomes;
- make reasonable adjustments for disabled students, staff and visitors where required;
- promote understanding, respect and positive relationships across the school community.

4. Roles and responsibilities

The Local Governing Body

- retains responsibility for ensuring that the school complies with its equality duties;
- approves and monitors the school's equality objectives;
- receives appropriate information about progress, significant disparities and actions taken;
- ensures equality considerations are embedded within strategic decision-making and policy review.

The Headteacher and senior leaders

- promote a culture in which equality, inclusion and respect are visible expectations;
- ensure staff understand their responsibilities and that relevant training is provided;
- monitor progress against the equality objectives and report to governors;
- ensure significant decisions consider potential equality impacts before and at the point decisions are made;
- ensure concerns about discrimination, harassment or victimisation are addressed appropriately.

All staff

All staff are expected to uphold this statement, challenge discriminatory behaviour and language, make appropriate reasonable adjustments, promote inclusive practice and contribute to the achievement of the school's equality objectives.

Students, parents and carers

Students are expected to demonstrate the school's values and treat others with dignity and respect. Parents and carers are encouraged to work in partnership with the school and to raise concerns where they believe equality or access may be affected.

5. Eliminating discrimination, harassment and victimisation

Kingsbury School will take reasonable and proportionate steps to prevent and respond to unlawful discrimination, harassment and victimisation. This includes ensuring that relevant policies and procedures reflect equality duties; staff understand expectations; incidents are recorded and followed up; and patterns or emerging concerns are reviewed by leaders.

The school's behaviour, anti-bullying and safeguarding arrangements support this work. Discriminatory or prejudice-related incidents are treated seriously, with appropriate education, support, sanction and safeguarding response according to the circumstances.

6. Advancing equality of opportunity

The school seeks to identify where students or groups experience disadvantage, barriers to access, lower participation or weaker outcomes, and to respond through appropriate support and improvement action. This may include reasonable adjustments, targeted intervention, curriculum adaptation, pastoral support, attendance work, staff development or changes to systems and practice.

Analysis will be proportionate and will avoid drawing conclusions from very small cohorts. Where numbers are small, the school may aggregate information or describe trends without publishing data that could identify individuals.

7. Fostering good relations

The school promotes respect, understanding and a strong sense of belonging through the taught curriculum, assemblies, tutor time, personal development, enrichment, student leadership, careers education and engagement with families and the wider community.

Curriculum and wider-school experiences should enable students to encounter a range of perspectives, cultures, faiths, identities and experiences in an age-appropriate way, while supporting respectful discussion and the school's values.

8. Equality in decision-making

Due regard to equality must be exercised with rigour and at the time a significant decision is being considered, rather than retrospectively. Leaders will consider the available evidence, potential impact on people who share protected characteristics, possible barriers or disadvantages, and any reasonable steps that could mitigate adverse impact or advance equality.

Examples may include decisions about policies, curriculum, trips and visits, uniform, facilities, access arrangements, behaviour systems, staffing, admissions-related processes within the school's remit, and changes to the school day or provision.

9. Equality information

The school will update and publish equality information at least annually. Information will be selected because it helps demonstrate how Kingsbury School is meeting the three aims of the PSED and informs improvement priorities. The school will use current school data rather than retaining historic figures within the policy beyond their useful life.

Depending on relevance, availability and cohort size, this may include:

- student population information by relevant protected characteristic;
- attainment and progress patterns;
- attendance and persistent absence;
- suspensions, exclusions and behaviour patterns;
- bullying, discriminatory and prejudice-related incidents;
- participation in enrichment, leadership, trips and wider opportunities;
- SEND access, reasonable adjustments and inclusion information;
- student, parent/carer and staff voice where relevant;
- workforce equality information where publication is required or considered appropriate and lawful.

Published information will be anonymised and handled in accordance with data-protection requirements. Small numbers may be suppressed or combined where publication could lead to identification.

10. Equality objectives 2026-2028

The following objectives reflect the school's current improvement priorities and are intended to be specific enough to drive action while allowing annual baselines and milestones to be set from the most up-to-date school data.

OBJECTIVE 1 | Improve equity in attendance and educational outcomes

Reduce significant disparities in attendance and educational outcomes between relevant student groups, particularly where school analysis identifies a relationship with protected characteristics, disability/SEND or other barriers to participation.

Key actions	
	▪ Analyse attendance, persistent absence, attainment and progress at agreed points through the year, with appropriate breakdowns by student group.

	▪ Identify material gaps and agree targeted actions through pastoral, attendance, SEND and curriculum leadership. ▪ Evaluate whether interventions are improving access, attendance and outcomes rather than only recording activity.
How we will measure progress	▪ Establish a 2026 baseline for identified gaps. ▪ Report the direction and scale of change annually. ▪ Evidence that identified priority gaps are reducing over the 2026-2028 period, or that revised action has been taken where progress is insufficient.
Evidence and reporting	Annual equality information; attendance and outcomes analysis; school improvement reporting; governor reports.
Timescale	2026-2028, with progress reviewed at least annually.

OBJECTIVE 2 | Strengthen inclusion and access for students with SEND and disabilities

Ensure students with SEND and disabilities can access high-quality teaching, the wider curriculum and school life, with barriers identified early and reasonable adjustments implemented consistently.

Key actions	▪ Embed effective use of Student Support Profiles and agreed inclusive classroom practices. ▪ Review access to enrichment, trips, clubs, student leadership and other wider opportunities. ▪ Use student and parent/carer voice, where appropriate, to identify barriers and evaluate support.
How we will measure progress	▪ Monitor implementation of agreed classroom strategies and reasonable adjustments through quality assurance. ▪ Review participation patterns and address material under-representation where identified. ▪ Demonstrate through annual review that identified access barriers have been removed, reduced or have a clear action plan.
Evidence and reporting	SEND/inclusion review; quality assurance evidence; participation data; student/parent voice; governor reporting.
Timescale	2026-2028, with progress reviewed at least annually.

OBJECTIVE 3 | Reduce discriminatory and prejudice-related behaviour and strengthen belonging

Promote a culture in which students feel safe, respected and that they belong, while ensuring discriminatory language, harassment, bullying and prejudice-related incidents are challenged, recorded and addressed effectively.

Key actions	▪ Maintain clear systems for recording, categorising and following up discriminatory and prejudice-related incidents. ▪ Use assemblies, tutor time, curriculum and personal development to build understanding and respectful relationships. ▪ Analyse patterns by type, location, year group and other relevant factors and respond to emerging themes.
How we will measure progress	▪ Establish an annual baseline for recorded discriminatory/prejudice-related incidents and repeat concerns. ▪ Monitor whether repeat incidents and identified hotspots/themes reduce following intervention. ▪ Use student voice to assess perceptions of respect, safety and belonging and identify areas requiring action.
Evidence and reporting	Behaviour and safeguarding records; annual incident analysis; student voice; personal development review; governor reporting.
Timescale	2026-2028, with progress reviewed at least annually.

OBJECTIVE 4 | Ensure equality is visible in curriculum, personal development and wider participation

Provide students with an inclusive curriculum and wider-school experience that promotes understanding, challenges stereotypes and enables equitable participation in opportunities across the school.

Key actions	▪ Review curriculum and personal-development provision for appropriate representation and opportunities to develop understanding of equality and respectful relationships. ▪ Monitor access to selected enrichment, careers, leadership and wider opportunities where participation data indicates a potential disparity. ▪ Act on identified gaps in representation, access or participation.
How we will measure progress	▪ Complete an annual curriculum/personal-development review against agreed equality considerations. ▪ Identify participation disparities in selected wider opportunities and record action taken. ▪ Use student voice and participation evidence to demonstrate improved access or understanding over the objective period.

Evidence / reporting	Curriculum and personal-development review; enrichment/careers participation information; student voice; annual equality update.
Timescale	2026-2028, with progress reviewed at least annually.

11. Monitoring, reporting and review

Progress against these objectives will be reviewed by senior leaders at least annually and reported to the Local Governing Body. Equality information published by the school will be refreshed at least annually. Objectives will be reviewed sooner than the end of the stated period if evidence shows that priorities have materially changed.

The school may refine milestones or measures as new baseline data becomes available, provided that the purpose and ambition of the published objective are maintained and any material change is transparent.

12. Raising concerns

Concerns about discrimination, harassment, victimisation, accessibility or the school's equality duties should be raised with an appropriate member of staff in the first instance. Complaints will be considered through the school's published complaints procedure where appropriate. Safeguarding concerns will be managed through safeguarding procedures.

13. Links with other policies and documents

- Behaviour and Rewards Policy
- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- SEND and Inclusion Policy / SEND Information Report
- Accessibility Plan
- Relationships, Sex and Health Education / Personal Development documentation
- Staff Code of Conduct
- Recruitment and Selection / Safer Recruitment procedures
- Complaints Policy
- School Improvement Plan

Appendix A - Annual equality information framework

This appendix is designed to be refreshed annually. It should contain current, proportionate information that demonstrates compliance with the PSED. It is not necessary to publish information that would identify an individual, and small cohorts should be suppressed or aggregated where appropriate.

Area	Suggested information	Key findings and school response	Action / link to objective
School population	Current student profile using relevant available protected-characteristic data	Kingsbury School is an 11–16 secondary school with approximately 580 students. Equality information is reviewed to identify differences in experience, participation, attendance, behaviour and outcomes between groups of students.	
Attendance	Overall attendance and persistent absence; relevant group analysis	Attendance remains a significant equality consideration. In 2025–2026, whole-school persistent absence was 41.44%, compared with 61.22% for disadvantaged students and 61.78% for students eligible for FSM. In 2026–2027 the school has introduced strengthened monitoring, tutor intervention and targeted support, with an attendance ambition of 97% for students.	Objective 1
Outcomes	Attainment/progress; relevant group analysis	2026 outcomes improved overall, including 66% achieving grade 4+ in both English and mathematics and 43% achieving grade 5+. Analysis nevertheless identifies continuing differences in outcomes for particular groups, including disadvantaged and SEND students. Closing these gaps is incorporated within the school's Raising Achievement Strategy and quality-assurance processes.	Objective 1
SEND/disability	Access, reasonable adjustments, inclusion and participation	Students with SEND are a key focus of the school's inclusion strategy. Analysis of 2026 outcomes identified continuing differences in achievement for students with SEND. During 2026–2027, the school has strengthened its inclusive classroom approach, use of Student Support Profiles and provision through the Phoenix Suite to improve access, participation and outcomes.	Objective 2

Area	Suggested information	Key findings and school response	Action / link to objective
Behaviour and belonging	Suspension and behaviour patterns; discriminatory or prejudice-related incidents; student voice	Behaviour information is analysed by student group to identify disproportionate patterns. During 2025–2026, use of internal exclusion reduced substantially, although suspension data indicated disproportionate representation amongst some disadvantaged and SEND students. The revised 2026–2027 Behaviour and Rewards Strategy emphasises predictable routines, consistent expectations, early intervention and recognition of positive behaviour.	Objective 3
Participation	Enrichment, trips, leadership, careers and wider opportunities	The school seeks to ensure equitable access to enrichment, trips, careers education, leadership opportunities and extracurricular activities. The Kingsbury+ programme provides all KS3 students with structured experiences across Communication, Community, Enterprise, Life Skills and Careers. Participation should be reviewed by student group to identify any patterns of under-representation.	Objective 4
Curriculum and personal development	Review findings relating to representation, understanding and respectful relationships	Equality, diversity, respectful relationships and understanding of different backgrounds and experiences are promoted through the curriculum, assemblies, safeguarding education and personal development. The school seeks to ensure that curriculum materials and experiences appropriately reflect diversity and challenge prejudice and stereotypes.	Objective 4
Workforce	Publish where legally required or where the school determines it is appropriate and lawful	The school is committed to equality of opportunity in recruitment, employment, professional development and promotion. Workforce information is monitored at Trust/school level where appropriate. Small numbers are not published where doing so could risk identifying individual members of staff.	

Appendix B - Equality impact prompts for significant decisions

- What evidence do we have about the people who may be affected by this decision?
- Could the decision create or increase disadvantage for people who share a protected characteristic?
- Are there barriers to access or participation, including for disabled students, staff, parents/carers or visitors?
- What reasonable adjustments or mitigations should be considered?
- Could the decision help advance equality of opportunity or foster good relations?
- Have relevant views been sought where proportionate and useful?
- How will the impact be monitored after implementation?