



Kincaig Primary School – Equality Objectives



Public Sector Equality Duty

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct 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 between people who share a protected characteristic and people who do not share it.

Kincaig Primary School and Nursery is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth and at the **HEART** of everything we do.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

1. All learners are of equal value
2. We recognise and respect difference
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
4. We observe good equalities practice in staff recruitment, retention and development.
5. We aim to reduce and remove inequalities and barriers that already exist.
6. We have the highest expectations of all our children.

Recent Legal Developments

On 24 April 2025, the UK Supreme Court ruled that the legal definition of a woman is based on biological sex. This ruling means that any person with the protected characteristic of gender reassignment to female (i.e. a transgender woman) is not considered 'a woman' under equality legislation.

The Equality Act 2010 itself has not changed, and Kincaig Primary School and Nursery remains committed to eliminating discrimination, harassment and victimisation of

transgender (trans) pupils, staff and families; advancing equality of opportunity; and fostering good relations between trans people and those who aren't trans.

We will continue to monitor guidance from the Equality and Human Rights Commission (EHRC) and update our practices accordingly to ensure all members of our school community are treated with dignity and respect.

Information on Pupils by Protected Characteristics

The Equality Act 2010 protects people from discrimination on the basis of nine protected characteristics and whilst all are not applicable to schools, every person has several of the protected characteristics, so the Act protects everyone against unfair treatment. These include:

- Sex
- Race
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity
- Age (note: this is only a protected characteristic in schools in relation to employment and the provision of goods and services. It does not apply to pupils, even if they're over 18)
- Disability
- Marriage and civil partnership (note: this applies to employment but not to pupils)

In order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics.

Information on other groups of pupils

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Disadvantaged group
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after children
- Other vulnerable groups

Eliminating discrimination and other conduct that is prohibited by the Act

The information provided here aims to demonstrate that we give careful consideration to equality issues in everything that we do at Kincaig Primary School and Nursery. 'Due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.

We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010.

We eliminate discrimination by:

- Adoption of the single Equality Scheme
- Our behaviour policy ensures that all children feel safe at school and addresses prejudicial bullying
- Reporting, responding to and monitoring all racist incidents
- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping
- Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success
- Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary
- Ensuring that all pupils have the opportunity to access extra-curricular provision
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.

Advancing equality of opportunity between people who share a protected characteristic and people who do not share it. We advance equality of opportunity by:

- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention
- Ensuring participation of parents/carers and pupils in school development
- Listening to parents/carers
- Listening to pupils at all times

Fostering good relations across all characteristics – between people who share a protected characteristic and people who do not share it

We foster good relations by:

- Ensuring that Kinraig Primary School and Nursery is seen as a community school within our local community.
- Ensuring that equality and diversity are embedded in the curriculum and in collective worship.

Types of Unlawful Behaviour

Understanding Discrimination and Unlawful Behaviour

At Kinraig Primary School and Nursery, we are committed to eliminating all forms of unlawful behaviour under the Equality Act 2010. This includes:

Direct discrimination: Intentionally treating someone less favourably due to a protected characteristic. For example, refusing to make reasonable adjustments for a pupil with special educational needs.

Indirect discrimination: Where a policy or practice, though applied equally to all pupils, has a disproportionate impact on a group of pupils sharing a protected characteristic. For example, a uniform policy that inadvertently discriminates against pupils of a particular faith.

Harassment: Unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. Under the legal definition, harassment covers disability, race, sex or pregnancy and maternity. Harassing pupils with the characteristics of religion or belief, sexual orientation or gender reassignment would be considered direct discrimination.

Sexual harassment: Unwanted conduct of a sexual nature. This could include sexual comments or jokes, or unwelcome touching or hugging. The conduct doesn't need to be sexually motivated, only sexual in nature.

Victimisation: Retaliating against someone for taking action under the Act, such as making a complaint about discrimination or supporting someone else's complaint.

Discrimination arising from disability: Treating someone unfavourably because of something arising from their disability, rather than the disability itself. For example, excluding a pupil for aggressive behaviour when that behaviour is a result of their autism.

All staff receive training on recognising and preventing these forms of discrimination, and we take swift action to address any incidents that occur.

Reasonable Adjustments

Our Commitment to Reasonable Adjustments

Kincraig Primary School and Nursery has a duty to make 'reasonable adjustments' for pupils with disabilities to ensure they are not placed at a disadvantage compared to other pupils.

Where something the school does places a pupil with disabilities at a disadvantage, we will take reasonable steps to try to avoid that disadvantage. We will provide an auxiliary aid or service for a pupil with a disability when it would be reasonable to do so, and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison with pupils without a disability.

What we consider when deciding if an adjustment is reasonable:

- The resources available to the school and the availability of financial or other assistance
- The extent to which the adjustment would be effective in overcoming the substantial disadvantage
- The effect of the disability on the individual pupil
- Health and safety requirements
- The interests of other pupils

Examples of reasonable adjustments we make include:

- Providing auxiliary aids such as adaptive keyboards, hearing loops or special software
- Adjusting our teaching approaches and classroom layouts

- Making adjustments to school trips and after-school clubs to ensure all pupils can participate
- Providing additional time or alternative formats for assessments
- Training staff on specific disabilities and how to support pupils effectively

We work closely with pupils, parents/carers and external professionals to identify and implement the most appropriate adjustments for each individual child. Our accessibility plan (see below attached policy) sets out our strategic approach to improving accessibility across the school.

Duties to Parents/Carers

Supporting Parents and Carers with Disabilities

At public events such as parents' evenings, school plays, award ceremonies and meetings, Kincaig Primary School and Nursery acts as a service provider. We have a duty to make reasonable adjustments for parents and carers with disabilities to ensure they can fully participate in their child's education and school life.

Examples of adjustments we may provide include:

- Accessible meeting spaces for parents/carers with mobility needs
- Information in alternative formats (large print, braille, audio) upon request
- Adjustments to meeting times or formats to accommodate sensory needs of neurodivergent parents/carers
- Ensuring all school communications are accessible

This duty is anticipatory, which means we think in advance about what people with a range of impairments might reasonably need and make adjustments accordingly. We welcome conversations with parents and carers about any adjustments they may need to participate fully in school life.

If you require any adjustments to access school events or information, please contact the school office on 01253 354059 or alternatively contact admin@kincaig.blackpool.sch.uk and a member of the SLT will get in contact.

Our Accessibility Plan

Kincaig Primary School and Nursery has a statutory duty to create, publish and implement an accessibility plan. Our accessibility plan sets out how we will improve accessibility for pupils with disabilities over time.

The plan focuses on three key areas:

1. **Increasing the extent to which pupils with disabilities can participate in the curriculum** – including improving teaching and learning approaches, providing auxiliary aids and services, and ensuring curriculum materials are accessible

2. **Improving the school's physical environment** – making physical changes to the building and grounds to enable pupils with disabilities to take better advantage of the education, facilities and services provided
3. **Improving the availability of accessible information** – ensuring information normally provided in writing is available to pupils with disabilities in formats they can access

Our accessibility plan is reviewed regularly and is available on our school website below. It works alongside our equality objectives to ensure we are continually improving accessibility and inclusion for all members of our school community.

Equality Objectives

Objective 1: To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

How we will achieve Objective 1:

- Analyse pupil progress data termly, broken down by protected characteristics
- Identify any gaps in attainment or progress between different groups
- Implement targeted interventions where gaps are identified
- Monitor the impact of interventions and adjust as needed

Success criteria:

- Termly data analysis completed and reported to governors
- Any attainment gaps between groups reduced year on year
- All identified pupils receiving appropriate targeted support

Objective 2: To create a curriculum that reflects the diversity of our society.

How we will achieve Objective 2:

- Conduct an annual curriculum audit to evaluate the representation of diverse cultures, religions, family structures, disabilities, and protected characteristics across all subjects
- Ensure that curriculum materials, texts, and resources feature diverse role models and perspectives
- Incorporate learning about different cultures, religions, and communities into schemes of work across the curriculum, particularly in PSHE, RE, history, geography, and English
- Celebrate cultural and religious events throughout the year (e.g., Black History Month, Disability History Month, LGBT+ History Month, Diwali, Eid, Chinese New Year)
- Invite speakers and visitors from diverse backgrounds to share their experiences with pupils
- Use assemblies and collective worship to promote understanding of diversity and challenge stereotypes

- Provide staff training on teaching about diversity and challenging bias in the curriculum
- Gather pupil and parent/carers feedback on how well the curriculum reflects diversity

Success criteria:

- Annual curriculum audit completed and reported to governors, with action plan for any gaps identified
- Evidence of diverse representation across curriculum materials and resources in all year groups
- Pupils can articulate their understanding of diversity and demonstrate respect for different cultures, religions, and identities (evidenced through pupil voice surveys and observations)
- Calendar of cultural and religious celebrations established and implemented annually
- At least two diverse speakers or visitors per year group per academic year
- Staff report increased confidence in teaching about diversity (evidenced through staff surveys)
- Positive feedback from pupils and parents/carers about the inclusive curriculum

Review date: July 2027

Objective 3: To raise levels of attainment in core subjects for vulnerable learners.

How we will achieve Objective 3:

- Analyse pupil progress data termly for vulnerable groups including pupils with SEND, pupils eligible for Pupil Premium, looked after children, young carers, and pupils with protected characteristics
- Identify any gaps in attainment or progress between vulnerable learners and their peers in reading, writing, and maths
- Implement targeted interventions and support programmes for identified pupils, including:
 - Small group or 1:1 tutoring
 - Pre-teaching and over-learning opportunities
 - Precision teaching for key skills
 - Use of additional resources and adaptive technology where appropriate
- Ensure Quality First Teaching in all classrooms with appropriate differentiation and scaffolding for vulnerable learners
- Provide additional training for staff on effective strategies for supporting vulnerable learners
- Monitor the impact of interventions half-termly and adjust provision as needed
- Work closely with parents/carers and external agencies to provide holistic support
- Allocate Pupil Premium and other funding strategically to support vulnerable learners' attainment
- Ensure vulnerable learners have access to enrichment opportunities that support their academic progress

Success criteria:

- Termly data analysis completed and reported to governors, showing progress of vulnerable groups
- Attainment gaps between vulnerable learners and their peers reduced year on year in reading, writing, and maths
- All identified vulnerable learners receiving appropriate, evidence-based interventions
- At least 75% of vulnerable learners make expected or better than expected progress in core subjects
- Vulnerable learners achieve outcomes in line with or above national averages for similar groups
- Staff report increased confidence and skills in supporting vulnerable learners (evidenced through staff surveys and lesson observations)
- Pupil Premium strategy statement demonstrates clear impact on outcomes
- Positive feedback from pupils and parents/carers about the support provided

Review date: July 2027

Objective 4: To review and improve levels of parental and pupil engagement in learning and school life across all activities to ensure equity and fairness in access and engagement.

How we will achieve Objective 4:

- Conduct an annual audit of attendance at parents' evenings, school events, and extracurricular activities, analysing participation by protected characteristics and vulnerable groups
- Survey parents/carers and pupils annually to identify any barriers to engagement
- Implement targeted strategies to address any identified gaps in engagement, such as:
 - Offering flexible meeting times for working parents
 - Providing translation services or interpreters where needed
 - Making reasonable adjustments for parents/carers with disabilities
 - Ensuring extracurricular activities are accessible and inclusive for all pupils
 - Using a variety of communication methods to reach all families
- Monitor the impact of these strategies termly through attendance data and feedback
- Report findings and progress to governors annually

Success criteria:

- Increased attendance at parents' evenings and school events across all groups
- Positive feedback from parents/carers about accessibility and inclusion
- Improved pupil participation in extracurricular activities, with no significant gaps between different groups
- Evidence of reduced barriers to engagement

Review date: July 2027

Staff Equality and Protection

Equality for Staff

Kincraig Primary School and Nursery is committed to equality of opportunity for all staff members. Unlike pupils, staff are protected under all nine protected characteristics including age and marriage or civil partnership.

Our commitments to staff include:

- Fair and transparent recruitment, selection and promotion processes
- Making reasonable adjustments for staff with disabilities to ensure they can perform their roles effectively
- Providing a working environment free from discrimination, harassment and victimisation
- Taking reasonable steps to prevent sexual harassment of staff, as required under section 40 of the Equality Act 2010 (introduced in October 2024)
- Supporting staff development and career progression regardless of protected characteristics
- Ensuring pay and conditions are applied fairly and without discrimination

All staff receive regular training on equality and diversity, and we encourage an open culture where staff feel able to raise concerns about discrimination or request reasonable adjustments.

Staff who experience or witness discrimination should report this to the head teacher and all concerns will be taken seriously and investigated promptly in line with our grievance procedures.

Review and Monitoring

Reviewing Our Equality Objectives

These equality objectives will be reviewed every four years, with the next full review due in July 2030.

However, we will monitor progress against our objectives annually and report to governors on:

- Progress towards achieving each objective
- Analysis of pupil achievement data by protected characteristics
- Any equality-related incidents or concerns
- Updates to legislation or guidance that may affect our approach
- Areas for improvement or development

Our annual equality information will be published on our school website by July each year.

We welcome feedback from pupils, parents/carers, staff and governors on our equality objectives and our progress towards achieving them. Please contact school if you would like to discuss further.