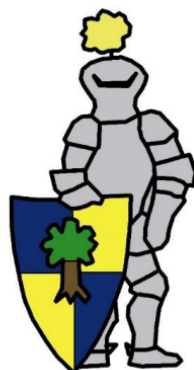


Knightwood Primary School



Equality Information and Objectives 2025-26

Name of School:	Knightwood Primary School
Name of Responsible Manager/Headteacher:	Emma Clark – Headteacher
Date Policy approved and adopted:	November 2025
Date Due for review:	November 2026

Our school fosters well being and a sense of belonging within an inclusive, supportive community. We will empower children to understand themselves, others and the wider world enabling them to be confident, successful and emotionally resilient global citizens.

1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination 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



2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. 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 headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst 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 in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes

Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

5. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

6. 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

When planning school activities, the school actively considers equality duties and asks relevant questions in order to achieve this. This is recorded in the risk assessment when planning school trips and offsite activities such as residential.

7. Equality objectives

Objective 1

To promote diversity within our curriculum associated resources, with specific references given (when appropriate) to race, religion, gender, SEND and different family models.

Objective 2

To regularly monitor and analyse pupil achievement and progress by race, economic background, gender and disability and act on any trends that appear ensuring additional support for pupils where required.

Objective 3

To embed the importance of good attendance within the culture of the whole school community to secure equality of opportunity for pupil engagement, attainment and progress.

8. Monitoring arrangements

The governing body will update the equality information we publish at least every year. This document will be reviewed by the governing body at least every 4 years. This document will be approved by the governing body.

9. Links with other policies

This document links to the following policies:

- › Accessibility plan
- › SEN and Inclusion Policy
- › Equality statement (website) Behaviour and Exclusions policy

Pupil related Data Autumn census 2025

Information	Commentary
Gender	Male - 185 Female - 207
Attendance by gender - 2024-25	Boys - 97.7% (Average 1 Sept - 31 Dec) Girls- 96.9% (Average 1 Sept - 31 Dec)
Ethnic background	Arabic 14 Armenian 1 Bengali 2 Chinese 19 Czech 1 Believed to be English 10 English 276 Gujarati Greek 2 Hindi 6 Italian 1 Kannada 2 Katchi 2 Marathi 1 Information not obtained 1 Other than English 1 Pashto/Pakhto 2 Panjabi 8 Polish 5 Portuguese 2 Persian/Farsi 6 Romanian 2 Shona 2 Sinhala 2 Spanish 3 Swahili/Kiswahili 1 Tamil 3 Telugu 2 Urdu 10 Vietnamese 1
Special educational needs	Education, health and care plan - 5 SEN support - 36 Total number of pupils with SEN - 41
Free school meals	21
Children from a military background	4
Children in care of local authority	2
Children with a disability	0

Staff data

Where schools have less than 150 staff, the Governing Body will not be required to publish information in relation to their staff, but they may still choose to do so, provided it does not allow for individuals to be identified. Schools will still require the information on the characteristics of their workforce to enable them to consider the impact of their policies and practices on particular characteristics and to determine whether objectives need to be set in relation to the workforce.