Killisick Junior School

Believe • Achieve • Succeed

Equalities Policy 2026-27

Objectives Written:	September 2026
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Approved by Governors	
Review Date	September 2027

Policy review dates and summary of changes:

Date of Review	Changes made by	Summary of changes made	Date implemented
August 2024	Richard Jones	Policy creation	Sep 24
September 2025	Kristabel Beeley	Significant changes in line with Notts CC LA guidance Separated out policy from the information and objectives	Sep 25

Equality Statement

Legal Duties

At Killisick Junior School, welcome our duties under the Equality Act 2010. The school's general duties, with regards to equality are:

- Eliminate discrimination.
- Foster good relationships.
- Advance equality of opportunity.

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. Protected characteristics make up the part of a person's identity that makes them who they are, such aspects or characteristics are protected from discrimination. Everyone in Britain is protected from unlawful behaviour by the Act.

The protected characteristics are as follows:

- age
- disability
- race
- sex
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- marriage and civil partnership (for employees)

We recognise that prejudice-based harm, including racism, faith-targeted abuse, antisemitism, Islamophobia, disability-based prejudice, misogyny, homophobia, biphobia, transphobia and other discriminatory behaviours, can significantly affect a child's welfare, wellbeing, mental health, educational outcomes and sense of safety. In line with Keeping Children Safe in

Education 2026, we recognise that such experiences may constitute safeguarding concerns and will be responded to appropriately through safeguarding procedures where necessary.

We will ensure that all pupils, staff and members of the school community are treated with dignity and respect. The school will comply with its duties under the Equality Act 2010 in relation to the protected characteristic of gender reassignment, whilst also having regard to safeguarding responsibilities and current statutory guidance.

Although socio-economic disadvantage is not a protected characteristic under the Equality Act 2010, the school recognises that disadvantage can create barriers to participation, achievement and wellbeing. We will seek to identify and reduce those barriers wherever possible.

We recognise that these duties 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. In developing our policy, we have therefore also taken them into consideration.

To meet our general duties, listed above, the law requires us to carry out some specific duties to demonstrate how we meet the general duties.
These are to:

- Publish Equality Information – to demonstrate compliance with the general duty across its functions (**We will <u>not</u> publish any information that can specifically identify any individual)**
- Prepare and publish equality objectives which will be formally reviewed at least every four years, with progress monitored and reported annually.
- Consult all our stakeholders in the development of our equality objectives and report on progress against our objectives on an annual basis

To do this effectively we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school, but we will also analyse available data relating to the context of our local community, including hate crime data and demographic information. In relation to school provision, we will pay particular attention to the following functions:

- admissions
- attendance
- persistent absence
- attainment and progress
- suspensions and exclusions
- participation in enrichment activities
- pupil leadership opportunities
- SEND outcomes
- prejudice-related incidents
- curriculum
- complaints/compliments

Our objectives will detail how we will ensure equality is applied to the services listed above, however where we find evidence that other functions have a significant impact on any group, we will include work in this area.

We also recognise that our work on equality is central to the successful promotion of fundamental British values, especially in relation to the values of respect and tolerance and the rule of law. We will therefore ensure that our curriculum helps to prepare pupils for life in modern Britain. We recognise that fostering an inclusive, respectful, and anti-discriminatory culture is an important part of our safeguarding responsibilities. Through our curriculum, policies, staff training and daily practice we will actively challenge prejudice, discrimination, racism, faith-targeted abuse and harmful stereotypes and promote a culture of belonging, safety and respect for all members of our school community. We will work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language. We will mainly do this through the delivery of our Relationships, Sex and Health Education Curriculum / PSHE Curriculum. We will also utilise all other subject areas to foster positive relations and to ensure that we consciously cultivate opportunities to challenge stereotypes and support positive identity development for all our pupils. We will regularly audit our resources, displays, lesson content, and assessment processes to ensure that they meet the needs of all groups. We will scrutinise outcomes across a range of measures, analyse the results and address any identified areas of concern.

In endeavouring to fulfil our legal duties, we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities' practice, including staff recruitment, retention, and development
- Aim to identify, reduce, and remove existing inequalities and barriers
- Consult and involve widely
- Regularly review our progress

Definitions

Discrimination is unfair treatment towards another or a group of individuals who share one or some of the protected characteristics.

Direct Discrimination occurs when someone is treated less favourably than others because of a protected characteristic.

Discrimination by Association occurs when someone is treated less favourably because someone they are associated with, such as a friend, family member or carer, has a protected characteristic.

Direct Discrimination by Perception occurs when someone is treated less favourably because someone believes they have a protected characteristic, regardless of whether their perception is correct or not.

Indirect Discrimination can be more difficult to identify and sometimes is not intended. It can occur due to a lack of understanding of the law or a genuine error of judgement about an individual. For

example, a policy that is applied to all individuals equally may inadvertently disadvantage individuals or groups who have a protected characteristic. It is therefore essential that all aspects of school life and policies are scrutinised carefully to avoid any unlawful provision, criterion, or practice.

Victimisation occurs when an individual has either raised a complaint or grievance that they have been discriminated against based on having a protected characteristic; or has supported someone who has raised a complaint or grievance.

Harassment is any form of unwanted behaviour intended to violate an individual's dignity or create an environment which may be described as hostile, degrading, humiliating or offensive. The victim will be subject to this harassment based on a protected characteristic or the perception that they have a protected characteristic, or because they are associated with someone who has a protected characteristic.

Prejudice can be conscious or unconscious and involves stereotypes, prejudgements, and beliefs (which are usually negative) about an individual, or group of people, based on a protected characteristic.

Our ethos/mission:

We believe in being an inclusive school where individuals are happy, safe, respected and valued; where there are expectations of excellence for everyone and all achievements are celebrated. We impress upon our children the need to believe in themselves and their ability in order to achieve greatness and be successful.

- Educational excellence - a commitment to the highest possible standards by being better tomorrow than we are today.
- Unrivalled personal development - working relentlessly to develop every aspect of our children's character.
- Collective responsibility - working together to deliver excellence and holistic development for our children.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by celebrating the different cultures and viewpoints that are in our school community and learning from each other first hand. Values of kindness, tolerance and respect will be promoted through all that we do including our Character curriculum and our school charter of:

1. Be ready.
2. Be respectful.
3. Be responsible.

Roles and Responsibilities

We believe that promoting Equality is the whole school's responsibility.

School Community	Responsibility
Governing Body	Involve and engage the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitor progress towards achieving equality objectives. Publish data and publish equality objectives. Ensure that staff have access to appropriate training and resources. Monitor safeguarding information relating to prejudice-related incidents and discriminatory behaviour and ensure appropriate actions are taken to safeguard pupils.
Head Teacher / Principal	As above including: Promote key messages to staff, parents, and pupils about equality and what is expected of them and can be expected from the school in carrying out its day-to-day duties. Ensure that all in the school community receive adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record, report and respond appropriately to prejudice-related incidents.
Senior Management Team	To support the Head / Principal as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record, report and respond appropriately to prejudice-related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum. Record, report and respond appropriately to prejudice-related incidents.
Non -Teaching Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the Head Teacher/Principal on how pupils and parents/carers can be expected to be treated. Support colleagues within the school community. Record, report and respond appropriately to prejudice-related incidents.
Parents/Carers	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all. Uphold the commitment made by the Head Teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.

School Community	Responsibility
Pupils	Support the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the Head Teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated. Report prejudice-based incidents to a trusted adult.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Equality Policy and our published equality information and equality objectives by publishing them on the school website (www.killisick.notts.sch.uk) and by sharing this with parents through our parent communication app Class Dojo.

Preventing and Addressing Prejudice Related Incidents

Prejudice-related incidents/bullying may constitute safeguarding concerns and should be considered through a safeguarding lens. Such incidents may overlap with child-on-child abuse, harmful sexual behaviour, sexual harassment, sexual violence, hate incidents or hate crime.

We define prejudice-based incidents/bullying in the following way:

Prejudice-related incidents/bullying – derogatory and discriminatory language and behaviour including that which is racist, sexist, homophobic, biphobic, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their sex, religion or beliefs, race/ethnicity/nationality; or because they have a learning or physical disability; or because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is. It may include misogyny or misandry and be sexist in nature. Such language and behaviour are generally used to refer to something or someone as inferior. The school recognises that misogyny, misandry and gender-based harassment may also constitute harmful behaviour and child-on-child abuse. Such incidents will be recorded, investigated and addressed through safeguarding and behaviour procedures where appropriate. Prejudice-related incidents may occur face-to-face or online and may involve digitally altered, AI-generated or synthetic content, including deepfake imagery, audio or video. The school will respond to such incidents with the same seriousness as any other form of prejudice-based abuse.

The school recognises that racism, faith-targeted abuse, antisemitism and Islamophobia can significantly affect a child's welfare, wellbeing, identity, educational experience and sense of safety and belonging and will respond to such incidents promptly and appropriately. We recognise that these behaviours may constitute safeguarding concerns and will consider safeguarding responses where necessary.

At Killisick Junior School we encourage open discussions around differences between people, we actively challenge prejudice, and we celebrate diversity. This school is opposed to all forms of prejudice, and we recognise that children and young people who experience any form of prejudice- related discrimination may fair less well in the education system. We recognise that prejudice-based and discriminatory bullying is a form of child-on-child abuse and is therefore a safeguarding concern, as outlined in Keeping Children Safe in Education 2026. We adopt a contextual safeguarding, trauma-informed and strengths-based approach to bullying and child-on-child abuse. We are committed to working with families and outside agencies to proactively prevent incidents and to create an environment in which all members of our school community feel welcomed, accepted, and safe. We believe every member of our community should be treated with respect and should not be subjected to prejudice or discrimination in any form. This includes pupils, staff, parents/carers, governors/trustees, and visitors to our school.

We provide both our pupils and staff with an awareness of the impact of prejudice to prevent any incidents. Our preventative education also addresses online harms, including online hate, misinformation, disinformation, conspiracy-based content, AI-enabled abuse and discriminatory behaviour occurring through social media, gaming platforms and other digital technologies. We will endeavour to proactively tackle all forms of prejudice by ensuring our curriculum is representative of all sections of society and the contributions made by people with different characteristics are consciously embedded across all subjects. In doing so, we will challenge stereotypes and work towards inclusivity and identity-safe classrooms where everyone feels validated, accepted, safe and a sense of belonging.
If incidents still occur, we will address them immediately ensuring that appropriate levels of support are provided to those affected; that we thoroughly investigate all reports/allegations; and that we will apply appropriate sanctions and address offending behaviours through a programme of education. All adults in our school community are expected to comply with the school's Code of Conduct. Any allegations made against staff will be investigated in line with our policies and procedures relating to staff conduct and behaviour. Any staff member/parent/carer, governor/trustee or visitor to the school, who is subjected to prejudice-based abuse can also expect to have their complaint thoroughly investigated and will be supported in accordance with their wishes.

We review our practice following each incident including what more we might do to prevent further incidents. We recognise that we must not become complacent and will regularly evaluate satisfaction levels in respect of how we have responded to any reports or concerns raised. The school will maintain records of prejudice-related incidents and regularly analyse trends and patterns. This information will be used to inform staff training, curriculum development, safeguarding arrangements and future equality objectives.

Children (including bystanders & upstanders)

It is important to understand that a victim may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. We recognise that in some instances another child may report on another child's behalf. All children will know how to report concerns or incidents involving prejudice or discrimination. Children will have access to a range of reporting methods, including speaking to a trusted adult, written reporting systems, online

reporting mechanisms where available, and any other safeguarding reporting routes established by the school.

We ask that all children report any concerning behaviour to a member of school staff – this can be any member of teaching or non-teaching staff, including a class teacher, a TA, the Head teacher, a lunchtime supervisor, or a member of the office team. We talk about trusted adults regularly in class and in assemblies to remind our children of who they can report concerns to. The member of staff will listen to the child and make an initial note of their concerns, they will then discuss next steps with them and reassure them that they will be supported. In line with the statutory guidance provided in Keeping Children Safe in Education 2026 we will never promise a child that we will not tell anyone about a report of any form of abuse, as this may not be in the best interests of the child. The member of staff will make a formal record of the concern/report on the school's recording system (CPOMs) and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a child is considered at risk.

We understand that some children may find it difficult to tell a member of staff about their concerns verbally, we therefore have additional reporting mechanisms in place. Our school offers daily check ins, where any pupil can share any worries or concerns.

Parents/carers

Whether your child is responsible for an incident or on the receiving end of prejudice-based or discriminatory behaviour, you will be directly informed by a member of staff. If your child is the victim, we will talk to you about how we will support them so that the experience does not damage their self-esteem or confidence. If they are willing and ready to talk to those responsible, we will facilitate a restorative conversation so that they feel they have been heard and their feelings acknowledged. If they do not feel able to participate in a restorative conversation, we will ask them how they want to share their feelings, and how they want to receive feedback about how we have responded. We will always work on a safety plan with them to ensure they feel safe and secure in and around school. If your child is responsible for an incident, we will provide them with an opportunity for reflection. We will take into account their developmental age and understanding, when considering what action to take, but regardless of whether they have shown any deliberate intent to hurt, we will always complete some intervention designed to educate and deepen their understanding around the impact of their words/actions. We will implement natural consequences to help the child recognise why their behaviour is unacceptable and they will be supported to identify how they can make amends for their actions. They will be encouraged to take responsibility and to participate in a restorative conversation if this is what the person they have hurt wants. We will prioritise education over punishment, as we do not believe that sanctions change hearts and minds. Where it is clear however, that a child repeatedly and with clear intention, sets out to deliberately harm another person through their use of language or behaviour, which is rooted in prejudice-based and discriminatory beliefs, our response will make clear that this will not be tolerated.

We understand that parents and carers may well struggle to cope with making or receiving a report that their child has been the victim of or is an alleged perpetrator of a prejudice-based incident.

We ask that if parents/carers have concerns about their child experiencing or allegedly perpetrating any such incident, that they contact the school's Designated Safeguarding Lead/Deputy Designated Safeguarding Lead (in person/via telephone call/via email) to explain their concerns. The Designated Safeguarding Lead/Deputy Designated Safeguarding Lead will take an initial note of the concerns but may ask to schedule a meeting to allow for more time to discuss the concerns in detail. Following the report and/or the meeting, the Designated Safeguarding Lead/Deputy Designated Safeguarding Lead will make a formal record of the report on the school's recording system (CPOMs) and other relevant members of staff will be alerted. The Designated Safeguarding Lead/Deputy Designated Safeguarding Lead will seek advice from the police if a pupil is considered at risk.

We ask that parents/carers come directly to the school with their concerns rather than discussing them with other members of the school community in person or online.

Our school remains committed to supporting pupils and their families. We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to UK GDPR and the Data Protection Act 2018 and any ongoing investigations by external agencies where a serious incident has been reported (e.g., the incident is a hate crime). This may mean, at times, that we are not able to provide or share information or updates immediately.

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website and on request from the school office.

Staff

Our staff work closely with our children and therefore may notice a change in a child's behaviour or attitude that might indicate that something is wrong before receiving a report from a child or a member of the school community. If staff have any concerns about a child's welfare or are concerned that a child is displaying behaviours that may show they have been the victim of or that they are perpetrating prejudice-based abuse, they should act on them immediately rather than wait to be told.

We ask that staff report their concerns to a Designated Safeguarding Lead/directly to the Head teacher. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the report on the school's recording system (CPOMs) and other relevant staff members will be alerted. The Designated Safeguarding Lead/Deputy Designated Safeguarding Lead will seek advice from external agencies including the police if a pupil is considered at risk.

Breaches

Breaches to this statement 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.

Policy Development

This policy has been developed to reflect the most recent Keeping Children Safe in Education (KCSiE) Statutory Guidance (1st September 2026) and The Equality Act 2010 and subsequent guidance for schools. It was formulated in consultation with the whole school community with input from:

- Members of staff (through staff meetings, consultations, surveys)
- Parents/carers (parents evening meetings, focus groups)
- Pupils (through the school council, surveys, pupil ambassadors)
- Governors (through governor meetings and governor training)

This policy is available:

- Online at www.killisick.notts.sch.uk
- From the school office

Links with other policies

You may find it helpful to read this equality policy alongside the other following school policies:

Policy	How it may link
Safeguarding and Child Protection Policy	Includes information about child protection procedures and contextualised safeguarding
Relational (Behaviour) Policy	Includes details about the school's behaviour system including potential sanctions for pupils
Anti-Bullying policy	Includes information about bullying behaviours and vulnerable groups
Online Safety Policy and Acceptable Use Policy	Includes information about children's online behaviour and details about online bullying/cyberbullying, online discrimination, hate incidents and AI-related harms
Child-on-Child Abuse Policy	Includes links to bullying
RSHE / PSHE Policy	Includes information about our school's RSHE programme and how we teach about healthy relationships, friendships, diversity and bullying
Accessibility Plan	Includes information about how we ensure the school site and our curriculum offer is made accessible to pupils with disabilities
SEN Policy	Includes information about how we support pupils with SEND and create an inclusive learning environment
Attendance Policy	Monitoring of protected groups and vulnerable pupils
Staff Code of Conduct	Expected standards of behaviour and equality expectations
Complaints Policy	Includes information about how to make a complaint if you are not satisfied with the school's response, and specifically equality-related complaints and concerns.

Monitor and Review

Equality objectives will be formally reviewed at least every four years, or sooner where significant changes in school context or national guidance indicate the need to do so. Progress against the objectives will be monitored annually. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

Useful Links:

- Equality Act 2010 - guidance for schools - GOV.UK
- Convention on the Rights of the Child (CRC) | Equality and Human Rights Commission (equalityhumanrights.com)
- UN Convention on the Rights of Persons with Disabilities (CRPD) | Equality and Human Rights Commission (equalityhumanrights.com)
- The Human Rights Act | Equality and Human Rights Commission (equalityhumanrights.com)
- **Dealing with Prejudice: Best Practice Guide for Nottinghamshire Schools and Academies, September 2026 (visit The East Midlands Support to Schools' ESHAWH Resource pages).**