

Marjory Kinnon School

Equality, Diversity & Inclusion Policy

February 2026



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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation 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 a relevant protected characteristic.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
 - Age
 - Disability
 - Gender reassignment
 - Marriage or civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation

Our school aims to promote respect for difference and diversity in accordance with our values:

- **Kindness:** We aim to be kind to everyone.
- **Respect:** We are respectful and responsible in everything we do.
- **Tolerance:** We value and celebrate differences in each other.
- **Perseverance:** We keep trying until we succeed.

2. Legislation & 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](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

3. Roles & Responsibilities

The governing body 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/carers.
- 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 equality link governor will:

- Meet with the designated member of staff for equality regularly and other relevant staff members, to discuss any issues and how these are being addressed.
- Ensure they're familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training.
- Report back to the full governing board regarding any issues.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils.
- Monitor success in achieving the objectives and report back to governors.
- Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics.

The designated member of staff for equality will:

- Support the school in promoting knowledge and understanding of the equality objectives among staff and pupils.
- Meet with the equality link governor regularly to raise and discuss any issues.
- Support the school in identifying any staff training needs and deliver training as necessary.

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.

New staff receive information on the Equality Act as part of their induction, and all staff receive regular information and updates on equalities.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise as required regarding any issues and make senior leaders and governors aware of these as appropriate.

5. 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 that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying).
- Taking steps to meet the particular needs of people who have a particular characteristic.
- 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 in the context of our SEND setting.
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make anonymised evidence available to governors identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying).

In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics. As a school, we will share anonymised information with governors to show:

- The make-up of our workforce.
- Policies and programmes in place to address equality concerns from staff.
- Information from staff surveys.

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

6. 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.
- Making pupils aware, at their level of understanding, of our behaviour and anti-bullying policies.
- Holding assemblies dealing with relevant issues.
- Working with our local community. This includes school visits to local faith groups 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. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. The school encourages pupils and parents to participate in cultural events.

7. Equality Considerations in Decision-Making

The school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

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.

The school ensures policies and procedures are reviewed by governors with due regard to equality, relevant to the school's context.

8. Equality Objectives

As a school, we are required to publish equality information every year:

- We report on at least 1 equality objective once every 4 years.

9. Monitoring Arrangements

The Headteacher will update any equality information we publish, at least every year. School-specific equality objectives will be reviewed by the Teaching & Learning Committee at least every 4 years.

This document will be reviewed and approved by the Teaching & Learning Committee annually, to ensure continued compliance with the PSED.

10. Links with Other Policies

This document links to the following policies:

- Accessibility Plan.
- SEN Information Report.
- SEND Policy.

Appendix 1 EQUALITY OBJECTIVES: MARJORY KINNON SCHOOL 2025-26

| Eliminate unlawful discrimination, harassment and victimisation | | |
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| Equality Objectives | Example Activities | Outcome |
| To ensure school values of kindness, tolerance and respect are embedded in the school and delivered through the Rights Respecting Schools curriculum and contribute to personal development. | <p>Each term to focus on one key value to underpin lessons and assemblies:</p> <ul style="list-style-type: none"> Autumn: Kindness Spring: Tolerance / Perseverance Summer: Respect | <ul style="list-style-type: none"> Social and emotional progress tracked through Thrive Online. Class screening shows significant progress for identified pupils. Zero fixed-term exclusions or internal suspensions for behaviours directly linked to a student's disability. |
| To focus on early intervention with the Think Equal Programme in Primary. | <ul style="list-style-type: none"> Pupil assemblies and bespoke workshops. Parental filter guidance for parents and workshops. | <ul style="list-style-type: none"> Reduction of incidents on CPOMS linked to equality issues or cases of conflict between pupils. Pupils understanding of equality issues is improving in class assessments. |

| Foster good relations between people who have a shared characteristic and those who do not | | |
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| Equality Objectives | Example Activities | Outcome |
| To provide opportunities to celebrate the gender, sexual orientation, disabilities, cultures and religions of all staff and pupils that make up our diverse school community. | <p>Assembly schedule to include all major world religions and festivals especially as represented by the school pupils and staff:</p> <ul style="list-style-type: none"> Eid, Diwali, Christmas, Chinese New Year, Holocaust Memorial. Black History Month (African Dance and Drum workshops and focus on Black Authors and Literature). Focus on achievements by well-known female icons and role models representing diverse LGBTQ+ communities. Promote a culture of pride and belonging by celebrating neurodiversity and representing diverse autistic role models. | <ul style="list-style-type: none"> Evidence of awareness and celebration of diversity in pupil workbooks and corridor displays of work. Working with National Autistic Society towards accreditation. |
| To ensure our reading and library books fully represent diversity in society including bilingual books. | <ul style="list-style-type: none"> To ensure the English & Library Lead has budget to purchase books. To audit areas where we are deficient and plug the gaps. | <ul style="list-style-type: none"> TLR English Lead completed audit and ordered books. |

| Advance equality of opportunity between people who share a protected characteristic and those who do not | | |
|---|--|---|
| Equality Objectives | Example Activities | Outcome |
| To set up groups for the minority cohort of girls (24% of school population) to enable them to talk about any worries and concerns they have around sexual harassment and address self-harm issues. | <ul style="list-style-type: none"> Identify and prioritise vulnerable girls for Thrive interventions. Create groups to boost self-esteem - creative projects. Create Secondary girls nurture group 'The Den' with nurture teacher. Train staff on self-harm issues. Provide support for Yr6 girls transitioning to Yr7 (e.g. opportunities to integrate in Secondary during the Summer Term). | <ul style="list-style-type: none"> Thrive data shows progress for identified groups. Improved levels of anxiety around transition. Greater understanding and support for self-harm issues. |
| To increase and support the participation of parents / carers of pupils / students from minority, marginalised or vulnerable backgrounds in school life. | <ul style="list-style-type: none"> FSW supporting the most vulnerable pupil premium pupils and sourcing support agencies for them. Home visit before pupils enter school. Targeted parent workshops around needs. Review website / electronic information / interpreter availability for parents. Include parents/carers in cultural events. | <ul style="list-style-type: none"> Targeted support by FSW of 'hard to reach' families. Parental Engagement / FSW report termly to Governors. Parent surveys. Good attendance at parent therapeutic support groups. FSM families prioritised for wraparound care (HAF summer clubs). |
| Ensure that the physical and sensory environment does not act as a barrier to learning or participation for any student and supports neurodiversity. | <ul style="list-style-type: none"> OT to conduct sensory audit of pupil spaces and needs. Create sensory spaces and circuits. OT to create a programme of support for sensory needs. Staff training in being a sensory aware school. Zones of regulation set up by OT. | <ul style="list-style-type: none"> Reduced sensory-related behaviour incidents. Improved engagement in lessons. Improved regulation. |

Appendix 2 - Public Sector Equality Duty

We aim to be a community where everyone is treated fairly and with respect. We want everyone to reach their potential, and we recognise that for all our pupils extra support is needed to help them to achieve and be successful.

We are required to publish equality information as well as equality objectives, which show how we plan to reduce or remove particular inequalities or disadvantages. This information is reviewed and updated annually.

The equality duty supports good education and improves pupil outcomes. It helps us as a school to identify priorities such as underperformance, poor progression, and bullying. It does this by requiring it to collate evidence, take a look at the issues and consider taking action to improve the experience of different groups of pupils. It then helps us to focus on what can be done to tackle these issues and to improve outcomes by developing measurable equality objectives.

Full details of the requirements placed on schools are included in the [Public Sector Equality Duty Guidance for Schools in England](#), published by the Equality and Human Rights Commission.

Marjory Kinnon school is committed to equality both as an employer and a service-provider and we carry out our day to day work through our embedded values of Kindness, Tolerance & Respect. We endeavour to create an inclusive environment for our students, staff, governors, visitors, contractors, and stakeholders.

1. We treated everyone fairly and with respect; by valuing individuality and uniqueness we create a sense of belonging.
2. We provide a safe, secure and stimulating school for everyone.
3. We understand that people have different needs, and we recognise that treating people equally does not always involve treating them all the same.
4. We give our pupils the extra support they need to help them flourish and be successful.

5. We regularly consult with people from other groups to ensure they are involved in our decisions, for example through talking to pupils and parents/carers, surveys, parent workshops and through our school staff and pupil leaders.
6. Marjory Kinnon School takes discrimination and harassment seriously. No one should experience less favourable treatment, discrimination or harassment because of their age; disability; gender identity or reassignment; marital or civil partnership status; being pregnant or recently becoming a parent; race; religion or beliefs; sex or sexual orientation.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

1. Pupils from certain cultural and ethnic backgrounds.
2. Pupils who belong to low-income households and pupils known to be eligible for free school meals.
3. Pupils who are disabled, or who are in the process of being diagnosed as disabled.
4. Pupils who have special educational needs.
5. Boys in certain subjects, and girls in certain other subjects.
6. Vulnerable Pupils, where home circumstances are known or believed to be unsettled in some way, causing some level of concern.

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

1. Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

3. Foster good relations between people who share a protected characteristic and people who do not share it.

At Marjory Kinnon School we have rigorous systems for monitoring standards and challenging any under-performance; our responsibility in this equality duty is scheduled as part of this rigorous process.

There are pupils at our school with different types of disabilities and these include:

1. Asthma & Eczema
2. Physical Disability
3. Attention Deficit Disorder
4. Autism
5. Global Learning delay
6. Diabetes
7. Mild Learning Difficulties
8. Epilepsy

Disability

The Equality Act defines disability as when a person has a ‘physical or mental impairment which has a substantial and long-term adverse effect on that person’s ability to carry out normal day to day activities.’

1. We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
2. Where applicable our policies make explicit that we aim to give careful consideration to equality issues and as policies are reviewed in line with the monitoring cycle they will be edited to reflect this requirement.
3. We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
4. We analyse our data to ensure we act upon any concerns in relation to the protected groups and this is reported termly to Governors.
5. We record any racist or homophobic incidents and act upon any concerns and report this to the LA and the Governing body on a termly basis.
6. The Leadership Team of the school is concerned with closing gaps, this is reflected in the school’s values.
7. We give due regard for equality issues in decisions and changes we make.

8. We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to age, disability, ethnicity and race, gender, gender reassignment, marriage and civil partnership, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken and importantly monitor the impact our provision has had.
9. We provide training to all staff in relation to dealing with bullying and harassment incidents.
10. We have a SEN Information Policy that outlines the provision the school makes for our pupils.

Under the Equality Act 2010, we are also required to have due regard to the need to advance equality of opportunity and foster good relations. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

Disability

The Equality Act defines disability as when a person has a ‘physical or mental impairment which has a substantial and long-term adverse effect on that person’s ability to carry out normal day to day activities.’

We are committed to working for the equality of people with and without disabilities:

- We provide good quality training for our staff on inclusion.
- When required we gain external advice and support from many different professionals.
- We promote positive links with our parents.
- We provide specific targeted support where appropriate.
- Annual reviews meetings comment upon successful strategies and interventions, noting any continuing difficulties and any significant changes in the pupil’s circumstances or requirements for equipment, aids and access to ensure the pupil is fully included within their school community. An interpreter is available for families whose first language is not English.
- Liaising and working in partnership with a number of professional organisations that promote equality and diversity.
- A wide range of resources are available that represent our diverse population.

- The London Borough of Hounslow school admissions criteria welcomes all pupils. The LBH Fair Access Protocol has been formulated to ensure its compliance with the School Admissions Code and Equality Act 2010. It seeks to ensure that there is no discrimination against pupils, parents or carers because of their sex, race, disability, religion or belief and sexual orientation or pupils who are pregnant or undergoing gender reassignment. All LA officers and school staff must adhere to this protocol. Internal and external auditors may complete monitoring exercises on an ad hoc basis to ensure full compliance, fairness and transparency
- We hold regular meetings with parents as we know that parental engagement has a significant and positive impact on children's learning. Therefore, our school places a strong emphasis on working together with Parents and Carers to promote equality and diversity. We work closely with Parents whose children have medical needs to ensure they have the appropriate care in school. In addition, the Thrive and SCERTS Practitioners work with Parents whose children receive these interventions, working on programmes to be implemented at home and school that promote equality of access.
- We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience.
- We ensure that the curriculum and resources we use have positive images of disabled people and represent our multi-cultural and diverse community.
- We ensure all lessons in the curriculum promote equality and diversity and provide fair access.
- Pupil voice opportunities on the School Council and Change Team allow for the children's opinions on equality to be heard and included in policy decisions.

Appendix 3 - Public Sector Equality Duty Statement

This information describes how the Governing Body of Marjory Kinnon School intends to fulfil its responsibilities under the Public Sector Equality Duty with regard to its workforce. The Equality Objectives are also part of the School Development Plan.

We will have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and foster good relations between people who share a protected characteristic and those who do not share it.

We will collect and use equality information to help us to:

- Understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby plan them more effectively.
- Assess whether the school are discriminating unlawfully when carrying out any of our functions.
- Identify what the key equality issues are for our organisation.
- Assess performance.
- Benchmark our performance and processes against those of similar organisations, nationally or locally.
- Take action.
- Consider taking steps to meet the needs of staff who share relevant protected characteristics.
- Identify if there are any actions we can take to avoid discrimination and harassment, advance equality of opportunity or foster good relations.
- Make informed decisions about policies and practices which are based on evidence about the impact of our activities on equality.
- Develop equality objectives to meet the specific duties.
- Have due regard to the aims of the general equality duty by ensuring that staff have appropriate information for decision-making.

Publication of Equality Information

We will collect and use enough workforce information to effectively meet the general equality duty. Where relevant and proportionate we will publish on our website some information about the impact of our employment functions on people with the different protected characteristics in order to demonstrate compliance with the general equality duty.