Kingswood Parks Single Equality Scheme

N.Loten

October 2025

At Kingswood Parks Primary School we believe that everyone within our school community should be provided with the same opportunities. We believe our school should provide a happy, safe and caring environment where every individual is valued and respected. We aim to foster strong, healthy relationships which show awareness, knowledge, understanding and acceptance of the individual needs of others. Discrimination, harassment or victimisation on any grounds will not be tolerated and all students, staff and parents and carers are made aware of this.

We are committed to ensuring the participation of all our children in the community, curriculum, wider curriculum and culture of the school and aim to provide a broad, balanced, relevant and challenging curriculum through which all children are prepared for a culturally diverse and multi-ethnic society and all have the opportunity to reach their full potential.

Note: - The Schools' Single Equality Scheme should be read in conjunction with HET's Single Equality Scheme (SES), Equality policy and Equality/Diversity policy.

Introduction

All schools have a duty to comply with a large and complex suite of equality legislation. This Single Equality Scheme has been devised to ensure that all our policies and practices meet with all the legislative requirements. In particular, the Equality Act 2010, which provides a single, consolidated source of discrimination law. In respect of this and in consideration of the general duty, this scheme has due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between people who share a protected characteristic* and those who do not. In particular, to the need to:
    a. remove or minimise disadvantages suffered by persons who share a protected characteristic that are connected to that characteristic;
    b. takes steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;
    c. encourages persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
- Foster good relations between people who share a protected characteristic and those who do not. In particular, to the need to:
    a. tackle prejudice, and
    b. promote understanding

(*Protected characteristics are explained in more detail in our Equality and Diversity Policies – Pupils and Employees).

Kingswood Primary School's Single Equality Scheme reflects the general and specific duties on schools as detailed in Equality Act 2010. We are committed to responding to all diversity related legislation and feel that a single equality scheme is the best mechanism for achieving this.

This Single Equality Scheme was developed collaboratively and is the result of Neasden

Primary School working with pupils, staff, parents and carers, and school governors. A number of consultations, discussions, both formal and informal, were held with a variety of our stakeholders.

This scheme is intended to cover all pupils, staff and parents with particular reference to the nine 'protected characteristics': sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, age, being married or in a civil partnership.

School Context

Our relentless commitment to inclusion and securing equality of access for all is underpinned by our understanding of the context in which we work and the range of vulnerable children and families.

Kingswood Parks Primary School currently has more than 673 children on roll from 3 to 11 years. Rates of mobility are low. Last year 2024/25 there were 20 new children in and 25 leavers.

77/673 11 % of our children are identified as having SEND and these are becoming increasingly complex.

Kingswood Primary School has 47/673 7%of children entitled to free school meals. 47/673 6.9% are pupil premium .

There are 7.6 % of EAL pupils but this is increasing. There are other ethnic groups, other than English .

School data shows that a substantial proportion of children enter our school with skills and knowledge below those typical for their age.

Attendance is better than national average at 96.0%

Exclusions remain a last resort in our school. There have been no permanent exclusions in the past 15 years and fixed term exclusions are very low.

Roles and Responsibilities for Implementing the Single Equality Scheme The Board of

directors will:

- To ensure that the equality information and objectives as set out in this Single Equality Scheme are published and communicated throughout each of the schools within HET, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- To hold to account each Local Governing Body within HET to have an up to date Single Equality Policy for their school and on an annual basis produce Local Governing Board minutes to the Board on the impact and delivery of their Single Equality Policy.
- To ensure that all Directors and Trustees are aware of their legal responsibilities under equality legislation

The Chief Executive Officer will:

- To provide accurate and appropriate information to the Board of Directors to enable them to publish and demonstrate compliance with the Public Sector Equality Duty
- To make sure that steps are taken to address the Trust/School stated equality objectives

- To provide regular information for staff and Directors about progress against stated equality objectives
- To make sure that all staff understand their responsibilities under the Public Sector Equality Duty and receive training and support to carry these out as appropriate to their role
- To take appropriate and effective action in cases of alleged discrimination, harassment and victimisation

The Headteacher/Principal will:

- ensure that staff and parents are informed about the Single Equality Scheme
- ensure that the scheme is implemented effectively and is embedded into the culture of the school
- review the scheme every 4 years
- manage any day to day issues arising from the policy whether for pupils or for the school as an employee
- ensure staff have access to training which helps to implement the scheme
- liaise with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the scheme and report to the governing body at least annually, on the effectiveness of the policy
- ensure that SLT are kept up to date with any development / action plan arising from the policy
- provide appropriate support and monitoring for any pupils for whom the scheme has direct relevance with assistance from relevant agencies

The Local Governing Body will:

- support the Principal/Head teacher in implementing any actions necessary
- inform and consult about the parents about the scheme
- evaluate and review this scheme every four years

The Parent / Carers will:

- have access to the scheme
- be encouraged to support the scheme and adopt its principles
- have the opportunity to attend any meetings / awareness raising sessions to the scheme
- have the right to the informed of any incident related to this scheme which could directly affect their child

School Staff will:

- accept that this is a whole school issue and support the Single Equality Scheme
- engender and embody the principles of the scheme
- be aware of the Single Equality Scheme and how it relates to them

Pupils will:

- be involved in and made aware of the scheme
- be expected to act in accordance, appropriately to age and ability with principles of the scheme

Single Equality Objectives: September 2025

In the next four years we will:

Objectives	Success Criteria (outcomes)	Actions (processes)	Resources (inputs)
Review and update Accessibility Plan.	Accessibility Plan updated in line with guidance or earlier in response to need. Plan shared with staff and parents. Plan published on website.	Review current provisions. Audit provision. Complete any building work on changes to rooms.	SLT
Close the gap in achievement between those pupils who attract Pupil Premium and 'others'.	Reduced gap in achievement between 'pupil premium' children and 'others'	See Annual Pupil Premium Report	SLT

Develop provision which meets the needs of an increasing number of children with complex needs – particularly in terms of accessing the curriculum	Identified children access provision adapted to their need.	Children identified. Detailed medical needs plans completed. Rooms or provisions adapted to meet individual needs. Provision adapted to meet their need.	Inclusion Team
Develop provision which meets the needs of an increasing number of children with complex needs – particularly in terms of accessing extra curriculum activities.	Identified children access provision adapted to their need.	Children identified. Detailed medical needs plans completed. Rooms or provisions adapted to meet individual needs. Provision adapted to meet their need.	Inclusion Team
Develop provision which meets the needs of an increasing number EAL children.	Identified children access provision adapted to their need.	Children identified. Tracker to see which children are not able to access curriculum due to language barrier. Pupil profile completed strategies to support the child and enable better access to the curriculum.	EAL Lead