



King Offa Primary Academy

Knowledge, Opportunities, Pride, Achievement

Equality Information and Objectives **2025-2026**

At King Offa Primary Academy and Nursery, we welcome our duties under the Equality Act 2010. We are committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. The Equalities Act 2010 requires us to publish information that demonstrates we have due regard for the need to:

- Eliminating discrimination and any other conduct that is prohibited by the Equality Act 2010
- Fostering good relationships between people who share a protected characteristic and people who do not share it
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it

This document meets the requirements under the following legislation:

- The Equality Act 2010
- The Equality Act 2010 (Specific Duties) Regulations 2011

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

Our Whole school vision is based on this premise. The equalities act provides a framework that supports our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. We are committed to providing and ensuring an equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

We will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community because of their:

- Age
- Disability.
- Gender reassignment
- Marriage or civil partnership (in employment only)
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

We are committed to having a balanced and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination, and instead promotes inclusive attitudes.

King Offa Primary Academy and Nursery does not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, through a thorough reporting procedure, our school is devoted to ensuring appropriate action is taken and a resolution is put into place, which is both fair and firm.

Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity. We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and the benefits it can have.
- Adopting an inclusive attitude.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.

At King Offa Primary Academy and Nursery, through our carefully designed curriculum and the consistent modelling and high expectation of our ethos and values, our pupils are taught to be:

- Understanding of others.
- Celebratory of cultural diversity.
- Eager to reach their full potential.
- Inclusive.
- Aware of what constitutes discriminatory behaviour.

Employees at King Offa Primary Academy and Nursery will:

- Never discriminate against any member of the school.
- Ensure that they do not treat other members of the school unfairly.
- Always promote diversity equality
- Encourage and adopt an inclusive attitude in all aspects of school life
- Lead by example; modelling appropriate, respectful behaviours and always tackling any kind of discriminatory behaviours and attitudes displayed by members of our school community

Equality Objectives:

King Offa Primary Academy and Nursery is committed to promoting the welfare and equality of its entire staff, pupils and other members of the school community. To achieve this, the school has established the following objectives:

Objectives Link to Public Sector Equality Duty	Protected Characteristic	Aim/ Objective	Target group	Action	Who is responsible ?	Milestone/ Progress
Eliminating Discrimination Equality of Opportunity	All	To ensure the curriculum results in good outcomes for pupils in all vulnerable groups	Vulnerable Groups -PP -SEND -LAC -EAL	-Closely monitor changes to the curriculum -Regular data drops including collection of data from non-core subjects -Subject Leader Reviews to include monitoring and reporting on vulnerable groups achievement and progress	SLT Teachers/ Subject Leads LAB	Data and monitoring of attainment/ progress identifies how successful vulnerable groups are Actions taken from this monitoring to adapt the curriculum as required to improve outcomes for vulnerable groups so the gap is narrowed
Eliminating Discrimination Equality of Opportunity Fostering Relationships	All	To develop children's knowledge of equality and diversity	All children at KOPA	-Provide training for staff in equality and diversity -Ensure everyone understands the school ethos and values -Ensure Wellbeing curriculum features specific teaching about equality and diversity -Curriculum leads to explore how to develop this understanding through their subject area	SLT Curriculum Leads Teachers TAs All Staff LAB	All Staff are aware of their responsibilities and model the ethos and values at all times. The curriculum has regular, consistent opportunities to teach and reinforce these messages. There is regular celebration of diversity and displays around the school celebrate equality and diversity. There is evidence through children's behaviour and logs of incidences that children's knowledge of equality and diversity has increased.

<p>Eliminating Discrimination</p> <p>Equality of Opportunity</p>	<p>Disability</p> <p>Race</p>	<p>Improve quality of support and raise levels of attainment in core subjects for vulnerable learners</p>	<p>Vulnerable Groups</p> <ul style="list-style-type: none"> -PP -SEND -LAC -EAL 	<ul style="list-style-type: none"> - Closely monitor progress and attainment of vulnerable groups in core subjects -Provision reviews to be undertaken and identify needs/ ways to improve support -Training for staff as appropriate to provide support needed to raise attainment -Planned, targeted support and intervention provided by...? 	<p>SLT</p> <p>SENDCo</p> <p>Teachers</p> <p>TAs?</p> <p>LAB</p>	<p>Data and monitoring of attainment/ progress identifies how successful vulnerable groups are</p> <p>Training has been provided as necessary and interventions/ support quality has improved</p> <p>The gap for vulnerable learners in core subjects has reduced</p>
<p>Eliminating Discrimination</p> <p>Fostering Relationships</p>	<p>Race</p> <p>Religion or Belief</p>	<p>To embed the Value of Tolerance (British Values)</p> <p>Mutual Respect and Tolerance of those with different faiths and belief and for those without faith</p>	<p>All Children at GPPA</p> <p>Parents/ Carers??</p>	<ul style="list-style-type: none"> -Ensure Wellbeing curriculum features specific teaching about tolerance and what this means -Curriculum leads to explore how to develop this understanding through their subject area -All staff to model and promote mutual respect and tolerance -Promote value of tolerance to the whole school community through workshops, themed weeks, parent information newsletters and so on. -Explore and introduce ways to celebrate diversity of faith 	<p>SLT</p> <p>Curriculum leads</p> <p>Teachers</p> <p>TAs</p> <p>All Staff</p> <p>LAB</p>	<p>All Staff are aware of their responsibilities and model the value of tolerance at all times. They also respond to incidences where this does not happen in a timely, appropriate fashion.</p> <p>The curriculum has regular, consistent opportunities to teach and reinforce these messages.</p> <p>There is regular celebration of faith through, for example an Interfaith week, and through displays etc around the school.</p> <p>Parents receive regular information and support to enable them to encourage their children to be tolerant.</p> <p>There is evidence through children's behaviour and logs of incidences that children's tolerance has improved.</p>