



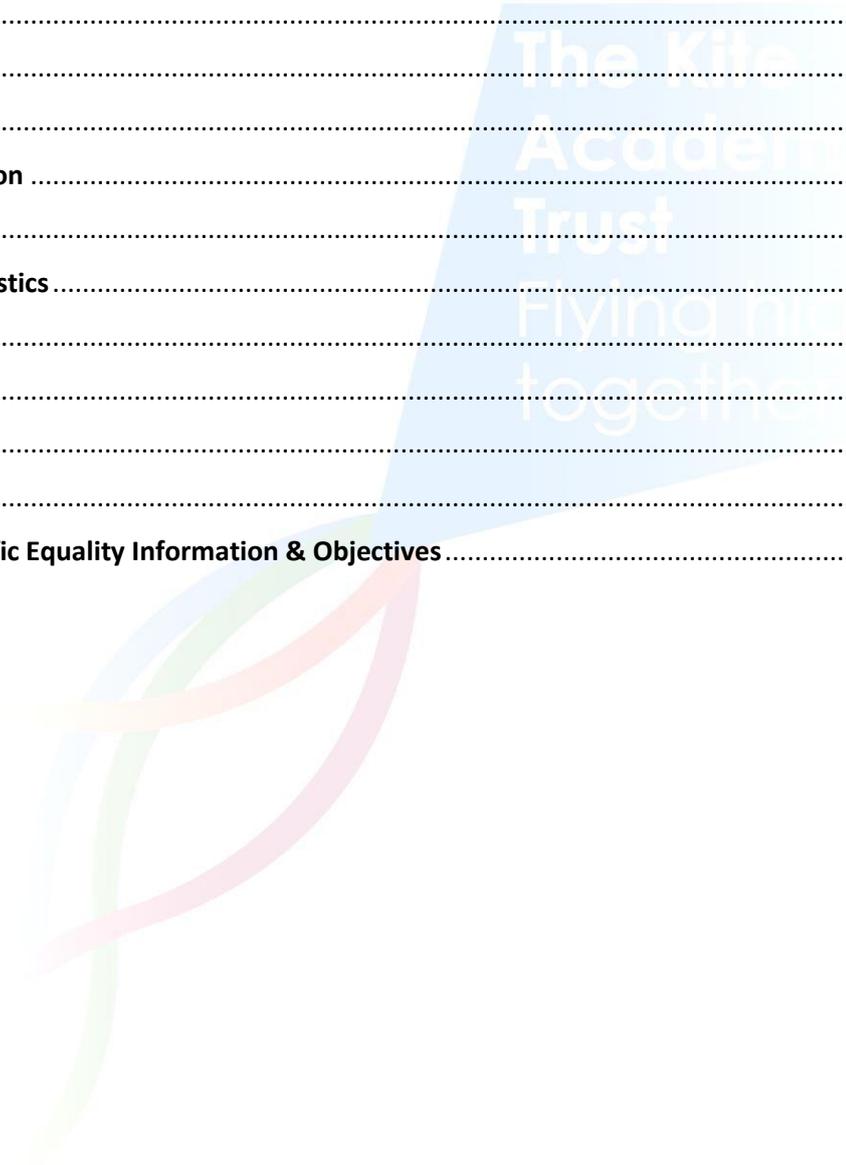
**The Kite
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KITE ACADEMY TRUST

EQUALITY & DIVERSITY POLICY

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1 Introduction

The Kite Academy Trust and its academies value the individuality of all of our children, staff and volunteers. We are committed to providing every opportunity for all to achieve the highest of standards. We do this by taking account of individual's varied experiences and needs.

This policy sets out our approach to promoting equality, as defined within The Equality Act (2010) and The Equality Act 2010 (Specific Duties) Regulations 2011. It seeks to ensure that we provide equal opportunity for all children and adults and integrates our statutory duties in terms of gender, race, disability, sexual orientation, religion or belief, age, gender reassignment, pregnancy, marriage/civil partnership and promoting community cohesion.

This policy and our statutory duties cover students, staff, parents and carers within our community and people visiting our academies.

Under statutory duties, all schools have a 'General Duty' to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010;
- Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it;
- Foster good relations between persons who share a protected characteristic by tackling prejudice and promoting understanding.

2 Aims

The Kite Academy Trust and its academies aim to foster a sense of community in which all children, staff and volunteers are valued and can thrive, regardless of background, religion, race, language, ability/disability, sexuality, gender or age. We are proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community and eliminate any discrimination, harassment or discrimination.

We strive to make the best possible provisions for children, staff and volunteers regardless of disability, ethnicity, culture, religious belief, national origin or status, gender or sexual orientation. We value each individual's worth, celebrating cultural diversity of our academy communities, and showing respect for all minority groups.

We aim to promote the principle of fairness and justice for all. We know that treating people equally is not simply a matter of treating people the same.

We aim to act positively and have due regard to the need to challenge; eliminating any form of discrimination, prejudice or stereotyping.

We are proactive in our efforts to identify and minimise existing barriers or inequalities.

We aim to ensure that all recruitment, employment, promotion and training processes are fair to all, and provide opportunities for everyone.

We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. We ensure that all pupils have equal access to the full range of educational opportunities provided by our academies.



We encourage, support and enable all children, staff and volunteers to reach their potential and make a positive contribution.

3 Racial Equality

Under our general duty, we will:

- Strive to eliminate all forms of unlawful racism and racial discrimination;
- Promote equality of opportunity, regardless of race, ethnicity or religion;
Promote good relations between people of different racial and ethnic groups;
- Seek to educate pupils in a manner which promotes community cohesion in a multi-cultural society.

We do not tolerate any forms of racism, racist behaviour or discrimination. Should a racist incident occur, we will deal with it in accordance with our procedures and we keep appropriate records of all incidents. We endeavour to make our environments welcoming to all minority groups.

We promote an understanding of diverse cultures through our values and curriculum. Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups.

4 Disability Non-Discrimination

We are committed to providing equality of opportunity and meeting disability needs of children and adults, as well as meeting the needs of all within our community. All reasonable steps are taken to ensure that an individual with disability is not disadvantaged compared with a non-disabled individual.

We aim to promote positive attitudes towards those with disability and actively seek to eliminate any unlawful discrimination and harassment related to disability.

We encourage participation of all individuals, including those with a disability, in all aspects of academy and public life.

Our academies are committed to providing an environment that allows children and adults with disability full access to our premises and to all areas of learning. We strategically plan for this over time through our Accessibility Policy and individual academy accessibility plans. Academy accessibility plans identify how we are:

- Increasing access to the curriculum;
- Making improvements to the physical environment of our academies to increase access;
- Making written information accessible to individuals in a range of different ways.

We modify teaching and learning as appropriate for children with disabilities. For example, they may be given additional time to complete certain activities, ensure access, modify teaching materials, or offer alternative activities if children are unable to manipulate tools or equipment.



5 Gender Equality

We are committed to eliminating unlawful discrimination and harassment so that all individuals, regardless of gender, are able to make the best progress possible.

The general duty to promote gender equality means that we must have due regard to eliminate unlawful discrimination and harassment and promote equality of opportunity between all genders. We are committed to:

- Taking a key role in shaping values and attitudes and take a lead in challenging gender-based harassment, bullying and violence and stereotyping in our community, curriculum and behaviours;
- Including the gender equality duty in the way we plan for academy improvement;
- Providing an environment free of homophobia, biphobia and transphobia;
- Building on our positive work around the PSHE curriculum;
- Investigating and addressing complaints of any forms of bullying and/or harassment in line with our policy;
- Providing appropriate support for the positive wellbeing of all staff, children and families;
- Promote gender equality within our workforce, including the need to consider actions to address the causes of any gender pay gap;
- Rigorously monitor all children's progress; comparisons are made between specific groups of children including gender;
Actively challenge stereotypes to parenting and seek to provide positive resources that raise awareness of differing family make up;
- Develop positive relationships between groups of children and adults;
- We will ensure that we do not discriminate on the grounds of age, sexual orientation, religion, belief, pregnancy and maternity and we will take all reasonable actions to eliminate discrimination and harassment for these equality areas.

The duty also includes transgender and children/adults questioning their original gender. Transgender people are explicitly covered by the gender equality duty. The term 'transgender' refers to a range of people who do not feel comfortable with their birth gender. We will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within our community.

6 Other Protected Characteristics

We have a duty to ensure that all groups with protected characteristics – including age, sexual orientation, religion or belief, pregnancy and maternity - are celebrated and proactively protected from discrimination. Through our objectives and actions, we aim to challenge and eliminate discrimination and harassment for all.



Religion and Belief

Children are taught about the major world faiths – Christianity, Judaism, Islam and Hinduism - and celebrations of other major faiths (e.g. Diwali, Chinese New Year etc.). Worship and prayer are explored in the context of all religions and we try to impart on children how important faith, belief, worship and prayer are to some people and to encourage the value of respect for all. The Kite Academy Trust and its academy respects parents right to withdraw their children from religious education lessons and collective worship.

7 Community Cohesion

We have a responsibility to promote community cohesion, developing good relationships across different cultures and ethnic, religious, non-religious and socio-economic groups.

8 Roles and Responsibilities

Trustees

- Ensure that the Trust complies with equality legislation;
- Meet requirements to publish measurable equality objectives;
- Ensure that the Trust's policies, procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans;
- Scrutinize recording and reporting procedures;
- Ensure the Trust's Admissions Arrangements are fair and equitable in its treatment of all groups;
- Ensure equal opportunities are provided for recruitment and professional development for both staff and Trustees;
- Address serious breaches of this policy.

Executive Team

- Ensure the Trust complies with current equality legislation by regular monitoring;
- Ensure this policy and its procedures are followed by all staff;
- Collect, analyse and evaluate a range of academy data. Monitor children's progress to ensure they are making the best possible progress and that no group is underachieving. Monitoring includes admissions; attainment; exclusions; rewards and sanctions; parents' and children's questionnaires;
- Ensure that people from the protected groups, as defined by The Equality Act 2010, are not discriminated against when applying for jobs at within the Trust;

Take all reasonable steps to ensure that the Trust's environments properly accommodate people with disabilities;



- Ensure that no adult or child is discriminated against whilst in our academy on account of their gender, religion or race.

Academy Council

- Follow this Equality & Diversity Policy and associated policies;
- Model good practice, ensuring that the language they use does not reinforce stereotypes or prejudice;
- Address any discriminatory incidents and be able to recognise and tackle bias and stereotyping;
- Promote equality and avoid discrimination against anyone;
- Monitor and report concerns regarding equality and diversity to the Trust Board.

Academy Head

- Ensure that this policy is implemented effectively and is readily available - Governors, staff, children and families know about it;
- Ensure the policy procedures are followed fairly;
- Ensure training is provided as necessary;
- Ensure all staff know their responsibilities and receive training and support in carrying these out;
- Take appropriate action in cases of harassment and discrimination;
- Ensure that all appointments panels give due regard to this policy, so that no one is discriminated against;
- Promote the principle of equal opportunity when developing the curriculum for children.

All Academy Staff

- Follow this Equality & Diversity Policy and associated policies;
- Model good practice, ensuring that the language they use does not reinforce stereotypes or prejudice;
- Address any discriminatory incidents and be able to recognise and tackle bias and stereotyping;
- Promote equality and avoid discrimination against anyone;
- Attend relevant training and keeping up to date with the law on discrimination opportunities;
- Provide children with resources that give positive images, and which challenge stereotypical images of minority groups or genders.

Children

- Keep the academy informed of any concerns regarding equality and diversity issues.

Families

- Bring equality and diversity issues to the academies' attention where appropriate through a shared input on developing policies relating to this area. This may include anti-bullying policy and specifically racist and homophobic bullying;
- Report concerns regarding equality and diversity.

Visitors

- Meet the Trust's published expectations of equality.



9 Monitoring & Review

It is the responsibility of the Academy Head Teacher and Academy Councils to monitor the effectiveness of this policy. To do this, they will:

- Monitor the progress all children, including those from minority groups, comparing it with the progress made by other children in the academy;
- Monitor the staff appointment process to ensure equality of opportunities and eliminate discrimination;

Collect and analyse equality information for children in our academies;

- Collect and analyse equality information for employment and governance at our academies;
- Report annually on the effectiveness of this policy;
- Take into serious consideration any complaints from families, children or staff regarding equal opportunity;
- Monitor the Behaviour Policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

Document Management

Document ID:	P1136		
Last Review:	April 2025	Review Period:	3 years
Responsibility of:	Deputy CEO	Ratified by:	Trustees (22.05.25)

Appendix A – Academy-specific Equality Information & Objectives



The Ferns Primary Academy

At The Ferns, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We aim to develop a culture of equality, diversity, belonging and inclusion in which all those connected to our academy feel proud of their identity and able to participate fully in school life.

In order to comply with our general duty under the Equality Act 2010, we collate data related to protected characteristics and analyse this data to determine the focus for our equality objectives. The data is assessed across our core provisions as a school, paying particular attention to admissions, attendance, attainment, exclusions and prejudice-related incidents in order to identify areas of inequality and determine priorities to address these.

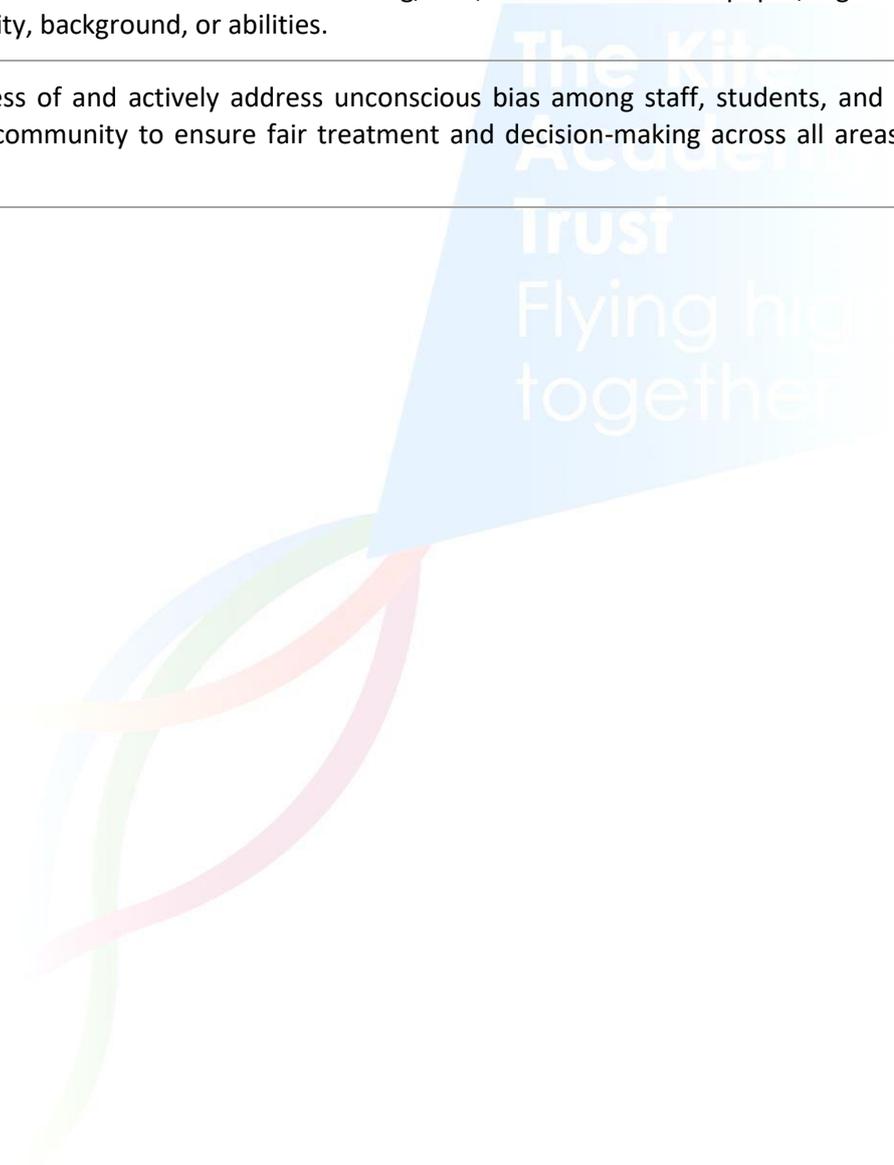
As of September 2025, our academy pupil community comprises:

N°. of Pupils	89
% of Girls	40.5%
% of Boys	59.5%
% of pupils from global majority groups	36.7%
% of pupils who are looked-after children (LAC)	0%
% of pupils who have been eligible for free school meals at any point in the past six years (FSM)	37.9%
% of pupils PPG	36.7%
% of pupils EAL	36.7%
% of pupils with special educational needs receiving support (SEN)	30.9%
% of pupils with an education, health and care Plan (EHCP)	10.2%

Our objectives for 2025/ 2026

In order to raise standards, improve outcomes and address identified inequalities, we have set the following objectives for this academic year:

Objective 1:	Ensure pupils with SEND, including those with EHCP, have access to high-quality teaching and resources that cater to their needs.
Objective 2:	Ensure that the school environment is welcoming, safe, and inclusive for all pupils, regardless of their ethnicity, background, or abilities.
Objective 3:	Raise awareness of and actively address unconscious bias among staff, students, and the wider school community to ensure fair treatment and decision-making across all areas of school life.



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