



King's Cross Academy

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Equality Policy and Objectives

Incorporating our responsibility to the Public Sector Equality Duty Act

Ratification and Monitoring

Ratified date:	March 2026
Review date:	March 2029
Website?	YES
Policy drive?	YES
Master Policy S/S	YES

Internal Review

Headteacher	Stephen Mitchell	March 2026
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Equality Objectives 2026 - 2029

King's Cross Academy serves a diverse and evolving community within the London Borough of Camden. Our pupil population reflects the wide social, cultural and linguistic diversity of the borough and surrounding areas.

The academy is committed to promoting equality of opportunity, fostering belonging, and supporting the personal, social and emotional development of all pupils in line with the Equality Act 2010 and the Public

Objective 1: Strengthening Equality, Diversity and Inclusion Leadership

To ensure that trustees, governors and all staff demonstrate a clear understanding of equality, diversity and inclusion responsibilities and actively promote inclusive practice across the academy.

This will include:

- Regular staff training and updates relating to the Equality Act 2010 and inclusive practice
- Embedding equality considerations within leadership decision-making and school improvement planning
- Ensuring policies, curriculum design and recruitment practices reflect inclusive values
- Monitoring equality impact through governance and leadership review processes

Objective 2: Reducing Achievement and Participation Gaps

To continue to reduce disparities in attainment, progress, attendance and participation between groups of pupils, particularly:

- Pupils eligible for Pupil Premium
- Pupils with Special Educational Needs and Disabilities (SEND)
- Sector Equality Duty.

School Demographics (as of March 2026)

Indicator	School Context
Number on roll	404
Pupils eligible for Free School Meals	50%
Pupils with English as an Additional Language	36%
Pupils identified with SEND	36%
EHCP	5%
Ethnic diversity	35 languages spoken / 32 ethnic groups

Persistently absent pupils	17.5%
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- pupils with English as an Additional Language (EAL)
- looked after and previously looked after children
- any identified vulnerable or underrepresented groups.

This will include:

- Careful monitoring of outcomes and participation data
- Targeted academic and pastoral interventions
- Ensuring equitable access to enrichment opportunities, including arts, sport, trips and leadership roles
- Early identification and support to remove barriers to learning.

Objective 3: Promoting Belonging, Respect and Cultural Understanding

To further develop a school culture in which all pupils, staff and families feel valued, respected and represented.

This will include:

- Ensuring the curriculum reflects diverse cultures, identities and experiences
- Promoting respectful dialogue, oracy and pupil voice opportunities
- Delivering assemblies, curriculum learning and enrichment activities that celebrate diversity and challenge stereotypes
- Strengthening partnerships with families and the wider community.

Objective 4: Supporting Wellbeing and Inclusive Practice

To promote positive mental health, wellbeing and inclusion for pupils and staff, recognising that wellbeing is central to equality of opportunity.

This will include:

- Developing early support systems for emotional wellbeing
- Providing staff training linked to inclusive behaviour approaches and trauma-informed practice
- Ensuring pastoral systems support vulnerable pupils effectively
- Monitoring wellbeing trends and responding proactively where inequalities emerge.

Objective 5: Improving Accessibility

To continue improving accessibility across the academy environment, curriculum and communication systems for pupils, staff and visitors with disabilities.

This will include:

- Delivering actions identified within the Academy Accessibility Plan
- Ensuring learning resources and communication formats are accessible where required
- Reviewing physical environments to remove barriers where reasonably practicable

- Supporting staff and pupils through reasonable adjustments.

Objective 6: Preventing and Responding to Discrimination

To ensure that incidents involving discriminatory language, bullying or prejudice are consistently recorded, monitored and addressed.

This will include:

- Maintaining clear reporting and monitoring systems
- Analysing incident data to identify patterns or emerging concerns
- Providing education and restorative approaches to promote understanding
- Ensuring pupils understand expectations relating to respectful behaviour and inclusion

Aims

King's Cross Academy is committed to ensuring equality of opportunity in line with the Equality Act 2010. We want to reduce disadvantages, discrimination and inequalities of opportunity, and promote diversity in terms of our pupils, our staff and the community in which we work.

King's Cross Academy aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination 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 it; and
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Legislation and guidance

This policy meets the requirements of 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 the [Department for Education \(DfE\) advice for schools on the Equality Act](#), 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](#).

This document also complies with our funding agreement and articles of association.

General principles

3.1. King's Cross Academy seeks to build capability across all areas within the organisation in the development of an inclusive culture and the removal of obstacles to equality.

3.2. Equality, diversity and inclusion priorities align with and underpin the Academy's strategic aims to ensure that stereotypes and biases are recognised and removed from all teaching and learning materials and in our teaching styles.

3.3. The Academy adopts flexible approaches to engagement to ensure that the voices of stakeholders are considered as appropriate.

3.4. The Academy adheres to an evidence-based approach to underpin equality, diversity and inclusion planning.

3.5. The Academy produces equality objectives that proactively seek to eliminate disadvantage and promote inclusivity.

3.6. The Academy conducts equality analysis on its policies, practices and procedures as a means of identifying any potential adverse impact and exploring possible solutions to mitigate these.

3.7. The Academy makes reasonable adjustments for pupils and staff in accordance with identified needs wherever possible within the statutory criteria.

3.8. King's Cross Academy implements an Accessibility Plan that aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum;
- Improve the physical environment of the academy to enable pupils with disabilities to take better advantage of the education, benefits, facilities and services provided; and
- Improve the availability of accessible information to disabled pupils.

3.9. The Academy ensures that information about pupils with disabilities is reported at regular intervals to the Local Authority via census returns.

3.10. King's Cross Academy ensures that provision for pupils with special educational needs and disabilities is made in accordance with the school's SEND Policy and that provision for SEND pupils and their performance data are monitored regularly throughout the academic year.

Roles and Responsibilities

4.1. All staff, pupils, governing body and other members of the school community have responsibilities in relation to equality, diversity and inclusion.

4.2. The Academy is responsible for:

- Ensuring that the school meets its legal obligations relating to equality
- Ensuring that equality analysis is carried out on all senior level proposed policies and decisions where appropriate
- Setting the Academy's Equality Objectives and Action Plan (see Appendix 3)
- Reviewing this policy regularly to ensure that it considers any changes in legislation and best practice

4.3. The governing body is responsible for:

- Ensuring that the academy implements the actions required in order to meet its equality objectives
- Monitoring equality issues via local governing body meetings;
- Ensuring that the academy carries out the letter and the spirit of the statutory duties

4.4. The Senior Leadership Team are responsible for:

- Effectively communicating and implementing this policy
- Holding line managers and staff accountable for effective policy implementation
- Ensuring that pastoral support and pupil behaviour policies reinforce the Academy's approach to equality, diversity and inclusion and that appropriate actions are taken in respect of any breaches

- Ensuring that procedures relating to staff recruitment, selection, career development, discipline and grievance are carried out in accordance with the statutory duties to promote equality and eliminate discrimination
- Holding staff accountable for their behaviour, and providing support and guidance as necessary

4.5. The Business Team are responsible for:

- Supporting the SLT in ensuring that procedures relating to staff recruitment, selection, career development, discipline and grievance are carried out in accordance with the statutory duties to promote equality and eliminate discrimination.

4.6. All members of staff are responsible for:

- Upholding and implementing the aims of this policy
- Promoting equality of opportunity
- Contributing to a safe and inclusive environment that celebrates diversity
- Behaving with respect and fairness to all colleagues and pupils
- Making the curriculum accessible to all pupils, addressing their individual needs and abilities and enabling them to realise their full potential
- Providing guidance and advice that avoids stereotypes and enables pupils to make informed choices to help them reach their full potential
- Taking positive action to address any instances of discrimination in a sensitive and consistent manner
- Raising issues which could contribute to policy review and development with the SLT.

4.7. Pupils are responsible for:

- Upholding the principles of this policy
- Contributing to a safe and inclusive environment that celebrates diversity

4.8. Parents and Carers are expected to:

- Support the guiding principles of this policy and help to eliminate discrimination
- Make their child aware of the importance of treating people equally

Eliminating discrimination

King's Cross Academy complies with its obligations under the Equality Act 2010. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Trustees, local governors and all staff 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.

We monitor, record and deal effectively with incidents of prejudice, bullying and harassment, and for students this includes taking into account the rates of exclusion or behaviour issues among students from particular groups.

We encourage all staff to raise any potential concerns that they may have in respect of how equality, diversity and inclusiveness is managed within the Academy and will investigate all allegations of unacceptable behaviour. Details on the process for raising concerns is set out in section 10 of this policy.

Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the Academy aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected by a particular characteristic they have
- 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
- Monitoring the academic progress of groups with and without protected characteristics and tackling underperformance by any particular group

Fostering good relations

The Academy aims to foster good relations between those who have a protected characteristic and those who do not share it by:

- Ensuring that lessons across the curriculum promote the trust's values of knowledge, aspiration and respect, and help pupils to value differences and to challenge prejudice, discrimination and stereotyping.
- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of the curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas.
- Holding assemblies that address relevant issues
- Providing opportunities for pupils to engage with their local community, such as through guest speaker events, school trips or community events.
- Encouraging all pupils to participate in extra-curricular activities
- Developing links with external organisations that have specialist knowledge about particular characteristics

Equality considerations in decision-making

The Academy ensures it has due regard to equality considerations whenever significant decisions are made. In our schools, we will always consider 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 holiday
- is accessible to pupils with disabilities
- has equivalent facilities for all pupils irrespective of their gender

Monitoring arrangements

9.1. The Academy and governing body will receive an annual report in relation to the monitoring and impact of the equality objectives.

9.2. The Academy will review its equality objectives every year as part of a three-year cycle.

9.3. We maintain confidentiality and work to data protection principles. We publish information in a way so that no pupil or staff member can be identified.

Breach of the policy

10.1. The Academy will take seriously any instances of non-adherence to this policy by pupils, staff, contractors or visitors. Any instances of non-adherence will be investigated with the intent of resolving matters.

Where appropriate, such instances will be considered under the relevant disciplinary or behaviour policy. There is not a separate channel for addressing non-adherence to this policy.

10.2. The Academy strongly encourages informal and local resolution of issues or complaints and will facilitate mediation where necessary.

10.3. Concerns about breaches of the policy should be raised with the Phase Leaders in the first instance, with a view to informal and timely resolution. If such attempts to resolve complaints are not successful, or are inappropriate due to the nature of the breach, then

- Concerns can be raised concerns through the Senior Leadership Team (SLT)
- Instances of a pupil breaching the policy will be investigated handled in line with the Academy's positive behaviour policy
- Employees who believe there has been a breach of this policy may raise this through the Grievance Policy and Procedure

10.4. Support is available for pupils and staff when these procedures are invoked. For pupils, support is available from the class teachers and pastoral team including ELSA support. For staff, advice and guidance is available from their phase leader or any member of the SLT.

10.5. Any visitor who believes there has been a breach of this policy may complain in writing to the Headteacher.

Links with other policies

This document links to the following policies:

- Accessibility plan
- Complaints policy

Appendices

- Appendix 1: Equality Act 2010 Protected Characteristics
- Appendix 2: Equality Act 2010 Prohibited Behaviours
- Appendix 3: King's Cross Academy Equality Objectives 2026-2029

Appendix 1: Equality Act 2010 Protected Characteristics

Protected Characteristic	
Age	The Act protects people of all ages. However, different treatment because of age is not unlawful direct or indirect discrimination if you can justify it, i.e. if you can demonstrate that it is a proportionate means of achieving a legitimate aim. Age is the only protected characteristic that allows employers to justify direct discrimination.
Disability	Under the Act, a person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.
Gender Reassignment	The Act provides protection for transsexual people. A transsexual person is someone who proposes to, starts or has completed a process to change his or her gender. The Act no longer requires a person to be under medical supervision to be protected – so a woman who decides to live as a man but does not undergo any medical procedures would be covered. Where transsexual people are absent from work or study because they propose to undergo, are undergoing or have undergone gender reassignment, it is discrimination to treat them less favourably than they would be treated if they were absent because they were ill or injured.
Marriage and Civil Partnership	The Act protects employees who are married or in a civil partnership against discrimination. Single people are not protected.
Pregnancy and Maternity	A woman is protected against discrimination on the grounds of pregnancy and maternity during the period of her pregnancy and any statutory maternity leave to which she is entitled.
Race	For the purposes of the Act 'race' includes colour, nationality and ethnic or national origins.

Religion or Belief	In the Equality Act, religion includes any religion. It also includes a lack of religion, in other words employees or jobseekers are protected if they do not follow a certain religion or have no religion at all. Additionally, a religion must have a clear structure and belief system. Belief means any religious or philosophical belief or a lack of such belief. To be protected, a belief must satisfy various criteria, including that it is a weighty and substantial aspect of human life and behaviour. Denominations or sects within a religion can be considered a protected religion or religious belief. Discrimination because of religion or belief can occur even where both the discriminator and recipient are of the same religion or belief.
Sex	Both men and women are protected under the Act.
Sexual Orientation	The Act protects bisexual, gay, heterosexual and lesbian people.

Appendix 2: Equality Act 2010 Prohibited Behaviours

Prohibited Conduct	
Direct Discrimination	Section 13 of the Act defines direct discrimination to be where people are treated less favourably than others on grounds related to their identity as one of the protected groups (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation). The definition of direct discrimination extends protection based on association and perception.
Discrimination by Association	Applies to age, disability, gender reassignment, race, religion and belief, sex and sexual orientation. This is direct discrimination against someone because they associate with another person who possesses a protected characteristic.
Discrimination by Perception / Perception Discrimination	Applies to age, disability, gender reassignment, race, religion and belief, sex and sexual orientation. This is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.
Indirect Discrimination	Applies to age, disability, gender reassignment, marriage and civil partnership, race, religion and belief, sex and sexual orientation. Section 19 of the Act defines indirect discrimination as occurring when a provision, criterion or practice is neutral on the face of it, but its impact particularly disadvantages people with a protected characteristic, unless the person applying the provision can justify it as a proportionate means of achieving a legitimate aim. Ultimately, if tested, it will be for a court of law or tribunal to determine what is justifiable.
Discrimination Arising from Disability	This can occur when a disabled person is treated unfavourably because of something connected to their impairment and the treatment cannot be justified.

<p>Failure to make Reasonable Adjustments for Disabled People</p>	<p>The Equality Act 2010 places a duty upon organisations to make reasonable adjustments for staff, students and service users in relation to:</p> <ul style="list-style-type: none"> • provisions, criteria or practices • physical features • auxiliary aids <p>These adjustments apply where a disabled person is placed at a substantial disadvantage in comparison to non-disabled people.</p>
<p>Bullying</p>	<p>Bullying is defined as offensive, abusive, intimidating, malicious or insulting behaviour, or an abuse or misuse of power which undermines, humiliates, denigrates or injures the recipient.</p> <p>The behaviour is unwelcome and may be carried out as a deliberate act or unconsciously.</p>
<p>Harassment</p>	<p>Harassment is unwanted conduct which has the purpose or effect of violating a person's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment.</p>
<p>Victimisation</p>	<p>Section 27 of the Act defines victimisation as less favourable treatment of someone because they have made or might make a complaint about discrimination under one of the above Protected Group categories.</p> <p>An employee is not protected from victimisation if they have maliciously made or supported an untrue complaint.</p>

