



Equality information and objectives policy

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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, such as Perseverance, Achieve, Respect and Kindness.

2. Legislation and 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](#).

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

3. Roles and responsibilities

The governing board 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 is Jill Howard. They will:

- 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 is Tom Maynard and will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Support the headteacher 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 training on the Equality Act as part of their induction, and all staff receive refresher training every August.

The school has a designated Equality and Diversity group, led by Tom Maynard. They regularly liaise 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
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

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 of our behaviour and anti-bullying policies
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, 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. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

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

8. Equality objectives

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

- We must report on at least 1 equality objective once every 4 years – we've chosen December 2026 to be our deadline for this

Equality Objective 1: Narrow attainment and progress gaps

Objective:

To narrow attainment and progress gaps between students with protected characteristics (including those eligible for Pupil Premium, SEND, and EAL students) and their peers across all year groups and subjects.

Actions:

- Use termly data analysis to identify underperformance patterns by group and subject.
- Implement targeted academic support (e.g., tutoring, mentoring, homework clubs).
- Ensure curriculum planning and classroom practice are inclusive and adaptive to diverse needs.
- Monitor impact through departmental reviews and progress meetings.

Success Criteria:

Data shows a year-on-year reduction in attainment and progress gaps for identified student groups.

Equality Objective 2: Foster a culture of respect, inclusion, and belonging

Objective:

To promote a respectful and inclusive school culture where all students and staff feel valued, heard, and represented—regardless of race, gender, religion, disability, sexual orientation, or background.

Actions:

- Embed diversity and inclusion themes within PSHE, tutor time, assemblies, and subject curricula.
- Celebrate key awareness events (e.g., Black History Month, Pride, International Women's Day, Disability Awareness Week).
- Use student voice, surveys, and focus groups to inform improvements in inclusion and belonging.

- Train staff and student leaders to model inclusive behaviour and challenge discrimination.

Success Criteria:

Student and staff surveys, along with pupil voice feedback, show improved perceptions of inclusion and belonging across all year groups.

Equality Objective 3: Improve representation and participation in school life

Objective:

To ensure fair representation and participation of all student groups in leadership, enrichment, and wider school opportunities.

Actions:

- Monitor participation in clubs, trips, student leadership roles, and enrichment by gender, SEND, ethnicity, and socio-economic status.
- Provide encouragement, mentoring, and targeted support for underrepresented groups.
- Review and adapt the offer of extracurricular and leadership opportunities to ensure inclusivity.
- Ensure accessibility of facilities, resources, and communications for all students.

Success Criteria:

Participation data shows improved representation of all student groups in enrichment, leadership, and wider school activities.

Equality Objective 4: Eliminate prejudice-based incidents and strengthen understanding

Objective:

To reduce and ultimately eliminate prejudice-based language and behaviour through education, consistent responses, and restorative approaches.

Actions:

- Deliver staff training on equality, inclusion, unconscious bias, and dealing with prejudice-related incidents.
- Use assemblies, PSHE, and pastoral sessions to educate students about discrimination and equality.
- Record, analyse, and act upon all incidents of discriminatory behaviour, ensuring consistent follow-up.
- Promote restorative conversations and peer-led initiatives to build mutual respect.

Success Criteria:

Reduction in recorded prejudice-based incidents and improved student perceptions of safety and respect in school climate surveys.

9. Monitoring arrangements

School-specific equality objectives will be reviewed by T&L Committee at least every 4 years.

This document will be reviewed by lead wellbeing Governor and Principal annually, to ensure continued compliance with the PSED.

This document will be approved by the Principal.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN information report
- SEND policy