



Equality Policy

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Reviewed by	Academic Standards, SEND and Educational Trips Committee

Signed: Dated: 15/05/2025
Chair of Governors

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Principal

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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 any 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
- 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

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 requires 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.

3. Roles and responsibilities

The governing body 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
- 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 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
- Identify any staff training needs and facilitate 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.

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

All staff need to share the responsibility for educating students about diversity and multiculturalism.

Assemblies, displays, Life Skills lessons, the curriculum and extra-curricular opportunities should be representative, broad and inclusive.

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. people with disabilities, or people who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim people to pray at prescribed times)

Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils, including those who are disadvantaged or have SEN to be involved in the full range of school societies) In fulfilling this aspect of the duty, the school will:

- Make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.
- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data 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)

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 (Life Skills) 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 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.

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 people with disabilities
- Has equivalent facilities for all people.

8. Equality objectives

These can be found in Appendix A

9. Monitoring arrangements

The School Business Manager will update the equality information we publish, described in sections 4 to 7 above, at least every year.

This document will be reviewed by the Academic Standards, SEND and Educational Trips at least every year and the objectives every 4 years.

This document will be approved by the Full Governing Body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Child Protection and Safeguarding Policy
- Looked After Child Policy
- Anti – Bullying Policy
- SEND Policy
- Recruitment Selection Policy and Procedure

Date reviewed – September 2023
Frequency – Every four years
Next review date – September 2027

Appendix A

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	Publish and promote the Equality Objectives through the school website, newsletter and staff meetings.	Question about parent awareness of Equality Scheme in annual survey	Principal / SLT	Ongoing	Staff are familiar with the principles of the Equality Objectives Parents are aware of the Equality Plan via website
All	Monitor and analyse pupil achievement, behaviour and attendance by disability, gender, race, religion or belief, sex and sexual orientation and act on any trends or patterns in the data that require additional support for pupils.	Achievement, behaviour and attendance data analysed by disability, gender, race, religion or belief, sex and sexual orientation	Principal / Governing body/SLT/Curriculum Leaders	Annually in Sept	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
All	Extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal wellbeing, e.g. ensuring that children with visual impairment have accessible texts, boosters and tuition for under-achieving pupils.	Achievement data of under-achievers analysed.	Principal/SLT/Curriculum Leaders/HOY	Ongoing	Narrowing the gap of under achievers-
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity – monitor through Lifeskills	SLT	Ongoing	More diversity reflected in school displays

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the Student Voice by election or co-option, class assemblies, fund raising, extra curricular opportunities, Junior Leadership Team, Anti-Bullying ambassadors, Restorative Justice ambassadors peers support, various musical groups, sports teams etc.	A wide range of students visibly contribute to the wider life of the school.	Various members of staff	Ongoing	Continued diversity in the students involved with the wider life of the school
All	Ensure assemblies promote diversity in terms of race, gender and ethnicity. Promote key cultural events at different points in the year through assemblies e.g. Diwali, Eid etc.	Collective worship overview reflects key events/points in the year to be reinforced through assemblies.	WA/HOY	Ongoing	Assemblies visually promote diversity in terms of race, gender and ethnicity
All	Extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status.	Leads on extended school activities to ensure that these opportunities are offered to a range of students.	Leads on extended school activities/ VA (PP Co-Ordinator)	Ongoing	Extended school activities continue to be attended by a diverse range of students
All	Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities.	Students take part in inter school activities in a range of areas, such as sport, music, drama, etc. Students from primary schools take part in activities led by GA students e.g. in Sport, Science, Cooking etc.	Curriculum Leaders/Sports Leaders	Ongoing	Students continue to interact with other students in a range of contexts

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	Additional support for parents/carers and staff to help them play a full part of the school (e.g. provide a translator for a parent who requires the service, make sure meetings are held in accessible parts of the school to support wheelchair users and make adaptations to classrooms where necessary and etc)	Feedback from relevant parties	Principal/ Governing body/ school staff	Ongoing	N/A
Race Equality Duty	Identify, respond and report racist incidents as outlined in the policy. Report the figures to the Governing body / Local Authority on a termly basis.	The Principal / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Principal/ Governing body	Reporting: December, April, July	Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Governing Body
Gender Equality Duty	Introduce initiative to encourage all students to take up sport outside the curriculum requirements in range of sports and activities.	Increased participation of students in sports clubs and out of school sport activities	PE/KL + GD	Ongoing	More students taking up after-school sports clubs
Disability Equality Duty	Ensure all students with disabilities are able to fully access the curriculum.	Monitoring of progress of any students with disabilities by SLT/Curriculum Leaders	SLT	Ongoing	Disabled students continue to make excellent academic progress across the curriculum.

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
Disability Equality Duty	Ensure all students with disabilities/medical conditions have the opportunity to take part in extracurricular activities e.g. the school play, school trips etc.	Continued participation by disabled students in extra curricular activities and the wider life of the school	SLT/Club leads/Trip Leads/HOY	Ongoing	Disabled students continue to be able to access school trips, clubs etc.
Community cohesion	Celebrate cultural events throughout the year in assemblies and collective worship to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	Lifeskills assessments/Assembly and Collective Worship overview	Member of staff leading on Lifeskills/HOY	Ongoing	Increased awareness of different communities shown in Lifeskills assessments