




# Equality Information and Objectives

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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.

## 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](#).

### 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 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

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 September.

### 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

In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics. As a school, we will publish information to show:

- › The make-up of our workforce, with breakdowns of staff at different grades, levels and rates of pay (including any patterns of occupational segregation and part-time work)
- › The profile of staff at different stages of employment including recruitment, training, promotion and leavers.
- › Applications for flexible working and their outcomes for staff with different protected characteristics
- › Applications for learning and development opportunities and their outcomes for staff with different protected characteristics
- › Grievances and disciplinary issues and complaints of discrimination and other prohibited conduct
- › Policies and programmes in place to address equality concerns from staff
- › Information from staff surveys and/or trade unions
- › Records weighing the equality outcomes of important decisions including evidence used to make decisions

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

## 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

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

## 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

### Objective 1

Have in place a reasonable adjustment agreement for all staff with disabilities to meet their needs better and make sure that any disadvantages they experience are addressed.

**Why we have chosen this objective:** As a school, we want to ensure that we are fully accessible to all staff and to set the example to our pupils of how everyone is different.

**To achieve this objective, we plan to:**

- Check the pay and conditions of employment policies and take these for discussion to the governors.
- Regularly review the health, safety and wellbeing policy and ensure staff members are fully aware of it.
- Give staff members opportunities annually to advise if there have been changes to their needs.
- Create a culture where staff feel safe and supported to disclose disabilities or health conditions.
- Review risk assessments and reasonable adjustments frequently to ensure there have been no changes to their needs.
- Use occupational health or HR advice to help identify appropriate adjustments when required.
- Provide training for leaders and line managers on the Equality Act 2010, reasonable adjustments, and supporting staff with disabilities.

**Progress we are making towards this objective:**

### Objective 2

To close gaps in attainment and achievement between pupils and all groups of pupils; especially boys and girls, pupils eligible for free-school meals, pupils with special educational needs and disabilities and looked after children.

**Why we have chosen this objective:** Our data, along with national trends, show that some groups—such as boys and girls in certain subjects, pupils eligible for free school meals, pupils with special educational needs and disabilities (SEND), and looked-after children (LAC)—may not always achieve as well as their peers. As a school committed to inclusion, we believe that every child deserves the chance to reach their full potential, regardless of background, need, or circumstance.

**To achieve this objective, we plan to:**

- Use assessment data (termly or half-termly) to identify attainment and progress gaps between pupil groups.

- Analyse data by **gender, SEND, disadvantage (Pupil Premium), and looked-after status**.
- Share findings with staff, governors, and subject leaders to ensure awareness and accountability.
- Provide high-quality teaching first – ensure lessons are inclusive, adaptive, and challenging for all learners.
- Deliver targeted support for identified pupils or groups

Progress we are making towards this objective:

### Objective 3

To reduce the incidence of homophobia, and sexist and racist language by students.

**Why we have chosen this objective:** We have chosen this objective because creating a safe, respectful, and inclusive environment is at the heart of our school's values. While most pupils demonstrate kindness and respect towards others, we recognise that incidents of **homophobic, sexist, or racist language** can still occur and can have a damaging impact on individuals and the wider school community.

**To achieve this objective, we plan to:**

- Embed the values of kindness, respect, and equality in all aspects of school life.
- Reinforce clear expectations for behaviour and language through assemblies, displays, newsletters, and the school's code of conduct.
- Ensure all pupils understand that discriminatory language of any kind is **never acceptable** and will always be challenged.
- Use **PSHE**, circle time, and assemblies to teach pupils about:
  - Different families and relationships.
  - The importance of respect for all protected characteristics.
  - The impact of prejudice-based language and behaviour.
- Record all incidents of discriminatory language or behaviour using the school's safeguarding or behaviour system.
- Analyse incident data **termly** to identify patterns or trends (e.g. specific year groups, times, or places).
- Report anonymised data and actions taken to the Governing Body as part of equality monitoring.

**Progress we are making towards this objective:**

### Objective 4

To raise awareness and improve the attendance of pupils with protected characteristics and in this way reduce or remove inequalities in opportunity throughout the school

**Why we have chosen this objective:** We have chosen this objective because regular attendance is essential for every child's learning, progress, and wellbeing. Our attendance monitoring shows that some pupils with protected characteristics—such as those with special educational needs and disabilities (SEND), pupils from minority ethnic backgrounds, or those with particular health or family circumstances—may face barriers that affect their attendance.

**To achieve this objective, we plan to:**

- Track attendance data by pupil group, including SEND, pupils with disabilities, ethnic groups, EAL, and other protected characteristics.
- Identify any patterns or trends where attendance is lower than average.
- Discuss findings regularly at senior leadership and pastoral meetings to ensure early intervention.
- Progress we are making towards this objective:
- Contact families quickly where attendance concerns arise, offering support rather than sanctions in the first instance.
- Work closely with external agencies to address complex needs.
- Provide staff training on equality, inclusion, and the barriers some pupils face in attending school regularly.

**Progress we are making towards this objective:**

## 9. Monitoring arrangements

The headteacher will update the equality information we publish at least every year.

School-specific equality objectives will be reviewed by the headteacher at least every 4 years.

This document will be reviewed by the headteacher annually, to ensure continued compliance with the PSED.

This document will be approved by the governing board.

## 10. Links with other policies

This document links to the following policies:

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