

Equalities Policy



Approved by:	Governing Body
Approved Date:	
Next Review Date:	March 2027
Last Review Date:	April 2026

Contents

1. Aims	3
2. Legislation and guidance	3
3. Roles and responsibilities	4
4. Eliminating discrimination	4
5. Advancing equality of opportunity	5
6. Fostering good relations	5
7. Equality considerations in decision-making	6
8. Equality objectives	6
9. Monitoring arrangements	7
10. Links with other policies	8

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 differences and diversity in accordance with our values, such as Aspire, Innovate, Respect

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.

They will:

- Meet with the designated member of staff for equality on a termly basis and other relevant staff members, to discuss any issues and how these are being addressed.
- 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 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 will receive information on the Equality Act as part of their induction, and all staff will receive regular reminders and updates on the Equality Act throughout the school year.

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 experienced by people with a protected characteristic as detailed in section 1 and encourage all pupils to fully engage in a range of activities.

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, and personal development lessons and 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 behavior 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 and students to promote knowledge and understanding different protected characteristics.

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.

8. Equality objectives

Every year, our school must share information about equality.

We must report on at least 1 equality objective once every 4 years – we've chosen 30th March to be our deadline for this

Objective one

Undertake an analysis of recruitment data and trends in regard to race, disability and any gender pay gap by July, and report on this to the staffing and pay sub-committee of the governing board.

Why we have chosen this objective: To ensure our recruitment practices are fair, compliant and inclusive, and to identify any barriers or disproportionality affecting applicants or staff groups (race, disability and gender pay), so we can take action and improve outcomes.

To achieve this objective, we plan to: Collect and review recruitment and workforce data (applications, shortlisting, appointments, promotions and leavers); check for patterns and potential causes; compare against local and sector benchmarks where available; agree actions (e.g., wording of adverts, outreach, shortlisting guidance, interview panels); and present findings and recommendations to the staffing and pay sub-committee by July.

Objective two

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

Why we have chosen this objective: To ensure staff with disabilities are supported consistently, adjustments are agreed and reviewed, and any workplace barriers are removed or reduced so colleagues can perform their roles effectively and safely.

To achieve this objective, we plan to: Introduce a standard reasonable adjustment agreement form; identify staff who wish to have an agreement in place; hold confidential meetings to agree adjustments; implement agreed actions (e.g., equipment, timetable/role adjustments, workspace changes, communication methods); assign a review date; and monitor completion so all agreements are in place by July.

Objective Three

To ensure that the curriculum is inclusive, representative, and reflective of the school community, promoting equality, diversity and respect for all.

We have chosen this objective: Because the curriculum plays a central role in shaping pupils' understanding of the world, their sense of identity, and their respect for others. An inclusive curriculum helps ensure that all pupils see themselves, their cultures and their potential reflected positively, while also developing understanding and appreciation of differences. This supports equality of opportunity and helps prevent discrimination and prejudice.

To achieve this objective: Curriculum planning will take account of the school's local, national and global community, ensuring content is broad, balanced, and representative. Teaching will actively avoid stereotypes and prejudicial representations and will challenge bias where it arises. Curriculum opportunities will be taken to celebrate a wide range of cultures, backgrounds, identities, and achievements, including those that are historically under-represented. Pupils will be exposed to positive role models, individuals, and achievements that they can relate to, enabling all children to see themselves reflected in what they learn. Subject leaders will regularly review curriculum content to ensure it supports equality, promotes mutual respect, and meets the needs of all learners.

Objective four

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective: To ensure recruitment and selection decisions are consistent, lawful, and free from bias, and that everyone involved understands their responsibilities under equal opportunities and non-discrimination requirements.

To achieve this objective, we plan to: Identify all staff and governors involved in recruitment and selection; commission or deliver training covering the Equality Act, safer recruitment links, inclusive job design and fair selection; provide practical tools (shortlisting matrix, structured interview questions, scoring guidance); and use evaluation/knowledge checks to confirm understanding.

9. Monitoring arrangements

The Governing Board and Headteacher will update the equality information we publish, at least every year.

The [governing board / designated committee / individual governor / head teacher] will review the equality objectives at least once every four years.

The Governing Board will review this document, to ensure continued compliance with the PSED.

The Governing Board will approve this document.

10. **Links with other policies**

This document links to the following policies:

Accessibility plan

Risk assessment

SEN information report

SEND policy.