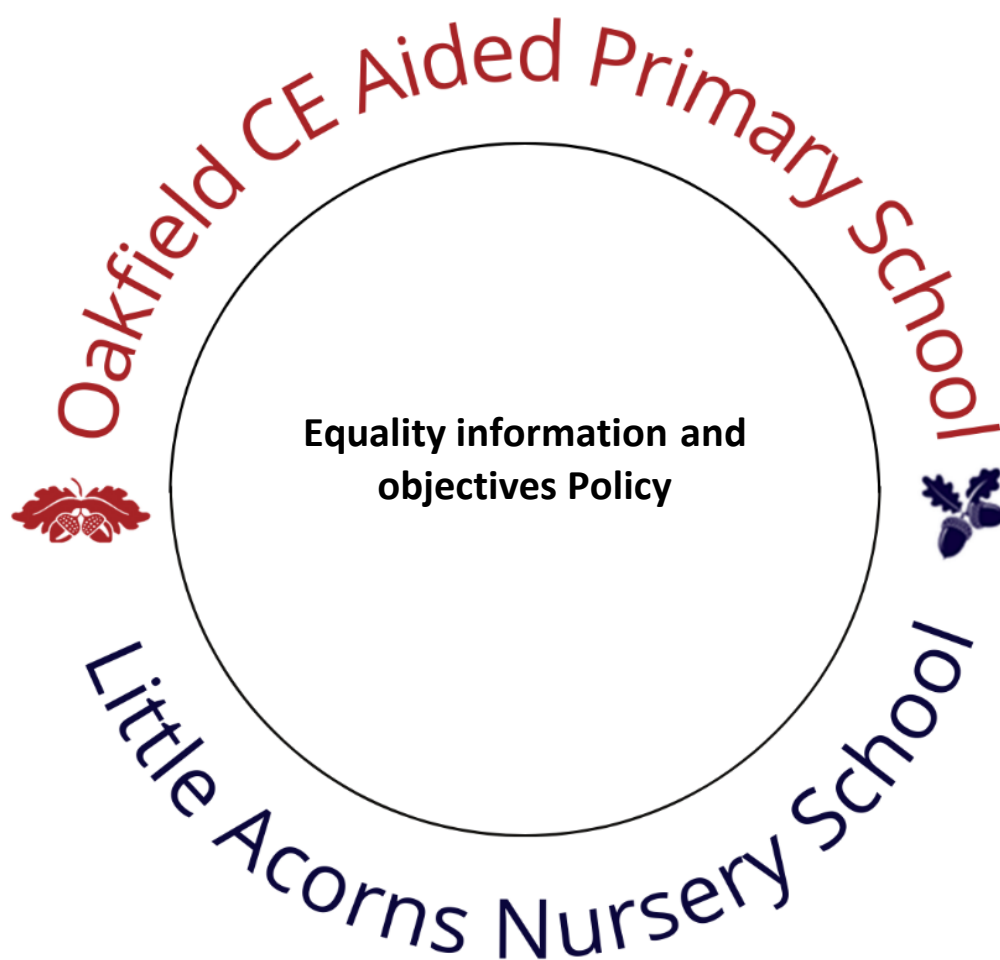




Date of Approval:	14 th July 2025
Committee/FGB	FGB
Responsible:	Vikki Reader – Headteacher
Review Date:	July 2026

Signed:

Chair of Governors

Signed:

Headteacher

Date:

14th July 2025

REVISION No:	Date issued:	Prepared by:	Approved by:	Comments:
4	07/07/2025	TMT		New model merged with previous policy to ensure it is up to date.

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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, Love, Trust, Honesty & Hope.

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
- 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
- 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 Assistant Headteachers:

- 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 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

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 may 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

Equality objectives 2022 – 2026

Ref	Objective	Success criteria	Activity	Lead	Progress milestones
1	Whole school training to include Governors	Highly trained and motivated staff and Governors Staff, Governors aware of: Public Sector Equality Duty (PSED) Section 147 - Equality Act 2010 PREVENT Duty – Counter-Terrorism and Security Act 2015 Monitoring of the number of reported diversity incidents.	CPD Equality and Diversity Refresher training Prevent Training Ongoing – termly report to LA	HT	PSED training within equality and diversity training PREVENT training – Whole school training Annually
2	Leadership and Management	Successful pupil progress	Data management across each of the 9 protected characteristics to measure and monitor pupil progress and reduce achievement gaps	HT/SLT/GB	Data is collected throughout the year and presented to the Governing Body. Pupil progress meetings held throughout the academic year.

Ref	Objective	Success criteria	Activity	Lead	Progress milestones
3	Teaching and Learning	Equality of opportunity and recognition of diversity are promoted through teaching and learning. Teachers and other staff have a secure understanding of the age group they are working with and their subject knowledge of equality and diversity is detailed and communicated well to pupils.	Proportion of observations that include the positive promotion of E&D E&D is seen as good or best practice Promotion of British Values within the curriculum and collective worship opportunities RSE curriculum reviewed Spring 22 for consultation Summer 22	All staff	Developed through PHSE policy and guidance available to staff. British Values promoted through curriculum delivery. British Values training for staff and provision of resources. Spring 22 consultation prior to ratification. In place by Jul 22.

4	Personal Development, Behaviour and Welfare of Pupils (PDBW)	Good attendance for all pupils – in line with national figures Improved attendance for low attenders Good pupil behaviour, including regular review of behaviour policy and procedures Good safeguarding policy and procedures in place. Good E-Safety policy and procedures in place. PREVENT awareness and procedures embedded across the school.	Annual review of the following policies and procedures: Behaviour Safeguarding and Child Protection E-Safety PREVENT Self-Assessment Further promote the schools' response to tackling extremism (the PREVENT agenda) and the positive promotion of British Values (BV), through the teaching and learning process Awareness/training sessions for staff, governors and students within the current academic year Ongoing support to School Council SENCO activity to ensure all pupil referrals and actions are communicated, actioned, reviewed and follow-up SEND, LAC, pupils with a disability and/or with medical/mental health needs are met and communicated	All staff /GB	Policies reviewed as part of the annual review cycle. Training for staff on British Values and the PREVENT agenda. SENCO and Designated Safeguard Lead has regular meetings with staff, pupils and families to support pupil personal development and welfare. EHCP plans are developed and reviewed with external agencies and families on an ongoing basis to ensure appropriate level of provision in both schools and referrals made as required.
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Ref	Objective	Success criteria	Activity	Lead	Progress milestones
5	Outcomes for pupils	Pupils are secure in their breadth and depth of knowledge, understanding and skills. Pupils are able to progress to the next stage of their learning.	Review of curriculum progress throughout the year for disadvantaged pupils, SEND and those with disabilities matches or is improving towards that of other pupils with the same starting points Specific monitoring for disadvantaged pupils, SEND, pupils with a disability to ensure progress is above average across nearly all subject areas	All staff / GB	Ongoing teacher assessment to enable tracking of pupil achievement and progress. Reports to Governing Body on ARE. Additional support required is provided through individual work plans for pupils.

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 governing board at least every 4 years.

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

This document will be approved by governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Optimising Behaviour
- Anti-Bullying
- Curriculum Policy & Statement
- Safeguarding and Child Protection Policies
- E-Safety
- SEN information report
- SEND policy