

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 vision which is that we exist so that all students will be able to access higher education and participate fully in our democratic society.

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 3 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 designated member of staff for equality is the School Business Manager and they 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.
- The school has a designated member of staff for monitoring equality issues. 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 activities, clubs and enrichment experiences).

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. The School will collect and monitor workforce equality information where appropriate and will publish relevant information annually to demonstrate compliance with the Public Sector Equality Duty. This may include anonymised information relating to workforce composition, recruitment, retention, training, career progression and other equality-related matters.

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.

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

The school is fully committed to meeting its duties under the Equality Act 2010. These objectives are informed by a rigorous analysis of school performance, including attainment, progress,

attendance, behaviour and pupil voice. They reflect our determination to remove barriers, secure consistently strong outcomes for all pupils, and ensure every individual experiences a strong sense of belonging.

In doing so, the school recognises its responsibility to advance equality of opportunity for all pupils, including those with protected characteristics and those facing socio-economic disadvantage, particularly where these factors intersect. Through these objectives, the school is committed not only to promoting equality, but to realising it in practice—through high-quality teaching, equitable access to opportunity, and measurable improvements in outcomes for all.

These objectives have been developed following analysis of attainment, progress, attendance, behaviour, exclusion and participation data, alongside consideration of groups protected under the Equality Act 2010. Particular attention has been given to disadvantaged pupils, pupils with SEND and other groups where evidence indicates potential barriers to achievement, participation or inclusion.

The current equality objectives are focused on pupil outcomes because analysis has not identified any workforce equality issues requiring a separate objective at this time. The school will review workforce equality information annually to identify any significant differences in recruitment, retention, progression, access to training, flexible working arrangements and employee wellbeing between staff with different protected characteristics. Where potential inequalities or barriers are identified, the school will consider appropriate actions and, where necessary, incorporate these into its equality objectives and action planning.

These objectives support the school's Public Sector Equality Duty by eliminating discrimination, advancing equality of opportunity and fostering good relations.

These objectives are reviewed annually and formally updated at least every three years.

Objective	Aim	Rationale	Success criteria	Monitoring and Review
1. Reduce the attainment gap for disadvantaged pupils.	To significantly reduce the attainment gap between disadvantaged pupils and their peers, particularly in English and Mathematics, ensuring that socio-economic disadvantage does not limit achievement.	School data and inspection evidence highlight a substantial gap in outcomes at KS4.	The gap in Grade 5+ English and Mathematics is reduced year-on-year. The gap narrows from approximately 30 percentage points to below 15 percentage points by 2029. Disadvantaged Attainment 8 improves annually to be at least in line with national averages.	Progress towards these objectives will be monitored through: • Termly analysis of attainment and progress data.
2. Ensure equitable access to consistently high-quality teaching for all pupil groups.	To ensure all pupils, including disadvantaged pupils, pupils with SEND, and high prior attainers, benefit from consistently high-quality teaching.	Variability in teaching impacts pupils' progress and contributes to gaps in achievement.	Quality assurance shows consistently strong teaching across departments. Progress 8 improves for all groups, particularly disadvantaged and SEND pupils, with no group underperforming. Assessment is used effectively and consistently to identify and close gaps in knowledge.	• Quality assurance activities, including lesson visits and work scrutiny. • Behaviour, attendance and exclusion data. • Pupil voice and stakeholder feedback.
3. Improve outcomes for high prior attaining pupils.	To increase the proportion of high prior-attaining pupils achieving higher GCSE grades.	Analysis indicates that some high prior-attaining pupils, including disadvantaged pupils and other vulnerable groups, do not consistently achieve outcomes	Increase in the proportion of pupils achieving Grades 7–9 at GCSE. Evidence of QA demonstrates depth in curriculum delivery across subjects. Reduced in-school variation for this group.	• Senior leaders and governors will review progress regularly to ensure that actions are precise, impactful and address any emerging inequalities.

Objective	Aim	Rationale	Success criteria	Monitoring and Review
		commensurate with their starting points.		Analysis of outcomes, attendance, behaviour and participation by protected characteristic where cohort sizes allow meaningful evaluation.
4. Strengthen access to the curriculum for pupils with SEND.	To ensure that pupils with special educational needs and/or disabilities access and succeed in the full curriculum.	While systems are in place, there is variability in the effectiveness of classroom-level support.	Improved Progress 8 outcomes for pupils with SEND to be in line with or exceeding national benchmarks. Quality assurance evidence demonstrates consistently effective adaptive practice. Reduction in gaps between SEND and non-SEND pupils' outcomes.	
5. Sustain high levels of inclusion, attendance and belonging.	To maintain and further strengthen the inclusive culture of the school so that all pupils feel safe, valued and engaged.	The school has established strong practice in behaviour, attendance and inclusion and is committed to sustaining these strengths whilst ensuring equality for all pupil groups.	Persistent absence remains consistently below national averages. No significant disparities in attendance or behaviour between groups. Pupil voice demonstrates that pupils from all groups, including those with protected characteristics, feel safe, valued and included.	

9. Monitoring arrangements

- The Headteacher will update the equality information we publish annually.
- School-specific equality objectives will be reviewed by the Headteacher and Governing Body at least every 3 years.
- This document will be reviewed by the Headteacher annually, to ensure continued compliance with the PSED.

10. Links with other policies

This document links to the following policies:

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