



Equality, Diversity and Inclusion Policy and Objectives

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This policy has been significantly redrafted and amended. The policy has been developed in line with a model policy from the Key for School Leaders. This model policy was approved by Forbes Solicitors and developed in conjunction with the National Association for Headteachers (NAHT).

A number of objectives have been developed and identified through school evaluation and strategic planning.

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1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination 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 it.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

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.

This document also complies with our funding agreement and articles of association.

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, students 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 to the headteacher.

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and students.
- Monitor success in achieving the objectives and report back to governors.
- All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

This policy applies to all staff, governors and parents or carers.

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 training on the Equality Act as part of their induction, and all staff will receive refresher training annually.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. 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 which are connected to a particular characteristic they have (e.g., students with disabilities, or gay students 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 students 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 students with different characteristics are performing.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.

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 Philosophy and Ethics, and Personal, Social, Health Citizenship and Economic (PSHCE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, students will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues. 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 students within the school. For example, our school council has representatives from different year groups and is made up of students from a range of backgrounds. All students 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 students with disabilities.
- Has equivalent facilities for boys and girls.

8. Equality objectives

Objective 1

To reduce the gap in attainment between disadvantaged and non-disadvantaged students so that DA students perform better than other DA students nationally by September 2027.

Why we have chosen this objective:

- To close the attainment gap between our DA students and our non-DA students identified in outcome data.

To achieve this objective, we plan to:

- Use data to monitor student achievement behaviour and respond to variations between groups of learners, subjects, courses and key stages, trends over time and comparisons with other schools, with a particular focus on our Disadvantaged students.
- Support leaders to frequently interrogate data and generate actions to improve performance or outcomes.
- Evaluate the impact of the actions and amend strategies as appropriate.

Progress we are making towards this objective:

- The introduction of 'Context' as a part of the 5 Cs of Teaching and Learning.
- The introduction of 'Team PP'.
- Regular whole staff training on overcoming the barriers faced by PP students.
- Regular review and reporting of data analysis, with through line management, or, when appropriate, the Governing Body.

Objective 2

By the end of the 2026 academic year, increase the representation of diverse groups in tutor time, assemblies, Philosophy and Ethics, and the PSHCEe curriculum by incorporating at least 10 new resources, guest speakers, and activities that reflect diverse perspectives and experiences.

Why we have chosen this objective:

- In response to QA and student voice data.
- To foster good relations between diverse groups of students.
- To develop strategies to work with our hard-to-reach communities.
- To respond effectively to the changing and diverse cohort of the school.

To achieve this objective, we plan to:

- Conduct surveys (before and after starting the work).
- Conduct curriculum audits.
- Embed Character Education throughout the pastoral and academic curriculum.
- Work with partner agencies to develop understanding and collaborative work with our community.

Progress we are making towards this objective:

- Appointed an Associate Assistant Headteacher to develop Character Education and report to the Headteacher and Governors.
- Appointed a Head of Faculty to lead on the development of Citizenship, PSHCEe, RSE and Philosophy & Ethics.
- Investigating suitable agencies to work with the school in response to need.
- Developing an action plan to evaluate the impact of strategies employed.

Objective 3

Increase the number of staff members fully trained in inclusive staff recruitment by September 2025 so that at least one member of every recruitment panel is fully trained on safer recruitment.

Why we have chosen this objective:

- In response to CPD training records.
- The school has identified areas that can be developed across the staffing body.
- To ensure that the school's robust approach to Equal Opportunities is referenced and recorded.

To achieve this objective, we plan to:

- Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination.
- Allocate CPD for all relevant staff and governors to develop understanding of the legal requirements.

- Ensure that 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.
- Ensure that Equal Opportunities is part of all staff induction (Teaching and Support)

Progress we are making towards this objective:

- Senior and selected Middle Leaders have undertaken training delivered by Equaliteach in Summer 2022.
- All members of the SLT have undertaken/updated their safer recruitment training.

Objective 4

By the end of the 2026 academic year, celebrate diversity in all aspects of school life, especially the extra-curricular, by developing and implementing a comprehensive programme of at least 10 activities, displays and events, including extracurricular activities, that promote inclusivity and recognise diverse accomplishments, with a focus on the protected characteristics.

Why we have chosen this objective:

- In response to student voice data.
- To ensure that opportunities are offered to a diverse range of students, representative of the cohort. This will be targeted if appropriate.

To achieve this objective, we plan to:

- Ensure records of opportunities and interventions are recorded and analysed. The data will be shared with leaders to evaluate.
- Monitor impact of activities through a range of sources, including student voice and behaviour/attainment data.

Progress we are making towards this objective:

- Provision maps are established in year groups to track opportunities and interventions.
- AHT allocated responsibility for collating a record of the offer available to all students.

9. Monitoring arrangements

The Whole School and Community (WSC) Committee of the governing body will update the equality information we publish, at least every year.

This document will be reviewed by governing body at least 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
- Uniform Policy

- SEN Policy
- Exclusions Policy
- Behaviour Policy
- Character Education

Appendix 1: Glossary

Antisemitism	A certain perception of Jews, which may be expressed as hatred toward Jews.
Biphobia	Prejudice or negative attitudes, beliefs or views about bisexual people.
Cisgender	Someone whose gender identity is the same as the sex they were assigned at birth.
Disability	A physical or mental impairment, which has a substantial and long-term adverse effect on someone’s ability to carry out typical day-to-day activities.
Discrimination	<p>This can be direct: When someone is treated less favourably than another person or other people because:</p> <ul style="list-style-type: none"> • they have a particular protected characteristic • someone thinks they have that protected characteristic (discrimination by perception) • they are connected to someone with that protected characteristic (discrimination by association) <p>Or indirect: There is a policy that applies in the same way for everybody but disadvantages a group of people who share a protected characteristic.</p>
Gender identity	Someone’s internal sense of their own gender, whether man, woman or some other gender. This may or may not align with their assigned sex.
Gender reassignment	If someone is proposing to undergo, is undergoing or has undergone a process (or part of a process) to change sex and/or gender. This might

	involve medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender.
Harassment	Unwanted conduct, related to a relevant protected characteristic, which violates a person's dignity and/or which creates an intimidating, hostile, degrading, humiliating or offensive environment for that person.
Homophobia	Prejudice or negative attitudes, beliefs or views about lesbian, or gay people.
Islamophobia	A type of racism that targets expressions of Muslimness or perceived Muslimness.
Prejudice-related incident	Any incident which is perceived to be prejudice-related by the victim or any other person.
Race and ethnicity	Includes skin colour, nationality and ethnic or national origins.
Racism	Prejudice or negative attitudes, beliefs or views about someone based on their skin colour, nationality, ethnic or national origin.
Reasonable adjustments	<p>Taking reasonable steps to remove disadvantages faced by disabled people by:</p> <ul style="list-style-type: none"> • changing provisions, criteria or practices • changing or removing a physical feature or providing a reasonable alternative way to avoid that feature • providing auxiliary aids
Religion or belief	Religion is a formalised system of belief that aims to relate humanity to spirituality. Beliefs included are philosophical beliefs, which are considered to be similar to a religion.

	We include people who have no religion or a lack of belief.
Sex	Whether someone is male, female or intersex.
Sexism	Prejudice or negative attitudes, beliefs or views about someone based on their sex.
Sexual orientation	Who someone is emotionally, mentally, and physically attracted to in relation to their sex/gender, this includes heterosexual, lesbian, gay, bisexual, pansexual and asexual.
Transgender	An umbrella term to describe people whose gender identity differs from what is typically associated with the sex they were assigned at birth.
Transphobia	Prejudice or negative attitudes, beliefs or views about transgender people including refusal to accept their gender identity
Victimisation	<p>Treating someone badly because they are:</p> <ul style="list-style-type: none"> • making a claim or complaint of discrimination • helping someone else to make a claim by giving evidence or information • Or because they intend to do so.