

Equality Policy

Policy Review and Approval

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Contents

1. Aims	2
2. Legislation and Guidance	2
3. Responsibilities and implementation	2
The Governing Board	2
Senior Leadership Team (SLT)	2
Pastoral System	3
Faculty Leads	3
Staff	3
Students	3
Visitors and Contractors	3
4. Eliminating Discrimination	3
Admissions and exclusions	4
5. Advancing equality of opportunity	4
6. Employment	4
7. Monitoring and evaluation	4
8. Fostering good relations	4
9. Equality considerations in decision-making	5
10. Related Policies	5
11. Monitoring Arrangements	5
Appendix 1: Equality Objectives	6

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

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. Responsibilities and implementation

The Governing Board

The Governing Board are responsible for:

- ensuring 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/guardians;
- ensuring that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years; and
- delegating responsibility for monitoring the achievement of the objectives on a daily basis to the Executive Head Teacher and Heads of School.

Senior Leadership Team (SLT)

The SLT are responsible for:

- promoting knowledge and understanding of the equality objectives among staff and students;
- monitoring success in achieving the objectives and reporting back to Governors; and

- having “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics.

Pastoral System

The Heads of Year (HoY)/Phase Leaders are responsible for:

- dealing with and recording any issues relating to students; and
- ensuring that the elements of Tutor Time/Personal Development lessons which address such issues are implemented effectively.

Faculty Leads

Heads of Faculties (HoF) and Deputy Heads of Faculties (DHoF) are responsible for:

- promoting and raising awareness of equal opportunities within their curriculum area; and
- ensuring that all inclusion and special needs issues within their Faculty are addressed.

In particular in addition:

- The SEND Department will provide appropriate guidance on specific students and be the first contact point for staff requiring further information.

Staff

All staff members must seek to:

- deal with incidents between students when they occur in line with the Behaviour for Learning and Exclusion Policies;
- challenge racial and cultural bias, disability bias and stereotyping;
- support students in their classes for whom English is an Additional Language; and
- challenge inappropriate comments, symbols and strategies, and explain to students why such things are wrong and take action as appropriate.

Students

All students should seek to:

- treat other students with respect regardless of race, colour, ethnic origin, ability, religion, sex, age, sexual orientations, disability or social background;
- treat all staff and visitors in a similarly respectful manner; and
- report incidents of bullying or discrimination to a member of staff.

Visitors and Contractors

All visitors, including contractors, are expected to comply fully with this policy.

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 year.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability, ability, or socio-economic factors.

Exclusions will always be based on the school's Behaviour for Learning and Exclusions Policies. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and accounted for.

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;
- 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);
- analysing the data to determine strengths and areas for improvement, implementing actions in response and publishing this information; and
- making evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying).

6. Employment

The Governing Board recognises its responsibilities in the employment of staff in the school. In accordance with those responsibilities, it wishes to ensure the fair and equal treatment of all of its staff, all those who are applicants to work in the school, and those individuals who undertake work on school premises.

Vacancies will be advertised openly and will normally be available for members of staff in the school to apply. In most cases, vacancies will be advertised externally.

All decisions relating to appointments or promotions will be conducted in accordance with the principles on which this policy is based.

7. Monitoring and evaluation

Governors have overall responsibility for this policy.

We will collect and analyse evidence and data on student achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement.

8. 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, students will be introduced to literature from a range of cultures;

- making students aware of our behaviour and anti-bullying policies;
- holding assemblies dealing with relevant issues. Students 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 students within the school. For example, our School Council has representatives from different Year Groups and is formed 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/guardians to promote knowledge and understanding of different cultures; and
- developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

9. 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.

We always consider 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; and
- 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.

10. Related Policies

This policy should be read in conjunction with the following policies:

- Behaviour for Learning and Exclusions Policies
- Admissions Policy
- SEN Information Report
- SEND Policy
- Health and Safety Policy
- School Development Plan
- Accessibility Plan
- Examinations Policy

11. Monitoring Arrangements

School-specific equality objectives will be reviewed by Executive Head Teacher and Governors at least once every 4 years.

This document will be reviewed by Executive Head Teacher annually, to ensure continued compliance with the Public Sector Equality Duty (PSED). This document will be approved by the Governor Policy Sub-Committee.

Appendix 1: Equality Objectives

1. To seek to ensure that every student achieves their potential irrespective of their gender, ethnicity, disability, religion or social background. We aim to accomplish this through our established procedures for monitoring and mentoring students. Our progress is fully assessed annually by analysing student achievement.
2. To seek to ensure all staff are treated equitably regardless of age, disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation, and marital status.
3. To offer a fully transparent process for recruitment and to ensure that all backgrounds are treated equitably throughout each stage of the process.
4. To continue to reduce the attainment and progress gap between protected groups, disadvantaged and non-disadvantaged student groups. Offering appropriate and focused intervention to support these students throughout each stage of their schooling. We focus on every student performing to the best of their ability and provide equal opportunity to do so.