



## Equality Policy & Equality Objectives

### 1. Aims

The School is committed to ensuring equality of education and opportunity for all students, staff, parents and carers receiving services from the School, irrespective of race, gender, disability, faith or religion, socio-economic background or any other equality grouping. This Policy is intended to assist us in putting this commitment into practice.

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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

Our school aims to promote respect for difference and diversity in accordance with our values as set out in our [Aims, Values and Ethos](#).

### 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 on the grounds of “protected characteristics” (age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex and sexual orientation)
- [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 policy should be read in conjunction with other School policies particularly the Accessibility Plan, Admissions Policy, Anti-Bullying Policy, Behaviour Policy, Code of Conduct for Staff, Curriculum Policy, Educational Visits Policy, External Exams policies, Financial Assistance Policy, Gender Identity Policy, Grievance Policy, PSHCE Policy, Relationships and Sex Education Policy, Safeguarding (Child Protection) Policy, Safer Recruitment Policy, Special Educational Needs and Disabilities Report, Social, Moral, Spiritual and Cultural Policy.

### 3. Roles and responsibilities

The Governing Body 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 objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a regular basis to the Head

- Appoint an equality link governor who will meet with the Assistant Head (Pastoral and Personal Development), and other relevant staff members, to discuss any issues and how these are being addressed and report back to the full Governing Body

The Head will:

- Promote knowledge and understanding of the equality objectives among staff and students
- Monitor success in achieving the objectives and report back to governors

The Assistant Head (Pastoral and Personal Development), who is the designated member of staff for equality, will:

- Support the Head in promoting knowledge and understanding of the equality objectives among staff and students
- Meet with the equality link governor to raise any issues
- Support the Head 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 and Appendix 2.

#### **4. Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

The forms of discrimination set out in Appendix 1 are prohibited under this Policy and are unlawful.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct and the possible consequences of discriminatory behaviour (for example, in relation to bullying in our Student Behaviour Policy and Dignity At Work Policy).

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 on relevant issues as part of their annual safeguarding update.

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 that are connected to a particular protected characteristic they have
- Taking steps to meet the particular needs of people who have a particular protected characteristic
- Encouraging people who have a particular protected characteristic to participate fully in any activities.

In fulfilling this aspect of the duty, the school will:

- Track, report and where relevant publish student performance and other data showing how students with different characteristics are performing and accessing the school's curriculum and co-curricular activities
- 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)

## **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. Some key actions to promote this include:

- Students' experience of the RS curriculum which covers community cohesion topics such as racism, prejudice; and the PSHE curriculum which covers sexism and misogyny and British values education including tolerance;
- Whole school assemblies, performance events and talks marking significant equalities-related themes and events and/or celebrating specific cultures and traditions;
- A canteen offers which regularly features international events and inclusive menus
- Student volunteer group efforts targeted at exposure to diverse cultures and protected characteristics e.g. the elderly, disadvantaged children, women's refuge.

## **7. Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made.

## **8. Equality objectives**

Under the Public Sector Equality Duty, as articulated by the Equality Act 2010, the School is required to establish and monitor a set of equality objectives. These are in addition to the aims, objectives and commitments set out in this Equality Policy.

The School's equality objectives are set out in Appendix 2 to this Policy.

## **9. Breaches of the Policy**

The School takes a strict approach to breaches of the Policy. Matters relating to staff will be dealt with in accordance with the Code of Conduct for Staff and Disciplinary Policy. Serious cases of deliberate discrimination by staff may amount to gross misconduct resulting in dismissal. Student behaviour will be dealt with according to the Anti-Bullying Policy, Behaviour Policy and School Suspension and Exclusion Policy as appropriate.

Anyone who believes that they have suffered discrimination can raise the matter through the School's Grievance Policy or through its Anti-Bullying Policy (or other mechanisms as appropriate). Complaints are treated in confidence and investigated as appropriate. There must be no victimisation or retaliation against an individual who complains about discrimination. However, making a false allegation deliberately and in bad faith will be treated as misconduct and dealt with under the School's Disciplinary Procedure or other relevant policies.

## **10. Monitoring arrangements**

This Policy will be reviewed annually.

The School will update annually the equality information it publishes.

The equality objectives will be reviewed at least every 4 years.

This policy was updated in March 2025.

## Appendix 1: Forms of Discrimination

The following forms of discrimination are prohibited under this Policy and are unlawful:

- **Direct discrimination** is where a person is treated less favourably than another because of a “protected characteristic” as outlined in Section 2 above.
- **Indirect discrimination** is where a provision, criterion or practice is applied that is discriminatory in relation to individuals who have a relevant “protected characteristic” such that it would be to the detriment of people who share that “protected characteristic” compared with people who do not, and it cannot be shown to be a proportionate means of achieving a legitimate aim.
- **Harassment** is where there is unwanted conduct related to one of the “protected characteristics” that has the purpose or effect of violating a person’s dignity; or creating an intimidating, hostile, degrading, humiliating or offensive environment. It does not matter whether or not this effect was intended by the person responsible for the conduct.
- **Victimisation** occurs where an individual is subjected to a detriment because they made or supported a complaint or raised a grievance under The Equality Act 2010, or because they are suspected of doing so.
- **Associative discrimination** is where an individual is directly discriminated against or harassed for association with another individual who has a “protected characteristic”.
- **Perceptive discrimination** is where an individual is directly discriminated against or harassed based on a perception that they have a particular “protected characteristic” when they do not, in fact, have that “protected characteristic”.
- **Third-party harassment** occurs where an individual is harassed and the harassment is related to a “protected characteristic”, by third parties such as parents or carers, suppliers or visitors.
- **Disability discrimination:** this includes direct and indirect discrimination, any unjustified less favourable treatment because of the effects of a disability, and failure to make reasonable adjustments to alleviate disadvantages caused by a disability.

Note that these are broad (and not legally comprehensive) definitions of the different forms of discrimination.

## **Appendix 2: Equality Objectives**

Under the Public Sector Equality Duty, as articulated by the Equality Act 2010, the School needs to establish and monitor a set of equality objectives. These are in addition to the aims, objectives and commitments set out in the School's Equality Policy (above).

Our specific Equality Objectives as a school are:

- (i) Departments will develop subject-specific strategies to enhance the support available to students with special educational needs
- (ii) The extent of financial assistance offered to financially disadvantaged students will be reviewed and evaluated; guidelines will be provided for staff to explain the support available and steps required
- (iii) The School will continue to collate and analyse attainment data on the basis of race and ethnicity and steps will be taken to reduce any significant attainment gap between different groups