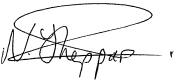


Equality Policy

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Signature:	
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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

For pupils, the Equality Act 2010 school provisions protect against discrimination on the grounds of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The protected characteristics of age and marriage and civil partnership do not apply to pupils under the school provisions of the Act, although they remain relevant to staff and other individuals where applicable.

Our school aims to promote respect for difference and diversity in accordance with our values, such as Courage, Ambition, Sustainability, Teamwork, Learning and Equity.

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 relevant Department for Education (DfE) and Equality and Human Rights Commission (EHRC) guidance on the Equality Act 2010, the Public Sector Equality Duty and equality in schools.

The school will ensure that the teaching of relationships, sex and health education is delivered in a way that promotes equality, respects diversity and does not unlawfully discriminate against students or staff with protected characteristics.

3. Roles and responsibilities

The Academy Committee 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/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

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and students
- Monitor success in achieving the objectives and report back to Academy Committee
- Have “due regard” when making a decision or taking an action as to whether it may have particular implications for people with particular protected characteristics.

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and students
- 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 members of the Academy Committee 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:

- Analyse attainment, attendance, behaviour and other relevant data to identify any disparities between groups of students.
- Use this analysis to identify strengths, areas for improvement and appropriate actions.
- Where appropriate, publish anonymised information demonstrating how the school is advancing equality of opportunity.
- Ensure that published information complies with the Data Protection Act 2018 and UK GDPR.

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 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 students

In line with the Data Protection Act 2018 and UK GDPR, any published information will be anonymised or suppressed where individual pupils or staff members could be identified (e.g., small cohort sizes).

The school will make reasonable adjustments for disabled students, staff and other individuals where required, and will regularly review arrangements to ensure that disabled people are not placed at a substantial disadvantage.

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, 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, with students encouraged to take a lead in such assemblies and external speakers invited 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 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, policies, procedures or changes are developed or implemented. 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 students with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives

As a school, we are required to publish equality information every year:

- We must prepare and publish equality objectives at least every four years.

Objective 1

To ensure that recruitment and selection processes are fair, consistent, inclusive and free from discrimination, while maintaining robust safer recruitment practices.

Why we have chosen this objective: To support our wider commitment to creating an **inclusive workplace where everyone has a fair opportunity to apply, progress and succeed.**

To achieve this objective, we plan to:

- Ensure all staff involved in recruitment and selection understand their responsibilities under equality legislation and safer recruitment procedures.
- Provide appropriate training for recruitment panel members, including equality, diversity, unconscious bias and non-discriminatory recruitment practices.
- Use consistent, objective and role-related criteria when shortlisting and selecting candidates.
- Monitor recruitment data, where appropriate and lawful, to identify any patterns or barriers affecting particular groups.
- Ensure reasonable adjustments are offered throughout the recruitment process for candidates who require them.
- Maintain appropriate safer recruitment checks, including verification of identity, qualifications, references and relevant safeguarding checks.

Progress we are making towards this objective: Recruitment and workforce data is being developed and reviewed to provide a clearer picture of workforce diversity and identify any potential inequalities or barriers within recruitment and employment. Recruitment procedures are also being reviewed to ensure that equality, reasonable adjustments and safer recruitment requirements are consistently applied.

Objective 2

Reduce identified inequalities in student outcomes, attendance and/or behaviour for groups of students with protected characteristics.

Why we have chosen this objective: To identify and address any significant differences in outcomes or experiences between students with protected characteristics and their peers, ensuring that all students have equal opportunities to succeed.

To achieve this objective, we plan to:

- Analyse attainment, attendance, behaviour and exclusion data by relevant protected characteristics.
- Identify any significant disparities and investigate the underlying causes.
- Implement targeted actions where disparities are identified.
- Monitor the impact of these actions and report findings to the Academy Committee annually.

Progress we are making towards this objective: Baseline data is being reviewed during the 2026/27 academic year to identify priority areas and establish measurable targets for improvement.

Objective 3

To ensure all staff have a clear understanding of equality, diversity, inclusion and their responsibilities in maintaining a respectful, safe and compliant workplace.

Why we have chosen this objective: Regular training helps ensure that staff understand their responsibilities under equality legislation and are aware of behaviours that may negatively affect colleagues or students. This includes discrimination, harassment, sexual harassment, victimisation and other inappropriate or unacceptable behaviour. Consistent training will help promote a culture of respect, inclusion and dignity across the school.

To achieve this objective, we plan to:

- Use **Smartlog** to provide regular training covering equality, diversity and inclusion, discrimination, harassment, sexual harassment, bullying and other relevant compliance areas.
- Ensure all staff complete the required training within the specified timescales.
- Monitor completion through Smartlog and follow up outstanding training.
- Use training and staff communications to reinforce expectations around respectful and inclusive behaviour.
- Review training requirements annually and update content in response to changes in legislation, guidance or identified school needs.

Progress we are making towards this objective: Smartlog completion rates are monitored, with outstanding training followed up. Equality, diversity and compliance training is included within the school's annual staff training programme. Training content is reviewed to ensure it remains relevant to current legislation, guidance and school priorities.

9. Monitoring arrangements

The headteacher will update the equality information published by the school at least annually.

The equality objectives will be monitored annually and formally reviewed and republished at least every four years, or sooner where appropriate.

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

This document will be approved by the Academy Committee.

10. Links with other policies

This document links to the following policies:

- [Accessibility plan](#)
- [SEN information report](#)
- [SEND policy](#)
- [Anti-bullying Policy](#)
- [Safeguarding/Child Protection Policy](#)
- [Behaviour Policy](#)