Equality Duties Policy

Review date	Spring 2026
Review period	Annual by SLT/ every 4 years by Pastoral Committee (in line with Equality Objectives)
Next Review date	Spring 2027
Reviewed by	Lyndsey Frater/SLT
Approving committee	Pastoral Committee
Policy type	Legislative
Other related policies	Equality Objectives Equality Information Anti-harassment and bullying policy

EQUALITY STATEMENT

Aims

As a school we welcome our duties under the Equality Act 2010 and aim to meet iour 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 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 (only applicable for staff, not students)
  - Disability
  - Ethnicity
  - Gender
  - Gender reassignment
  - Marriage or civil partnership (only applicable for staff, not students)
  - Pregnancy and maternity
  - Religion or belief
  - Sex Identity

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 (PSED) and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

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

Roles and responsibilities

School Community	Responsibility
Trust Board	**Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. The Trust Board will also agree the Equality Statement and objectives.**
Head teacher /Principal	**As above including:** **Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day-to-day duties. Ensuring that the whole school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents. 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**
Senior Management Team	**To support the Headteacher as above.** **Ensure fair treatment and access to services and opportunities.** **Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.**
Teaching Staff	**Help in delivering the right outcomes for pupils.** **Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.** **Design and deliver an inclusive curriculum** **Ensure that you are aware of your responsibility to record and report prejudice related incidents.**
Non-Teaching Staff	**Support the school and the Trust Board in delivering a fair and equitable service to all stakeholders** **Uphold the commitment made by the head teacher on how pupils and parents/carers can be expected to be treated** **Support colleagues within the school community.** **Ensure that you are aware of your responsibility to record and report prejudice related incidents**
Parents	**Take an active part in identifying barriers for the school community and in informing the Trust Board of actions that can be taken to eradicate these**

School Community	Responsibility
	Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	**Support the school to achieve the commitment made to tackling inequality.** **Uphold the commitment made by the headteacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.**
Local Community Members	**Take an active part in identifying barriers for the school community and in informing the Trust Board of actions that can be taken to eradicate these** **Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.**

We will ensure that the whole school community is aware of the Equality & Diversity Statement and our published equality information and objectives by publishing them on the school website and summarising key points in *The Weekly Word*, as well as through personal and email briefings to the trustees, staff, students and Student Council.

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in the Equality Duties Policy School Objectives.

Eliminating Discrimination

As a school we are aware of our obligations under the Equality Act 2010 and comply with non-discrimination provisions.
Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and trustees are regularly reminded of their responsibilities under the Equality Act – for example, during CPD and meetings.

New staff receive training on their responsibilities under the Equality Act as part of their induction, and all staff receive at least yearly refresher training.

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., 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 (e.g., enabling Muslim pupils to pray at prescribed times).
- 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 societies and trips).

In fulfilling this aspect of the duty, the school will

- Publish equality information – to demonstrate compliance with the general duty across its functions – this will be updated each academic year (We will not publish any information that can specifically identify any individual child or adult).
- Review 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 and implement actions in response to this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Prepare and publish equality objectives – updated at least every 4 years.

The data collected related to the protected characteristics above will be analysed and usedto determine our focus for our equality objectives.

Equality principles based on the above aims will be embedded in the daily practices, policies and the processes of decision making. This will include the following :

- Admissions, induction and attendanceAttainment, progress and achievement
- Students' personal development and wellbeing, particularly in relation to safeguarding.
- Exclusions/behaviour management
- Prejudice related incidents
- Prize giving
- Staff recruitment and professional development
- Curriculum access and participation
- Teaching styles and strategies

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group, we will include work in this area.

In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics.

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Core Statements:

In fulfilling our legal obligations, we will be guided by seven core statements:

Statement 1: All learners are of equal value.

Statement 2: We recognise, welcome and respect diversity.

Statement 3: We foster positive attitudes and relationships, and a shared sense of belonging.

Statement 4: We observe good equalities practice, including staff recruitment, retention and development.

Statement 5: We aim to reduce and remove existing inequalities and barriers.

Statement 6: We consult and involve widely.

Statement 7: We strive to ensure that society will benefit.

Fostering good relations

As a school we aim 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, and Personal Development, which includes 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 are introduced to literature from a range of cultures
- Making pupils aware of our behaviour and anti-bullying policies
- Holding assemblies and deliver Personal Development lessons dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute
- 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
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

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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 in Sixth Form)

The school actively considered our equality duties and ask ourselves relevant questions during SLT meetings and during the completion of each risk assessment. Information is recorded in the risk assessment where appropriate.

Addressing Prejudice Related Incidents

This school is opposed to all forms of pprejudice related discrimination, harassment or victimisation whether directed towards staff or pupils. We provide both our pupils and staff with an awareness of the impact of prejudice to in order to prevent the likelihood of these incidents occurring. If incidents still occur, we will

address them immediately. We will continue with our existing practice that all incidents of prejudice related discrimination will be reported to the Headteacher.

We will also monitor and review the treatment and outcomes of any complaints of prejudice-related discrimination, harassment or victimisation we receive to ensure that they are properly investigated and resolved, those who report or act as witnesses are not victimised, repeat offenders are dealt with appropriately, cultural clashes are identified and resolved and workforce training is targeted where needed.

Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and Trust Board. In line with our current practice, we will continue to refer all prejudice related incidents to the Headteacher.

Where staff are concerned, allegations regarding potential breaches of this policy will be treated in confidence and investigated in accordance with the relevant procedure. Employees who make such allegations in good faith will not be victimised or treated less favourably as a result. False allegations which are found to have been made in bad faith will, however, be dealt with under our disciplinary procedure.

Monitor and Review

Every four years, we will review our objectives in relation to any changes in our school profile and we will monitor the application and outcomes of this policy to ensure it is working effectivelyOur objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

Equality Objectives and equality Information

Please refer to the school's Equality Objectives (updated every 4 years) and Equality information (updated annually).