PROCEDURE TITLE: Equality Information and Objectives Policy

STATUS: Statutory

DATE OF REVIEW: September 2026

1. Aims

The 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

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in Section 8.

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 and the North Northamptonshire policy and strategy documents Equality policy and strategy | North Northamptonshire Council

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 and 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 Principal

The Principal will:

- Promote knowledge and understanding of the equality objectives among staff and students
- Monitor success in achieving the objectives and report back to governors
- Identify any staff training needs, and deliver training as necessary

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.

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
- 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

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

- Analyse attainment data each academic year showing how students with different characteristics are performing and implement actions in response to this
- Analyse behaviour records to identify and implement any improvements that are made for specific groups
- Consider stakeholder voice and feedback, including staff exit questionnaires and interviews, especially from those who have protected characteristics

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, respect and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, Relationships and Sex Education, our Personal Development Programme and the curriculum more widely
- Holding assemblies dealing with relevant issues
- Encouraging and implementing initiatives to deal with tensions between different groups of students within the school should they arise

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:

- Is accessible to students with disabilities
- Has equivalent facilities for boys and girls
- Cuts across any religious holidays

8. Equality objectives

In analysing the data that the school has available, it has set the following objectives:

1) **To raise staff awareness of the Equalities Duty and the part that each of member of staff plays by:**

    - Ensuring that training opportunities are provided for staff in relation to the Equality Act 2010
    - Ensuring that explicit consideration is given to the Equality Act 2010 in key decision making about the curriculum and wider curriculum

2) **To improve cultural awareness that promotes other beliefs and cultures in addition to Christianity:**

    - Continuing to review the curriculum content to ensure that it is culturally diverse
    - Providing wider curriculum opportunities that will provide students with the chance to experience other cultures

3) **To raise the achievement of Priority Students -** those with one or more vulnerability (PP, YC, CiC, SEND) and those who may face other barriers to their learning and/or wellbeing. **by:**

    - Raising the profile of these students in Progress Panel Meetings, Attendance Panel meetings, wellbeing and learning discussions.

9. Monitoring and Evaluation

The school will update the equality information we publish at least every year.

This document will be reviewed by the governing body at least every 4 years.

Equality Information			
Protected Characteristic	**What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?**	**How do we advance equality of opportunity between people who share a protected characteristic and those who do not?**	**How do we foster good relations between people who share a protected characteristic and those who do not?**
Race	• We do not monitor achievement data by race • Observed behaviour in the school shows respect and tolerance for people of all races amongst students - this is also modelled by all adults • Procedures are in place to monitor and deal with prejudice related incidents • Prejudice related incidents are recorded and reported in line with local authority and school requirements • Parents/carers are notified of actions and next steps where the victim is a student in the school	• All students have access to the full curriculum • Sub groups are analysed during Progress Tracking and intervention initiated if required	• All relevant school policies have a statement about equality and are accessible to relevant stakeholders • Our school values emphasise the importance of respect • Staff Code of Conduct reflects values of equality and respect • Behaviour for Learning, including Anti-Bullying Policy makes clear our expectations • As the school is predominantly white British, we recognise the need for the content of the school curriculum in all subject areas reflects diversity • Recognising, respecting and celebrating diversity is promoted through the Personal Development Programme and RS syllabus and assemblies
Disability	• Physically impaired students are fully integrated into school life • Allowances are made for hospital visits etc. • Analysis of bullying data shows incidents are rare	• All students have access to the full curriculum, adjustments are made in consultation with parents for students with SEND • All students have opportunities to join extra-curricular clubs and to go on all school trips, where RA allow • The progress and attainment of students with significant SEND are monitored through the Annual Review process and IEPs. • An Accessibility Plan is reviewed regularly to maintain the site in order to enable access for disabled students, staff and visitors • Clear signage, disabled parking bays and other measures make good provision for disabled students, staff and visitors. • Provision is made for students who require medication or access to toilet facilities	• All relevant school policies have a statement about equality and are accessible to relevant stakeholders • Staff Code of Conduct reflects values of equality and respect • Behaviour for Learning including Anti-Bullying Policy makes clear our expectations • The school has a Special Educational Needs Information Report • Recognising, respecting and celebrating diversity is promoted through the Personal Development Programme and RS and assemblies

Equality Information			
Protected Characteristic	**What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?**	**How do we advance equality of opportunity between people who share a protected characteristic and those who do not?**	**How do we foster good relations between people who share a protected characteristic and those who do not?**
Sex	• The school improvement plan seeks to address any gender issues identified • All recruitment adheres to equal opportunity legislation and all roles are open to both sexes.	• Sub groups analysed during Progress Tracking and intervention initiated if required • Providing a broad and balanced curriculum with personalised pathways and curriculum content specifically selected to engage boys • Enrichment activities are open to both sexes, although PE activities may be gender specific, girls are well represented in sports teams	• All relevant school policies have a statement about equality and are accessible to relevant stakeholders • Our House system is designed to promote team work and ambition • A carefully planned careers programme, integrated into our Personal Development Programme is aimed at raising aspirations • Policies and procedures are in place for Relationships and Sex Education • All progress and attainment data is analysed to look at difference between genders and improvement actions implemented accordingly
Gender Reassignment	• We have no data held on gender reassignment • Recruitment procedures comply with equal opportunities legislation. • Incidents of homophobic, bi-phobic and transphobic (HBT) bullying are logged by members of staff and addressed accordingly	• All students, regardless of gender, are able to participate in all aspects of school life	• All relevant school policies have a statement about equality and are accessible to relevant stakeholders • Staff Code of Conduct reflects values of equality and respect • Behaviour for Learning and Anti-Bullying Policy makes clear our expectations • The PSHE curriculum raise student awareness of issues
Pregnancy and Maternity	• Requested paternity leave and shared maternity leave is available • Specific Health and Safety risk assessments are carried out for staff who are pregnant.	• All staff are subject to the same terms and conditions and performance management according to their role • Amendments to duties are made for pregnant staff according to need	• Staff on maternity leave are invited to all staff social functions and are welcome at training days • Keeping In Touch (KIT) days are arranged to ensure staff are up to date with what is going on in school • Flexible working arrangements have been granted to staff returning from maternity leave
Age	• Our age profile shows that we have a spread of staff across the age ranges • Staff involved in the recruitment process do not have access to monitoring information • All candidates are both shortlisted and interviewed on the basis of suitability for the job • Use of score sheets for shortlisting and interviews	• Staff are recruited according to the requirement of the role and their individual skills	• All staff are treated equally, regardless of age

Equality Information			
Protected Characteristic	**What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?**	**How do we advance equality of opportunity between people who share a protected characteristic and those who do not?**	**How do we foster good relations between people who share a protected characteristic and those who do not?**
Religion and Belief	• Data is held but progress is not analysed by religious background. • The majority of the student population is Christian or no religion • The school's values promote respect for all regardless of their beliefs • Absence for religious observance is authorised • There are no reported incidents of bullying in relation to religion or belief	• All students have the opportunity to be withdrawn from RE lessons • Students cover the RE Agreed Syllabus at KS 3, 4 and 5 and learn about Christianity, other world religions and world views	• All relevant school policies have a statement about equality and are accessible to relevant stakeholders • Staff Code of Conduct reflects values of equality and respect • Behaviour for Learning and Anti-Bullying Policy makes clear our expectations • All students and staff are given equal value independent of their personal belief or religion. • All staff have been trained in the understanding of Fundamental British Values and dealing with issues of religious intolerance, including individual on-line 'Prevent' training • The understanding of religion and belief is promoted through the whole curriculum and particularly in the RS syllabus, and assemblies. Opportunities are offered for students to discuss the diversity of beliefs, people's rights to their own beliefs, as well as encouraging students to reflect on their own and others' beliefs and reasons for their actions. • Due regard and mention is given to different religious celebration days and events • Where religious beliefs can be supported in the school they are
Sexual Orientation	• No data held • Recruitment procedures comply with equal opportunities legislation. • Homophobic, bi-phobic and transphobic language/bullying incidents are recorded • Parents/carers are notified of actions and next steps where the victim is a student in the school	• School polices lay out expectations of dealing with homophobic, bi-phobic and transphobic bullying and sets out the expectations with dealing with it	• Staff Code of Conduct reflects values of equality and respect • Behaviour for Learning and Anti-Bullying Policy makes clear our expectations • Students are taught the differences between the sexes and that some people are of different sexual orientations others and that that is acceptable in our society