




EQUALITY POLICY 2025-26

RESPONSIBILITY:	FINANCE, HR & AUDIT COMMITTEE
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PROPOSED BY:	FINANCE & HR MANAGER
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TYPE OF POLICY:	STATUTORY
ON WEBSITE:	YES

DATE AGREED BY FINANCE, HR & AUDIT COMMITTEE:	2 JULY 2025
FREQUENCY OF REVIEW:	ANNUALLY
NEXT REVIEW:	JULY 2026

APPROVED BY:	GOVERNING BOARD
DATE APPROVED AND ISSUED:	14 JULY 2025
SIGNATURE:	 PIPPA BAZALGETTE CHAIR OF GOVERNORS

In reviewing this policy, the Finance, HR and Audit Committee has taken into account the provisions of the Equality Act 2010.



Legal Duties

We recognise our duties under the Equality Act 2010 to promote community cohesion. The following characteristics are protected characteristics—

- age;
- disability;
- gender reassignment (inclusive of non-binary and gender-fluid individuals);
- marriage and civil partnership;
- pregnancy and maternity;
- race (including colour, nationality, ethnic or national origin);
- religion or belief;
- sex;
- sexual orientation

Objectives

- Make inclusion a thread that runs through all activities in our school
- Prepare students for life in a diverse society
- Eradicate the use of discriminatory language of all types
- Increase the number of disadvantaged students or students with SEND who make strong progress across all subjects to at least the same level as that of non-disadvantaged students and students without SEND.

Principles

In all our policies, procedures and activities we will be guided by the following principles.

1. All learners are of equal value – whether or not they are disabled, have special educational needs, whatever their ethnicity, culture, religious affiliation, national origin or national status and whichever their gender or sexual orientation.
2. We recognise and respect diversity – our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life experience, outlook and background, and the kinds of barrier and disadvantage which people may face in relation to disability, ethnicity or gender.
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging – our policies, procedures and activities should promote:
 - 3.1. positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people;
 - 3.2. positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents (see Appendix A);
 - 3.3. mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment.

4. In staff recruitment, retention and development we will endeavour to ensure that our policies and procedures benefit all employees and potential employees.
5. We consult widely with those affected by our policies and procedures, specifically parents/carers, students and staff.
6. Society as a whole should benefit – our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion and greater participation in public life of both disabled people and non-disabled; people of a wide range of ethnic, cultural and religious backgrounds; both women and men, girls and boys.

Monitoring and Implementation of these Principles

We will collect and analyse data regarding achievement, attendance, destinations, exclusions including by gender, disability, ethnicity, CLA, Special Educational Needs and Potential High Achievers (PHAs).

We will apply the checklist (see Appendix A) when developing new policies and reviewing existing policies.

Curriculum, Ethos and Organisation

We will ensure that the principles listed above apply to each curriculum subject or area and to the full range of our policies and practices, including those concerned with:

- learners' progress, attainment and assessment
- learners' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment and retention and workforce development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents/carers
- working with the wider community

Roles and Responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom and around the school
- deal with any prejudice-related incidents that may occur in line with school policies
- identify and challenge bias and stereotyping in the curriculum
- keep up-to-date with equalities legislation relevant to their work

We will ensure that the content of this policy is known to all staff and governors and, as appropriate, to all students and parents/carers.

We will ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Monitoring and Evaluation

We will collect and use quantitative and qualitative data relating to the implementation of this policy and make adjustments to practice, as appropriate.

We will collect, analyse and use data relating to outcomes, broken down as appropriate according to disabilities and special educational needs, ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

Appendix A

Questions for which quantitative and qualitative evidence is required when current policies are being reviewed

Key topics	Disability	Ethnicity	Gender
Outcomes for learners	Do our policies benefit all learners and potential learners, whether or not they are disabled? Or are disabled learners excluded, disadvantaged or marginalised?	Do our policies benefit all learners and potential learners, whatever their ethnic, cultural or religious background? Or are people from certain backgrounds losing out?	Do our policies benefit all learners and potential learners, whichever their gender? Or are outcomes different for females and males, with some being disadvantaged?
Recognising relevant differences	Is due account made of the specific needs and experiences of disabled people? Or is a 'one size fits all' approach adopted?	Is due account made of different cultural backgrounds? Or is a 'one size fits all' approach adopted?	Is due account made of women's and men's differing experiences? Or is a 'one size fits all' approach adopted?
Benefits for the workforce	Do all members and potential members of the workforce benefit, whether or not they are disabled? Or are reasonable adjustments for disabled staff not made?	Do all members and potential members of the workforce benefit, whatever their ethnic, cultural or religious background? Or are some excluded?	Do all members and potential members of the workforce benefit, whichever their gender? Or are there differential impacts, both positive and negative?
Attitudes, relationships and cohesion	Do our policies promote positive attitudes towards disabled people, and good relations between disabled and non-disabled people? Or is there negativity and little mutual contact?	Do our policies promote positive interaction and good relations between different groups and communities? Or are there tensions and negative attitudes?	Do our policies promote good relations between women and men? Or is there mutual hostility, perhaps expressed through violence and sexual harassment?
Benefits for society	Do our policies benefit society as a whole by encouraging participation in public life of all citizens, whether or not they are disabled? Or are disabled people	Do our policies benefit society as a whole by encouraging participation in public life of citizens from a wide range of backgrounds? Or are certain	Do our policies benefit society as a whole by encouraging participation in public life of women as well as men? Or are women



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Key topics	Disability	Ethnicity	Gender
	excluded or marginalised?	communities excluded or marginalised?	excluded or marginalised?
Positive impact on equality	Do our policies help to reduce and remove inequalities between disabled and non-disabled people that currently exist? Or does inequality for disabled people continue?	Do our policies help to reduce and remove inequalities and poor relations between different communities that currently exist? Or do barriers and inequalities continue?	Do our policies help to reduce and remove inequalities between women and men that currently exist? Or do inequalities, for example in seniority and pay, continue?
Consultation, involvement and accountability	Are our policies based on involvement of and consultation with disabled people? Or are the views and experiences of disabled people not sought or not heeded?	Are our policies based on involvement of and consultation with people from a range of backgrounds? Or are certain views and experiences not sought or not heeded?	Are our policies based on involvement of and consultation with both women and men? Or are the views and experiences of women or men not sought or heeded?



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