

Equality action plan

Reviewer:	David James
Approval:	Trust Board
Date approved:	14/05/2025
Review date:	13/05/2026
Review timescale:	Annual
Keywords:	[Keywords]
[Comments]	

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1 Aims

Our school aims to meet its obligations under the public sector equality duty 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 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

Our school aims to promote respect for difference and diversity in accordance with our values, such as Ambition, Confidence and Success.

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](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

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

3 Roles and responsibilities

The trustee board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- 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 equality link trustee will:

- Meet with the designated member of staff for equality every year and other relevant staff members, to discuss any issues and how these are being addressed
 - Ensure they're familiar with all relevant legislation and the contents of this document
 - Attend appropriate equality and diversity training
 - Report back to the full trustee board regarding any issues

The principal will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to trustees
- Have "due regard" when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

The designated member of staff for equality will:

- Support the principal in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link trustee every year to raise and discuss any issues
- Support the principal 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 trustees 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.

The school has a designated member of staff for monitoring equality issues, and an equality link trustee. They regularly liaise regarding any issues and make senior leaders and trustees 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 which are connected to a particular characteristic they have (e.g., students 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 students to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g., encouraging all students to be involved in the full range of school societies)

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 above data 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 pupils

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, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Students will be encouraged to take a lead in such assemblies, and we will also invite external speakers 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 pupils 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 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:

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

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8 Equality objectives

Objective 1: Ensure Commitment to Equality, Diversity, Inclusion, and High Performance is Embedded in Strategic Planning and Documentation for the Success of All.

This objective aims to ensure that the school's dedication to promoting equality and the welfare of all members of its community is clearly articulated and forms the foundation of strategic direction, reflecting the school's ambitious vision to be in the top 10% nationally and its HPL philosophy that supports high performance for *all* [from previous turn, 10, 21].

- **Priority Outcomes:**
 - School strategic plans, policies, and public documents explicitly demonstrate a commitment to equality, diversity, inclusion, and fostering high performance for all members of the school community, aligning with the ambitious vision [10, 21, from previous turn].
 - School policies and procedures promote a shared sense of community cohesion and belonging while embedding a culture of high expectations for all [21, from previous turn].
 - Statutory duties related to equality (such as the Equality Act) are fulfilled effectively.
- **Actions/Evidence based on sources:**
 - Reference the School Development Plan, Admissions Policy, and other relevant school documents to ensure explicit reference to equality, inclusion, and the ambition for high performance for all groups.
 - Maintain effective safeguarding procedures which are robust and well-understood, supporting the wellbeing necessary for pupils to achieve their potential.
 - Continue to implement the strategic mission to be in the top 10% nationally, ensuring this ambition applies to outcomes for *all* pupil groups [from previous turn, 33].

Objective 2: Embed a Culture of Equality, Diversity, and Inclusion as a Shared Responsibility, Fostering Ambition, Confidence, and High Performance for All.

This objective focuses on fostering a school culture where equality and diversity are valued, understood, and promoted, empowering staff and students to embrace ambition, develop confidence, and strive for high performance through daily interactions, curriculum delivery, and behaviour.

- **Priority Outcomes:**
 - A school culture exists where equality, diversity, mutual respect, and high expectations are actively promoted and understood, enabling students and staff to be ambitious and confident.
 - Staff and students demonstrate improved cultural awareness, empathy, and a shared language of high performance through the HPL philosophy.
 - All staff have access to professional learning on equality, diversity, inclusion, and HPL principles, enabling them to adapt their practice to support the high performance of diverse learners.

- High expectations for conduct and learning contribute to a calm, orderly environment where ambition and confidence can flourish.
- **Actions/Evidence based on sources:**
 - Continue to actively promote tolerance and respect for diversity through assemblies, PSHE curriculum, and student council initiatives.
 - Utilise student leadership structures, such as the school council, to promote equality initiatives and champion high aspirations.
 - Ensure staff CPD includes elements related to inclusion, HPL pedagogy, and supporting diverse needs to enable high performance.
 - Maintain robust strategies for dealing with bullying, including addressing prejudice, to ensure a safe environment conducive to learning and confidence [from previous turn].
 - Continue celebrating diversity through themed assemblies, events, and curriculum content, reinforcing a culture of inclusion and raising aspirations.

Objective 3: Actively Identify and Remove Barriers to Participation, Achievement, and High Performance for All Students, Ensuring Equitable Opportunities for Success.

This objective addresses ensuring that all students, regardless of background or characteristic, have equitable access to the full curriculum, extra-curricular activities, and the support needed to achieve highly and prepare successfully for their futures, focusing particularly on supporting disadvantaged pupils and those with SEND.

- **Priority Outcomes:**
 - All students, including disadvantaged pupils and those with SEND, have equitable access to an ambitious, broad, and balanced curriculum designed to equip them for high outcomes and future success.
 - Curriculum content and teaching materials promote equality, challenge stereotypes, and raise aspirations, contributing to students' ambition and cultural capital needed for success.
 - Curriculum content and teaching approaches are accessible to different groups of students, including those with protected characteristics and those with SEND, enabling them to engage with high expectations.
 - Disadvantaged pupils' attainment gap is reduced through targeted interventions, quality first teaching, and strategies aligned with achieving high performance.
 - Participation rates in extra-curricular activities are increased, particularly among disadvantaged pupils and specific year groups, providing opportunities to develop confidence, character, and skills for success.
 - Targeted support for disadvantaged pupils (e.g., via the Aspire team) and SEND students (e.g., via the internal unit and adapted curriculum) is effective in enabling them to overcome barriers and achieve highly.
 - Assessment practices are inclusive and support all learners, including SEND and disadvantaged students, in demonstrating their knowledge and understanding towards achieving high standards.
 - All students are well-prepared for their next stage of education, employment, or training through a comprehensive careers programme that promotes ambitious pathways and develops skills and confidence.
- **Actions/Evidence based on sources:**

- Review and adapt curriculum content and pedagogy to ensure it promotes equality, raises aspirations, and is accessible to all learners, embedding high performance expectations.
- Implement targeted interventions and enhanced monitoring of Pupil Premium pupil progress to close the attainment gap and accelerate progress towards high outcomes.
- Review the extra-curricular offer and explore ways to overcome barriers (e.g., transport, cost) to increase participation, especially for disadvantaged pupils, fostering character and confidence.
- Ensure appropriate, ongoing training is provided to staff to remove barriers to learning and enable all students to achieve high levels of success.
- Continue to develop and evaluate the comprehensive careers programme (CEIAG) to address the needs of all students, including vulnerable and SEND pupils, preparing them for ambitious future pathways and developing confidence in their skills.
- Develop and implement strategies to improve assessment practices for supporting SEND and disadvantaged students in meeting challenging objectives.

Objective 4: Use Data Systematically to Inform Strategy, Monitor Progress, and Evaluate the Impact of Equality and High Performance Initiatives for All Pupil Groups.

This objective highlights the importance of using data analysis to understand the needs and outcomes of different pupil groups, track progress towards equality and high performance objectives, and evaluate the effectiveness and success of interventions and strategies.

- **Priority Outcomes:**
 - Assessment outcomes and other data are used to inform curriculum planning and interventions, systematically identifying disparities in attainment and progress towards high outcomes for different pupil groups.
 - Progress towards closing the attainment gap for disadvantaged pupils and increasing participation in activities is systematically monitored and evaluated for success.
 - The effectiveness and impact of strategies and interventions aimed at promoting equality, inclusion, and high performance for all students are evaluated using relevant data.
 - Leaders and staff use data analysis skills to identify leverage points and drive improvement actions towards the school's ambitious vision for all.
- **Actions/Evidence based on sources:**
 - Utilise termly progress data analysis and intervention impact reviews to monitor the attainment gap for disadvantaged pupils and ensure interventions are effectively promoting high outcomes.
 - Systematically collect and analyse participation data for extra-curricular activities to monitor engagement across different pupil groups and inform strategies to increase involvement and skill development.
 - Ensure leaders and staff develop effective data analysis skills to understand performance for all groups and drive improvement.
 - Continue to use tools like ALPS and Compass+ to benchmark and evaluate outcomes, including for specific pupil groups where data is available, ensuring alignment with national standards and ambitious targets.

- Use feedback from various stakeholders (pupils, parents, staff, employers) to evaluate the effectiveness of initiatives, including those related to wellbeing and careers, in fostering success and confidence.

9 Monitoring arrangements

The principal will update the equality information we publish, every year.

This document will be reviewed by principal at least every 4 years.

This document will be approved by trustee board

10 Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Equality policy