



Equality information and objectives policy

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Governors Committee accountable for review	Mainboard
Senior Leadership Team member accountable for review	PBW

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1. Aims

- 1.1. This policy is a foundational document that reaffirms our school's unwavering commitment to equality, diversity, and inclusion. This commitment is driven by and intrinsically linked to our Character Framework and our core values of Respect, Integrity, and Aspiration. These values, alongside the principles of acceptance (which we use to articulate and go beyond the fundamental British Value of tolerance) and the core question of 'Do I enable others to feel a sense of belonging?' integral to our framework, underpin our dedication to promoting respect for difference and diversity, ensuring a welcoming and fair environment for all pupils, staff, and members of the community, regardless of protected characteristics.
- 1.2. Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:
 - 1.2.1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010
 - 1.2.2. Advance equality of opportunity between people who share a protected characteristic and people who do not share a relevant protected characteristic
 - 1.2.3. Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
 - 1.2.3.1. Age
 - 1.2.3.2. Disability
 - 1.2.3.3. Gender reassignment
 - 1.2.3.4. Marriage or civil partnership
 - 1.2.3.5. Pregnancy and maternity
 - 1.2.3.6. Race
 - 1.2.3.7. Religion or belief
 - 1.2.3.8. Sex
 - 1.2.3.9. Sexual orientation
 - 1.2.4. Our school aims to promote respect for difference and diversity in accordance with our values of Respect, Integrity and Aspiration supported by our Character Framework.

2. Legislation and guidance

- 2.1. This document meets the requirements under the following legislation:
 - 2.1.1. [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
 - 2.1.2. [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
- 2.2. 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

- 3.1. The governing board will:
 - 3.1.1. 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/carers
 - 3.1.2. 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
 - 3.1.3. Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher
- 3.2. The equality link governor will:
 - 3.2.1. Meet with the designated member of staff for equality every [frequency], and other relevant staff members, to discuss any issues and how these are being addressed
 - 3.2.2. Ensure they're familiar with all relevant legislation and the contents of this document
 - 3.2.3. Attend appropriate equality and diversity training
 - 3.2.4. Report back to the full governing board regarding any issue
- 3.3. The Headmaster will:
 - 3.3.1. Promote knowledge and understanding of the equality objectives among staff and pupils
 - 3.3.2. Monitor success in achieving the objectives and report back to governors
 - 3.3.3. Have "due regard" when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics
- 3.4. As appropriate, Senior staff will:
 - 3.4.1. Support the Headmaster in promoting knowledge and understanding of the equality objectives among staff and pupils
 - 3.4.2. Meet with or update the equality link governor to raise and discuss any issues
 - 3.4.3. Support the Headmaster in identifying any staff training needs, and deliver training as necessary
- 3.5. 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

- 4.1. The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.
- 4.2. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.
- 4.3. Staff and governors 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.
- 4.4. Staff receive information on equality and diversity and the Equalities Act, as is timely and appropriate
- 4.5. A member of the Extended Leadership Team acts as 'EDI Lead' and the Governing Board has appointed an equality link governor. The Education Committee is the chief conduit for maintaining dialogue and holding the school to account.

5. Advancing equality of opportunity

- 5.1. As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:
 - 5.1.1. Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
 - 5.1.2. Taking steps to meet the particular needs of people who have a particular characteristic
 - 5.1.3. 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)
- 5.2. In fulfilling this aspect of the duty, the school will:
 - 5.2.1. Publish attainment data each academic year showing how pupils with different characteristics are performing
 - 5.2.2. Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
 - 5.2.3. Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
 - 5.2.4. Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils
- 5.3. In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics. As a school, we share with the HR Committee of the Governing Board:
 - 5.3.1. The make-up of our workforce, with breakdowns of staff at different grades, levels and rates of pay (including any patterns of occupational segregation and part-time work)
 - 5.3.2. Gender pay-gap reporting and other pay equality issues (although not required, we find it a useful activity to audit our equalities practices)
 - 5.3.3. The profile of staff at different stages of employment including recruitment, training, promotion and leavers.
 - 5.3.4. Applications for flexible working and their outcomes for staff with different protected characteristics
 - 5.3.5. Applications for learning and development opportunities and their outcomes for staff with different protected characteristics

- 5.3.6. Grievances and disciplinary issues and complaints of discrimination and other prohibited conduct
- 5.3.7. Policies and programmes in place to address equality concerns from staff
- 5.3.8. Information from staff surveys and/or trade unions
- 5.3.9. Records weighing the equality outcomes of important decisions including evidence used to make decisions
- 5.3.10. 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.

6. Fostering good relations

- 6.1. The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:
 - 6.1.1. Promoting tolerance (and acceptance as outlined in our character framework), 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
 - 6.1.2. Making pupils aware of our behaviour and anti-bullying policies
 - 6.1.3. Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute
 - 6.1.4. 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
 - 6.1.5. 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. We also have a 'Bold Voices' focus group which promotes 'positive relationships' across the school. 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
 - 6.1.6. We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach
 - 6.1.7. We ensure that our non-statutory collective gatherings and assemblies are inclusive and non-denominational, reflecting our commitment to equality and the absence of a faith-school designation. These gatherings will focus on promoting our core values of Respect, Integrity, and Aspiration, and fostering understanding of different beliefs and protected characteristics.

7. Equality considerations in decision-making

- 7.1. 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.
- 7.2. 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:
 - 7.2.1. Cuts across any religious holidays
 - 7.2.2. Is accessible to pupils with disabilities

- 7.2.3. Has equivalent facilities for boys and girls (Sixth Form)
 - 7.2.4. Includes consideration for providing appropriate venues for faith group worship, while recognising that facilities for large gatherings cannot always be guaranteed.
 - 7.2.5. Takes into account the requirements for worship when scheduling formal meetings, such as suspension meetings and internal suspensions, to avoid conflicts.
- 7.3. 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

Short Term Objectives for 2025/2026 (Reviewed June 2026)

Target/Objective	Success Criteria	Date	BRAG	Comments/Progress
To work towards achieving a nationally recognised DEI accreditation eg. 'Equalities Award' or 'Diversity Mark'. This will not only celebrate current achievements but inform best practice for the future and identify gaps	<ul style="list-style-type: none"> Accreditation officially awarded. School equality achievements are celebrated. Any existing gaps are identified through the audit to inform future best practice and policy updates. 	October 2026		This is in hand and due to be completed by July 2026. The achievement of the award is secondary to the audit processes and actions which result from the work being undertaken.
Establish a student group dedicated to "Positive Masculinity and Belonging," utilising the 'Bold Voices' focus group to drive positive peer relationships across the school.	<ul style="list-style-type: none"> 'Bold Voices' focus group successfully launched, with regular meetings established. Student-led initiatives focusing on healthy relationships and positive masculinity are actively delivered to the wider student body. 	October 2025		'Bold Voices; groups meet regularly -there is a focus on 'Positive Relationships' The Chair of Education meets with DA groups, including SEND, and reports into the Governing Board
To implement the amended Admissions Policy (in line with TBGS agreement) , widening access to a grammar school education by reserving up to six day places for Pupil Premium eligible, looked-after, or previously looked-after students living within the catchment area.	<ul style="list-style-type: none"> Admissions policy officially amended, ratified, and published. Eligible disadvantaged applicants scoring between 115 and 120 in the Secondary Transfer Test (STT) are successfully admitted for the new academic year. (Admissions Policy 5.0.2) 	Effective from September 2025 intake; ratified by Governing Board February 2024		All complete; under review for expansion to a higher number in the future.
To train all members of staff and governors involved in recruitment and selection on Equal Opportunities and non-discrimination by the	<ul style="list-style-type: none"> 100% of staff and governors involved in recruitment complete the targeted training. Training evaluation data shows that 100% of those attending 	Autumn/Spring Term: Identify all relevant staff/governors and source appropriate external or internal training.		

beginning of the next academic year.	have a good understanding of the legal requirements and the Equality Act.	Summer Term: Deliver the training and collect evaluation data prior to September.		
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Short Term Objectives for 2026/2027

Target/Objective	Success Criteria	DateAction	BRAG	Comments/Progress
Ensure any isolated incidents of casual discriminatory language are swiftly addressed through targeted education and restorative conversations, maintaining our high expectations of student conduct.	<ul style="list-style-type: none"> 100% of isolated incidents are addressed using targeted educational interventions (rather than solely punitive measures). Students demonstrate a clear understanding of the impact of casual language through PSHE and Form Time feedback. Annual data report presented to the Governing Body confirms low incident rates are maintained. 	<p>Autumn Term: Review current tracking on the school's MIS to ensure isolated incidents are easily logged for educational follow-up.</p> <p>Spring Term: Refresh targeted PSHE and Form Time educational sessions on the impact of casual language.</p> <p>Summer Term: Senior Team review of incident data to ensure standards remain exceptionally high.</p>		
To maintain the currently strong attendance rates among students with Special Educational Needs and Disabilities (SEND) by continuing to provide proactive, tailored pastoral support.	<ul style="list-style-type: none"> Attendance figures for students with SEND remain consistently aligned with the wider school average. Any emerging, individual attendance or punctuality patterns are swiftly identified and supported. Pastoral and SENCO interventions are documented to demonstrate proactive care. 	<p>Autumn Term: Review SEND attendance data to confirm continued parity with the wider school average.</p> <p>Spring Term: Evaluate the effectiveness of current proactive pastoral communication strategies with SEND families.</p> <p>Summer Term: Present an annual summary of SEND attendance to the Governing Body to confirm standards are maintained.</p>		

<p>Promote non-stereotypical career pathways</p> <p>To encourage and empower students (particularly within the co-ed Sixth Form) to pursue non-stereotypical subject choices, higher education, and career pathways.</p>	<ul style="list-style-type: none"> ● Increase in the proportion of students applying for non-stereotypical options (e.g., girls in computer science/engineering; boys in psychology/nursing). ● Positive feedback from student surveys regarding inclusive Careers Information, Advice and Guidance (CIAG). 	<p>Autumn Term: Audit current CIAG provision and university destination data.</p> <p>Spring Term: Host targeted mentoring sessions and external speaker events highlighting diverse role models in various fields.</p> <p>Summer Term: Review Year 12 subject choices and Year 13 destination data.</p>		
<p>To utilise the newly established house-aligned Student Council to sustain our strong student voice, ensuring that equality and belonging remain proactive, regular discussion points across all houses.</p>	<ul style="list-style-type: none"> ● Student-led feedback regarding school culture is effectively channelled from the houses to the Senior Team ● The Senior Team consider and, where appropriate, action refinements made in response to student feedback eg. in the Operational Plan 	<p>Autumn Term: Embed EDI (Equality, Diversity, and Inclusion) as a discussion point within student council meetings.</p> <p>Spring Term: Council representatives lead a student feedback exercise within their houses focusing on school culture and belonging.</p> <p>Summer Term: Publish an annual "You Said, We Did" summary demonstrating how the new council structure has positively shaped the school environment.</p>		
<p>To ensure equitable access to extracurricular activities, trips, and leadership roles (e.g., prefects) across all student demographics, specifically monitoring participation rates for students with SEND, Pupil Premium (PP) status, varying ethnic backgrounds, and other protected characteristics.</p>	<ul style="list-style-type: none"> ● The demographic makeup of students participating in major trips, sports, and leadership roles consistently reflects the wider school profile. ● Specific barriers to participation (financial, physical, or cultural) are identified and systematically removed. ● Increased uptake of financial support by eligible PP students, 	<p>Autumn Term: Utilise the annual co-curricular survey to analyse participation data across major extracurricular areas, cross-referencing with SEND, PP, ethnicity, and gender profiles.</p> <p>Spring Term: Review both the communication of financial support (for PP) and the accessibility adjustments (for SEND) for trips/activities to remove barriers.</p>		

	alongside documented accessibility adjustments for SEND students.	Summer Term: Re-evaluate participation data to assess improvements.		
To foster an inclusive, diverse, and representative workforce. We recognise that a staff body with varied backgrounds, perspectives, and lived experiences enriches our educational environment, provides powerful role models for our students, and promotes a culture of mutual respect.	<ul style="list-style-type: none"> Increase the number of candidates from BAME backgrounds for both teaching and support roles- working towards an objective of 15 - 25% of the staff body within three years 	<p>Autumn Term: Internal data mine and benchmarking exercise with local grammar schools and those further afield with a similar student demographic</p> <p>Spring Term Review recruitment, promotional and messaging materials to ensure a wide appeal and catalyst for engagement from a broader section of society</p> <p>Summer Term Review recruitment process including a review of recruitment year to date; consider next steps including shortlisting processes, unconscious bias training for staff in involved with recruitment</p>		

Monitoring arrangements

- 8.1. The headmaster will update the equality information we publish annually, in the summer term..
- 8.2. School-specific equality objectives will be reviewed by Headmaster and the Equalities Governor every four years
- 8.3. This document will be reviewed by the Headmaster annually, to ensure continued compliance with the PSED.
- 8.4. This document will be approved by the governing board.

9. Links with other policies

- 9.1. This document links to the following policies:
 - 9.1.1. Accessibility plan
 - 9.1.2. Behaviour Policy

- 9.1.3. PSHE Policy
- 9.1.4. Risk assessment
- 9.1.5. SEN information report
- 9.1.6. SEND policy

