



# **Equality Information and Objectives Policy September 2025**

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**GOVERNOR RESPONSIBLE: Governing Body**

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## **1. Introduction**

1.1. Chadsgrove School welcomes its general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations. The duty under the Act refers to protected characteristics and these include:

- Gender
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

1.2. Every person has a protected characteristic, so the Act protects everyone against unfair treatment.

1.3. Additionally, Chadsgrove School welcomes the importance of narrowing gaps in achievement which could affect all pupils, as they all have special educational needs, but also pupils with characteristics such as :

- Certain cultural/ethnic backgrounds and the traveller community
- Being in receipt of Pupil Premium
- Being looked after
- Having English as an Additional Language
- Experiencing differences in gender achievement

1.4. Chadsgrove welcomes its specific duties to publish information every year about the school population; to explain how it has due regard for equality; and to publish equality objectives which show how it plans to tackle particular inequalities, and reduce or remove them.

1.5. Chadsgrove School does not tolerate any form of prejudice. Whether direct or indirect, the school treats discrimination with the utmost seriousness. The School is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity. Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the school.

## **2. Aims**

2.1. The public sector equality duty is a duty on public authorities to consider or think about how their policies or decisions affect people who are protected under the Equality Act. Chadsgrove 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

2.2. Chads Grove School is committed to equality both as an employer and an education provider.

The school aims to:

- Do its' best to ensure that everyone is treated fairly and with respect
- Reduce and remove inequalities and barriers that already exist
- Actively ensure that the school is a safe, secure and stimulating place for everyone
- Recognise that people have different needs, and that treating people equally does not always involve treating them all exactly the same
- Recognise that for some pupils extra support is needed to help them to achieve and be successful
- Always ensure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents carers, staff and through School Council
- Make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation

2.3. Additionally, Chads Grove aims to embed its' school values into all that happens at school. Our school values have been developed by the pupils and focus upon:

- Being welcoming
- Trust
- Teamwork
- Independence
- Fun
- Friendship

### 3. Key Principles

3.1. Chads Grove School's approach to equality is based on the following key principles:

- All learners are of equal value
- Difference is recognised and respected
- Positive attitudes and relationships and a shared sense of cohesion and belonging are fostered
- Equalities practice in staff recruitment, retention and development is observed

### 4. Legislation and Guidance

4.1. 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
- Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

## **5. Roles and Responsibilities**

### **5.1. 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, pupils and Parent 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 Headteacher

### **5.2. The Equality Governor will:**

- Meet with the designated member of staff for equality at least once per year to discuss any issues and how these are being addressed
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full Governing Body regarding any issues

### **5.3. The Head of School and Senior Leadership Team, alongside the Governing Body will annually consider how well we achieve our aims with regard to the protected groups under the Equality Act by reviewing:**

- Required policies and procedures
- The appropriate training for staff
- School assemblies, special events and educational visits
- The curriculum and interaction with all members of the school community
- Communications, the school website and publications
- Feedback from pupil voice/school council
- The use of displays
- The involvement of Parent Carers
- The monitoring and response to any incidents of inappropriate behaviour towards others

### **5.4. The designated member of staff for equality will:**

- Support the Head of School in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor at least once per year to raise and discuss any issues
- Support the Head of School in identifying any staff training needs, and deliver training as necessary

### **5.5. All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 11.**

## **6. Eliminating Discrimination**

### **6.1. The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.**

### **6.2. Where relevant, school policies include reference to the importance of avoiding discrimination and other prohibited conduct.**

- 6.3. 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.
- 6.4. New staff will receive training on the Equality Act as part of their induction, and all staff receive yearly refresher training.
- 6.5. The school has a designated member of staff for monitoring equality issues, and an Equality Link Governor. They liaise at least once per year regarding any issues and make senior leaders and governors aware of these as appropriate.

## **7. Commitment to Equalities**

7.1. As a school, Chadsgrove welcomes its duties under the Equality Act 2010. The general duties are to:

- Eliminate discrimination,
- Advance equality of opportunity
- Foster good relations

7.2. As set out in the DfE guidance on the Equality Act, Chadsgrove aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (for example, disability or sexual orientation)
- 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 (e.g. encouraging all pupils to be involved in the full range of school activities)

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

- Publish 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, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## **8. Advancing Equality of Opportunity**

8.1. Some groups of people who share a protected characteristic, like race or sexual orientation, may suffer a particular disadvantage or have particular needs. The public sector equality duty means schools must think about whether they should take action to meet these needs or reduce the inequalities. In doing this, schools are allowed to treat some groups more favourably than others.

8.2. Additionally, Chadsgrove has identified the following characteristics that may be barriers to effective learning:

- Attendance levels

- Low self-esteem, low expectations or other issues linked to emotional, mental & physical well-being
- Socio-economic difficulties
- Low parental support and expectations
- Lack of stability in life
- Vulnerabilities such as being subject to a Child Protection Plan or being Looked After

### 8.3. Chads Grove will:

- Remove or reduce disadvantages suffered by people because of identified barriers to learning or protected characteristics
- Meet the needs of people with identified barriers to learning or protected characteristics
- Encourage people with identified barriers to learning or protected characteristics to participate in school life and other activities

## 9. Fostering Good Relations

9.1. 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 the curriculum. This includes teaching in RE, Citizenship, Personal, Social, Health and Economic (PSHE) education and Relationships and Sex 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. Pupils 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, such as Relationships sessions to deal with tensions between different 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

## 10. Equality Considerations in Decision-Making

10.1. Chads Grove School ensures it has due regard to equality considerations whenever significant decisions are made.

10.2. Chads Grove 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

## 11. Equality Objectives

Equality Objectives	Why	How
To ensure the school's core values are at the heart of our activities	To engender a sense of belonging and respect for each other	<p>Chadsgrove will ensure:</p> <ul style="list-style-type: none"> <li>• A consistent approach to behaviour so that pupils are fully aware of the expectations upon them</li> <li>• Pupils are sensitive to the needs of their peer groups</li> <li>• The school community is caring and respectful at all times</li> <li>• The school celebrates pupil achievement</li> <li>• The school involves Parent Carers and key stakeholders through regular contact, face to face meetings, participation in school events, newsletters, home school agreements, assemblies and the website</li> <li>• The school places great emphasis on the celebration of diversity and equality through its PSHE curriculum and RE assemblies and enrichment days</li> </ul>
To listen to pupils, staff, Parent Carers and others	To ensure that the voices of all stakeholders are heard and can contribute to the development of the school as a whole	<p>Chadsgrove will ensure:</p> <ul style="list-style-type: none"> <li>• The school welcomes the voice of pupils, staff and parent carers</li> <li>• Senior staff are available daily to listen to staff concerns and to answer questions</li> <li>• Senior staff are available to listen to pupils throughout the school week, including at lunchtimes</li> <li>• The School Council meets regularly</li> <li>• The views of Parent Carers are sought through annual review meetings, parents evenings and informal consultations</li> <li>• All staff have a line manager with whom they can discuss issues and concerns</li> <li>• It adapts information for Parent Carers who have English as an additional language and organises translators for those who need them</li> <li>• The home school diary/email system provides daily contact between home and the school team with an account of the day</li> </ul>
To ensure equality of opportunity	Approximately 34% of pupils qualify for the pupil premium	<p>Chadsgrove will ensure:</p> <ul style="list-style-type: none"> <li>• The school recognises that the socio-economic profile of some pupils could potentially reduce their ability to access opportunities.</li> </ul>



	<p>22% of pupils are from minority communities</p> <p>The majority of pupils have an Educational Health Care Plan (EHCP). The rest of pupils are at School Action</p> <p>There are currently 19 pupils who are looked after.</p>	<ul style="list-style-type: none"> <li>• The school has a charging policy in place and ensures that contributions to fund activities and trips are voluntary</li> <li>• No child is precluded from accessing an opportunity because of financial pressures.</li> <li>• The school in some circumstances funds pupils to access activities and takes a flexible approach to payment, for example offering staggered payment plans</li> <li>• Emphasis is placed on offering pupils opportunities which may not be available to them from any other source: for example theatre visits and sporting activities</li> <li>• The requirements for school uniform are minimal and do not include expensive items such as blazers etc.</li> </ul>
To address and support learners with particular needs	<p>The Equality Act 2010 introduced a single Public Sector Equality Duty, which applies to all schools. It requires that Chadsgrove must have due regard to the need to advance equality and opportunity between people who share a prohibited characteristic and people who do not share it</p>	<p>Chadsgrove will ensure:</p> <ul style="list-style-type: none"> <li>• All pupils have individual targets outlining their termly targets and progress made</li> <li>• The multi professional team is welcomed into the school on a regular basis to support pupils and advise staff and Parent Carers</li> <li>• All staff receive the necessary training and understand the specific health needs of each individual pupil</li> <li>• Pupils' particular needs are addressed, as necessary through additional interventions, such as Music therapy, Drawing and Talking Therapy or seeing the school's Youth Counsellor</li> <li>• Home education packs are provided to pupils if this is appropriate</li> <li>• A Learning Platform is in place for any pupils temporarily unable to access school</li> <li>• Pupil assessment is ongoing, and pupil progress is tracked to ensure appropriate teaching strategies are used to meet needs</li> <li>• The curriculum addresses the full range of learning needs across the school, offering bespoke learning packages as necessary</li> <li>• Classrooms and curriculum pathways are carefully designed with the needs of all learners in mind</li> <li>• Attendance is tracked in order to address any issues of poor attendance before these impact on pupil progress</li> </ul>
To make the school accessible	<p>The Equality Act 2010 requires education</p>	<p>Chadsgrove will ensure:</p> <ul style="list-style-type: none"> <li>• The school meets the needs of pupils with physical</li> </ul>

to all	providers to take steps to ensure that disabled pupils (and staff) can fully participate in education and other benefits, facilities and services provided	<p>disabilities and reviews the physical site facilities on a regular basis</p> <ul style="list-style-type: none"> <li>• An Accessibility Plan is in place</li> <li>• All school activities are accessible to pupils regardless of their special need, disability and diversity</li> <li>• A stringent Health and Safety Policy and rigorous Risk Assessment systems ensure that if any issues are posed by disability, control measures are put into place to accommodate needs so that full access is maintained</li> <li>• Pupils and staff are not prevented from accessing any area of the school site at present through disability</li> </ul>
To ensure fair and equal treatment for pupils	<p>The Equality Act 2010 introduced a single Public Sector Equality Duty, which applies to all schools.</p> <p>It requires that the Chads Grove must have due regard to the need to foster good relationships across all characteristics, between people who share a protected characteristic and people who do not share it</p>	<p>Chads Grove will ensure:</p> <ul style="list-style-type: none"> <li>• The needs of different cultures, races and religions are accommodated</li> <li>• Should the issue of gender reassignment, cultural or diversity issues be raised, the implementation of the uniform and other policies would be applied flexibly</li> <li>• Incidents of bullying and harassment which may be linked to diversity are, along with all incidents, rapidly dealt with through the school's Behaviour Policy</li> <li>• All teaching regarding diversity, such as same sex relationships, gender, faith, culture and race is conveyed responsibly and sensitively</li> </ul>
To ensure fair and equal treatment for staff and others	<p>The Equality Act 2010 introduced a single Public Sector Equality Duty, which applies to all schools</p> <p>It requires that Chads Grove must have due regard to the need to:</p> <ul style="list-style-type: none"> <li>• Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010</li> <li>• Make reasonable adjustments to working arrangements or premises, in order to prevent disabled employees, job</li> </ul>	<p>Chads Grove will ensure:</p> <ul style="list-style-type: none"> <li>• The school follows the principles of Safer Recruitment, ensuring that it does not discriminate against any particular group at any stage</li> <li>• The school follows The Two Ticks policy that should an applicant who regards themselves to be disabled meets the essential selection criteria for a post, he or she will be automatically shortlisted for interview</li> <li>• All staff receive equal access to funding for appropriate or necessary training and professional development</li> <li>• Any discrimination of a member of staff would be pursued rapidly in line with appropriate policies</li> </ul>

	<p>applicants or ex-employees from being disadvantaged. This includes making reasonable adjustments to the application and interview process, and careful consideration about providing references</p>	
<p>To promote pupils' understanding of identity, diversity, community and equality.</p>	<p>The Education Act requires schools 'as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils and of society'</p>	<p>Chadsgrove will ensure:</p> <ul style="list-style-type: none"> <li>• That curriculum design continues to build cultural capital through a rich variety of learning opportunities</li> <li>• That the PSHE curriculum is reviewed and further refined to promote cultural understanding</li> <li>• Pupils have regular opportunities to learn about their local community through curriculum opportunities, but also by inviting community groups into school to talk about their work e.g. local faith groups</li> </ul>

**12. Monitoring Arrangements**

12.1. The Governing Body will update the equality information we publish at least every year.

12.2. This document will be reviewed and approved by the Governing Body annually.

**13. Links with Other Policies**

13.1. This document links to the following policies:

- Accessibility Plan (Policy Number 81 )