



Higham Lane North Academy

Equality Information and Objectives Policy



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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 protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share a protected characteristic

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](#).

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

3. Roles and responsibilities

The governing 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 headteacher

The equality link governor is the Chair of Governors. They will:

- Meet with the headteacher, 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 governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

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 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.

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 (the headteacher), and an equality link governor (The Chair of Governors). They regularly liaise regarding any issues and make senior leaders and governors 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. pupils 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 pupils to pray at prescribed times)
- 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 and clubs)

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 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. improvements in rates of attainment of specific groups, 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 a protected characteristic by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in Modern Ethics, Citizenship and Personal, Social, Health and Economic (CPSHE) Education, but also activities in other curriculum areas. For example, as part of teaching and learning in English, 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 organising school trips and activities based around the local community

➤ Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our Student Voice group 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. We also work with parents/carers to promote knowledge and understanding of different cultures

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 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	Success criteria	Actions	Persons responsible	Completion dates
Robust systems for monitoring student progress in place and monitored regularly.	Data analysis shows equality of attainment/progress for all. Identify groups and individuals at risk of underachievement and plan intervention.	Continue to monitor student progress through systems such as Sisra, published outcomes and other analysis tools. Ethnicity, gender, SEND, disadvantage and EAL to be consistently monitored.	Assistant Headteacher overseeing student performance data. Curriculum and Standards Sub-Committee.	Reviewed annually.
To develop curriculum models that enhance	The curriculum enables all groups of pupils to achieve successful outcomes and	The Deputy Headteacher for Curriculum will provide advice and guidance on	The Deputy Headteacher for Curriculum.	Reviewed annually.

Objective	Success criteria	Actions	Persons responsible	Completion dates
outcomes for all groups.	quality progression routes to the next stage of their education and/or training.	curriculum models based on an understanding of successful curriculum.		
To develop pupils' understanding of tolerance and respect for others through the promotion of British values.	Pupils exposed to different cultures, faiths, religions through first-hand experiences and through the use of a variety of resources.	Continued use of the school's CPSHE schemes of learning and assemblies programme to promote and develop the principles of tolerance and respect. Implementation of schemes of learning in other relevant compulsory subjects such as Modern Ethics and English Literature and option subjects such as Sociology.	Subject Leader for CPSHE, SLT, Progress Leaders	Reviewed annually.
Provide training for all staff and governors on equality and diversity. Increase awareness through policy development and training.	All staff and governors aware of legislation and responsibilities of all stakeholders.	Equality and diversity training to be delivered annually to all staff and governors.	Assistant Headteacher in charge of professional development.	Reviewed annually or as required.
Improve provision for pupils for whom English is an additional language, particularly new arrivals at the early stage of English acquisition.	New pupils are supported and interventions put in place to ensure a positive transition to the school.	All new EAL pupils will have an action plan with appropriate support in place. This may include 1:1 LSA support, language coaching or translator services, or other	SENDCO	Reviewed annually or as required.

Objective	Success criteria	Actions	Persons responsible	Completion dates
		support as appropriate. Support to ensure that parents are able to engage with the school, both during meetings and in written communications will be provided.		
Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July, and report on this to the Resources and Premises Sub-Committee of the governing board.	Annual report of recruitment diversity for applicants and subsequent appointments.	Director of Corporate Services to develop effective reporting function to enable analysis. Review of recruitment procedure to ensure recording of appropriate data.	Director of Corporate Services.	Annually

9. Monitoring arrangements

The headteacher will update the equality information we publish, [described in sections 4-7 above], at least every year.

This document will be reviewed by the Strategy Sub-Committee at least every 4 years.

This document will be approved by the Strategy Sub-Committee.

10. Links with other policies

This document links to the following policy:

➤ Accessibility Plan