



Equality Information and Objectives POLICY

Rednock School

Where everyone matters



Date of Ratification:

September 2025

Date of Review:

September 2026

Responsibility of:

Deputy Headteacher

Equality Information and Objectives

1. AIMS	1
2. LEGISLATION AND GUIDANCE	1
3. ROLES AND RESPONSIBILITIES	1
4. ELIMINATING DISCRIMINATION	2
5. ADVANCING EQUALITY OF OPPORTUNITY	2
6. FOSTERING GOOD RELATIONS.....	3
7. EQUALITY CONSIDERATIONS IN DECISION-MAKING	4
8. EQUALITY OBJECTIVES 2025/2026	5
9. MONITORING ARRANGEMENTS	6
10. LINKS WITH OTHER POLICIES.....	6
APPENDIX A - REDNOCK SCHOOL'S EQUALITY IMPACT STATEMENT:	7
APPENDIX B - EQUALITY IMPACT ASSESSMENT (EIA) TEMPLATE	7

1. Aims

Rednock 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 it
- 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

Rednock School aims to promote respect for difference and diversity in accordance with our school vision and values '**where everyone matters**'. To be a school which delivers an exceptional education and allows our students to *explore* their curiosities and passions. A *respectful* school where tolerance and kindness resonate amongst our community.

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.](#)

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, students 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 headteacher will:

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

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and students.
- Support the headteacher 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 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 academic year.

The school has a designated member of staff for monitoring equality issues. 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.
- 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.

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 data linked to discrimination in Rednock 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.)
- Give students a wide variety of platforms and opportunities to raise concerns and issues that they think needs addressing.
- Take opportunities both within the curriculum and tutoring programs to raise awareness of issues and introduce students to new experiences, opinions and cultures in a safe environment so that they can learn and question respectfully.

In addition to the information about students, we will consider how our activities as an employer affect staff with protected characteristics.

As a school, we will review the following information at governors meetings:

- The make-up of our workforce, with breakdowns of staff at different grades and levels.
- The profile of staff at different stages of employment including recruitment, training, promotion and leavers.

As a school, we will review the following information:

- Applications for flexible working and their outcomes for staff with different protected characteristics
- Grievances and disciplinary issues and complaints of discrimination and other prohibited conduct
- Policies and programmes in place to address equality concerns from staff
- Information from staff surveys

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or students will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or students to preserve their confidentiality.

6. Fostering good relations

Our school aims to foster good relations between those who share a protected characteristic and those who do not by:

- **Promoting tolerance, friendship, and understanding** of a range of religions and cultures through our curriculum.
 - This includes teaching in Philosophy and Ethics, Life Skills, and other curriculum areas.
 - For example, in English and reading lessons, students are introduced to literature from a wide range of cultures and perspectives.
- **Holding assemblies on relevant issues**, encouraging students to take leadership roles.
 - We also invite external speakers and community leaders to contribute to assemblies and events.

- **Working with our local community**, including inviting leaders of faith groups into school and organising trips and activities that strengthen links with the community.
- **Encouraging and implementing initiatives** that address tensions between different groups.
 - Our school council has representatives from a wide range of backgrounds and year groups, giving students a voice in decision-making.
 - All students are encouraged to take part in school activities such as clubs, teams, and enrichment opportunities.
- **Building a strong pastoral system** based on mixed-year communities where peers can share tutor time and learn from each other.
- **Developing links with external organisations and specialists** with expertise in particular protected characteristics, which informs and improves our practice.
- **Working with parents and carers** to promote mutual understanding of different cultures and to be informed about students' needs, choices, and backgrounds.
- **Ensuring teaching materials are inclusive**, free from bias, and reflective of the diversity of our community.
- **Providing opportunities for students to explore equality, respect, and inclusion**, both formally (through lessons) and informally (through discussions and assemblies).
- **Challenging stereotypes and promoting positive role models** in teaching, resources, and displays around school.

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 students 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 2025/2026

Equality Objectives	To achieve this objective, we plan to:	Evidence we will use to demonstrate progress towards this objective.
<p>To provide a school environment that welcomes, protects and respects all members of its diverse community in line with our ethos of 'Everybody Matters'.</p>	<ul style="list-style-type: none"> - Make this central to the core school vision and ethos of the school - Deliver expectations through assemblies and community time and as part of the 'I Matter' curriculum - Ensure we have regular communication with parents/carers highlighting and signposting work that is central to this - Ensure that our knowledge of the importance of a trauma informed response is central to all of our relationship-based workings. - Staff CPD - Eradicate the use of homophobic, sexist, racist and other discriminatory language within the school. - Use 'My Profiles' to support personalised teaching and learning relationships. - Give staff ample time to read, review and fully implement personalised support strategies identified by the SEND Team and external bodies. - Further develop a toolkit of CO challenge and support strategies - Review the Lifeskills Curriculum with regards to content, sequencing and delivery. - Using student and staff voice - Identify missed opportunities to educate the whole school community 	<ul style="list-style-type: none"> - Updates from the SDP strands - Developing a positive school culture and teaching that is responsive and matched precisely to the needs of learners - Learning walks - Student, staff and parent voice - Behaviour data - Newsletters and parent/carer briefings
<p>To continue to close the gaps in the key success indicators of attendance and progress for disadvantaged students in our community.</p>	<ul style="list-style-type: none"> - Work in accordance with the actions identified within the pupil premium plan - Review the effectiveness of the curriculum and learning provision for disadvantaged and SEND students 	<ul style="list-style-type: none"> - Progress data comparisons - Attendance data comparisons - Behaviour data comparisons
<p>To review the accessibility across the school for students, staff and visitors with disabilities, including access to specialist teaching areas</p>	<ul style="list-style-type: none"> - Review the accessibility plan alongside SENCO and SEND governor - Work in accordance with the actions identified within the accessibility plan - Review the current academic curriculum 	<ul style="list-style-type: none"> - Monitoring of actions of the plan

9. Monitoring arrangements

The Headteacher or designated member of staff will update the equality information we publish at least every year.

School specific equality objectives will be reviewed and approved by the governing body at least every 4 years.

This document will be reviewed annually to ensure continued compliance with the Public Sector Equality Duty.

This document will be approved by the governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility Plan
- Relevant risk assessments
- SEND Information Report
- SEND Policy

Appendix A - Rednock School's Equality Impact Statement:

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy / procedure has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any student and it helps to promote equality at this school. (See Initial Equality Impact Assessment)

Appendix B - Equality Impact Assessment (EIA) Template

The EIA will enable leaders to address three fundamental questions in undertaking any changes to the school provision e.g. enrichment activities/trips or school procedures, policies, rules:

1. Is there any direct discrimination?

Direct discrimination is when you're treated differently and worse than someone else for certain reasons. The Equality Act says you've been treated less favourably. Direct discrimination can be because of: age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation

2. Is there any potential for indirect discrimination?

Indirect discrimination is when there's a practice, policy or rule which applies to everyone in the same way, but it has a worse effect on some people than others. The Equality Act says it puts you at a particular disadvantage.

3. What are the potential adverse impacts and how will they be mitigated?

Activity/ Trip Details	
Name of Person conducting assessment	
Date of the assessment	
Name of Designated Equality Lead	
'Sign Off' Date of assessment	
1. Will the proposed activity directly discriminate against a group of people?	
2. Will the proposed activity indirectly discriminate against a group of people?	
3. What actions need to be taken in response to your answers in Q1 to 2?	