



# Boroughbridge High School

**(Boroughbridge High School and King James's School Federation)**

## **POLICY STATEMENT**

### **Equality Information and Objectives Policy (with Action Plan)**

Policies last reviewed (date)	To replace Single Equality Scheme
Ratified by Governors (date)	June 2025
Next policy review due (date)	May 2027
Due for review by Governors (date)	May 2027
Staff Lead	Headteacher/SENCO

#### MISSION STATEMENT:

Significant revisions since the last review:  
New- replacement of Equality and Diversity Policy, Equal Opportunities Policy,  
Single Equities Policy

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## **Section 1: Rationale**

The full implementation of the Equality Act 2010 in April 2011 removed the statutory requirement for schools to draft and publish specific equality schemes or policies. However, under the Public Sector Equality Duty, all schools and academies must publish equalities information and set clear objectives outlining how they will promote and uphold equality for all. These objectives should be reviewed at least once every four years.

Although not legally mandated, it is highly advisable for schools and academies to formally establish their equality principles, ensuring a structured approach to fostering an inclusive and equitable environment.

## **Section 2: Legal Framework**

The school fully embraces its responsibilities under the Equality Act 2010 (the "Act") to eliminate discrimination, promote equality of opportunity, and foster diversity and positive relationships. This applies to age (where relevant), disability, ethnicity, gender, religion, and sexual identity.

We are committed to fulfilling our duty under the Education and Inspections Act 2006 to promote community cohesion.

We acknowledge that these duties align with international human rights standards, as outlined in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

## **Section 3: Guiding Principles**

In fulfilling our legal obligations, we are guided by [seven] key principles that apply to individuals with one or more protected characteristics under the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

### **Our Equality Principles**

#### **Principle 1: All Learners Are of Equal Value**

We recognise that all learners, potential learners, parents, carers, staff, and members of our wider community have equal value, regardless of their protected characteristics.

#### **Principle 2: We Recognise and Respect Differences**

Ensuring equality does not always mean treating everyone the same. Our policies, procedures, and activities must be non-discriminatory while also considering the diverse life experiences, backgrounds, and challenges individuals may face due to their protected characteristics.

#### **Principle 3: We Foster Positive Attitudes, Relationships, and a Shared Sense of Belonging**

We aim for our policies, procedures, and activities to:

- Promote positive attitudes towards disabled people, encourage good relationships between disabled and non-disabled individuals, and ensure an absence of harassment.

- Encourage positive interactions, respect, and dialogue among different ethnic, cultural, religious, and national communities, preventing prejudice-related bullying and incidents.
- Support mutual respect and good relations between individuals of different genders and sexual orientations, ensuring an absence of sexual, homophobic, or ageist harassment.

#### **Principle 4: We Observe Good Equality Practices in Staff Recruitment, Retention, and Development**

Our policies and procedures ensure fair and inclusive opportunities for all employees and potential employees, including in recruitment, promotion, and professional development, irrespective of their protected characteristics.

#### **Principle 5: We Aim to Minimise and Remove Existing Inequalities and Barriers**

Beyond avoiding discrimination, we actively seek to remove or minimise existing inequalities and barriers that individuals may face due to protected characteristics, striving to maximise positive impact.

#### **Principle 6: We Consult and Involve Widely**

We engage with diverse groups and individuals to ensure that those affected by policies and decisions are consulted and involved in the design and review of policies. Wherever possible, we seek input from individuals with different protected characteristics.

#### **Principle 7: Society as a Whole Should Benefit**

Our policies and activities are designed to benefit society both locally and nationally by fostering greater social cohesion and encouraging broader participation in public life, particularly among individuals with protected characteristics.

We recognise that the **actions** resulting from a policy statement such as this, are what make a difference.

### **Section 4: Public Sector Equality Duty**

We are committed to complying with the Public Sector Equality Duty and will actively:

- Eliminate discrimination and any other conduct prohibited by the Equality Act 2010.
- Advance equality of opportunity between individuals who share a protected characteristic and those who do not.
- Foster positive relationships between individuals with and without protected characteristics, promoting inclusivity and understanding across all groups.

We will ensure that due regard is given to the Public Sector Equality Duty when making decisions, implementing actions, and developing policies.

Every three years, we will develop and publish an action plan within the framework of their school improvement plan and school development plan. This plan will outline specific, measurable, and achievable equality objectives, aligned with both national and local priorities. In addition we will maintain and review an accessibility policy.

We continuously review our equality objectives and provide an annual report on our progress towards achieving them.

## **Section 5: The Curriculum**

We regularly review each curriculum subject and learning area to ensure that teaching and learning align with the [seven] principles outlined in Section 4.

## **Section 6: Ethos**

We ensure that the **principles outlined in Section 4** are embedded across all **policies and practices**, including but not limited to:

- Pupil/student progress, attainment, and achievement
- Personal development, welfare, and well-being
- Access to benefits, facilities, and services provided by the school
- Teaching styles, methods, and strategies
- Admissions and attendance
- Staff recruitment, retention, and professional development
- Pastoral care, guidance, and support
- Behaviour management, discipline, and exclusions
- Collaboration with parents, carers, and guardians
- Engagement with the wider community

## **Section 7: Addressing Prejudice and Prejudice-Related Bullying**

We are committed to opposing all forms of prejudice, including discrimination, harassment, victimisation, or any other conduct prohibited by the Equality Act 2010. We actively work to eliminate prejudice that obstructs our ability to fulfil our legal duties, as outlined in Sections 1-3, particularly in relation to:

- Disability and special educational needs
- Racism and xenophobia, including discrimination against religious groups and communities (e.g., antisemitism and Islamophobia) and marginalised groups such as Travellers, migrants, refugees, and asylum seekers
- Sexism, ageism, homophobia, biphobia, transphobia, and any other forms of gender-based discrimination

Policies and procedures provide clear guidance on how to identify, assess, record, and address incidents of prejudice-related behaviour.

We take our responsibility to report such incidents seriously and regularly provide data to the local authority on the number, nature, and severity of prejudice-related incidents in our schools, along with details of how they have been managed.

## **Section 8: Roles and Responsibilities**

The Governing Body are responsible for ensuring that all schools comply with equality legislation and that this policy, related procedures, and action plans are effectively implemented.

The Headteacher is responsible for:

- Implementing this policy across the school.
- Ensuring all staff understand their responsibilities and receive appropriate training and support.
- Taking prompt action in any cases of unlawful discrimination.

A senior member of staff holds day-to-day responsibility for coordinating the implementation of this policy.

All staff members are expected to:

- Foster an inclusive and collaborative ethos in their classrooms.
- Address any prejudice-related incidents that arise.
- Plan and deliver curricula and lessons that align with the principles outlined in Section 4.
- Provide targeted support for students with English as an additional language (EAL).
- Stay informed about equalities legislation relevant to their role.

## **Section 9: Information and Resources:**

We ensure that this policy is communicated to all staff and governors and, where appropriate, to pupils, students, parents, and carers.

All staff and governors have access to a range of resources that explore equality, diversity, and community cohesion in depth, ensuring they are well-informed and equipped to uphold these principles.

## **Section 10 Religious Observance:**

We respect individuals of all faiths and none. We acknowledge and support the religious beliefs and practices of our staff, pupils, students, and parents, and will consider and accommodate reasonable requests related to religious observance and practice where possible.

## **Section 11 Staff Development and Training:**

We are committed to ensuring all staff, including support and administrative staff, receive appropriate training and professional development opportunities, both individually and as part of teams.

## **Section 12 Breaches of the Policy:**

Any breach of this policy will be addressed in line with school policies and handled appropriately by the Headteacher and governing body.

### **Section 13 Monitoring and Evaluation:**

We systematically collect, analyse, and utilise both quantitative and qualitative data to monitor the implementation and effectiveness of this policy, making adjustments where necessary.

In particular, we collect and evaluate data on achievement, broken down by:

- Disabilities and special educational needs (SEND)
- Ethnicity, culture, language, religious affiliation, national origin, and national status
- Gender

### **Section 14 Key Features of the Equalities Policy:**

This policy includes the following key features:

- The term ethnicity is used in preference to race or racial group, as it better reflects the intent of race relations legislation.
- References to religious affiliation and identity are included where appropriate.
- References to sexual orientation and challenging homophobia and ageism are explicitly included.
- The duty to promote community cohesion is embedded throughout, particularly within the third of the [seven] principles.
- The language of this policy aligns with the specific duties required by the Equality Act 2010.

### **Section 15 Statement on Equality**

We operate with an ethos of deep respect for all individuals, rooted in the recognition of each person's inherent dignity. We reject all forms of hatred, injustice, and discrimination and uphold a culture of compassion, fairness, and equality.

We affirm that every individual has fundamental rights and freedoms that must be respected, protected, and promoted within our schools.

The Equality Act 2010 makes it unlawful to discriminate, harass, or victimise a pupil, student, or potential pupil/student (subject to specific exemptions, such as those applying to schools with a religious character) in relation to:

- Admissions
- Provision of education
- Access to benefits, facilities, or services
- Exclusions or any other detriment

#### **Protected Characteristics for Pupils and Prospective Pupils**

It is unlawful to discriminate against a pupil, student, or prospective pupil/student based on the following protected characteristics:

- Sex

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

Discrimination is also unlawful if based on association or perception—for example, treating a pupil unfairly because:

- They are associated with someone who has a protected characteristic.
- They are perceived to have a protected characteristic, even if that perception is incorrect.

To be read alongside the Accessibility Plan.

## Equalities Objectives Action Plan & Annual Review 2025 - 26

The objectives are set in conjunction with the Equalities Policy, Accessibility Policy and School Improvement Plan. Objectives are reviewed half termly by SLT and annually by FGB.

	Objective	Issue	Actions	Who?	Timescales	Success Criteria/Outcome
1.	To improve attendance rates for students in vulnerable groups from 2024/25 to 2025/26	Attendance of vulnerable groups, specifically students who are identified as Pupil Premium.	<ul style="list-style-type: none"> <li>-Using EEF and DfE guidance on improving attendance, continue to implement robust Attendance Strategy including the strategic use of the Attendance Officer along with the wider Pastoral Team.</li> <li>- Use the identification of students in different attendance bands to strategically allocate support to build relationships with parents/carers and student, identifying barriers and support to overcome them.</li> <li>- Signpost external support and place referrals where appropriate.</li> <li>- Introduce the Welcome Breakfast Club to ensure that PP students are able to access breakfast and uniform on arrival.</li> <li>- Continue to provide data and training to support form tutors to intervene early with students whose attendance becomes of concern.</li> </ul>	RG	Review July 2026	<p>Actions evidenced.</p> <p>Attendance rates increased for Pupil Premium students from 2024/25 to 2025/26.</p>
2.	To enhance the development of reading across the curriculum.as part of our reading strategy.	To accelerate the development of reading skills for students who arrive with below average reading age whilst supporting the development of reading skills for all.	<ul style="list-style-type: none"> <li>-Take part in the DfE Reading in Secondary Schools pilot which provides who staff training in               <ul style="list-style-type: none"> <li>• What is reading?</li> <li>• Reading in secondary schools</li> <li>• Choosing curriculum texts</li> <li>• Identifying text features</li> <li>• Exploring vocabulary</li> <li>• Activating background knowledge</li> </ul> </li> </ul>	KS RG AB	Review July 2026	<p>All staff are confident in how to support reading in the classroom.</p> <p>Improved reading age for identified students.</p>



			<ul style="list-style-type: none"> <li>• Teaching reading comprehension</li> <li>• Reading in lessons</li> <li>• Checking student comprehension</li> </ul> <p>- Participate in initial training in June 2025</p> <p>- Implement training across the Autumn Term 2025</p> <p>- Participate in regional groups of schools to evaluate impact in Spring Term 2026.</p>			<p>Improved outcomes across the curriculum for identified students.</p> <p>Increased reading competency across all students.</p>
3.	To accelerate the progress of PP students and those with SEND.	To secure the accelerated progress of identified students to address achievement gaps.	<p>- Identification of PP and SEND students at risk of underachievement with clear identification of the barriers to learning.</p> <p>- Use EEF research to inform strategies.</p> <p>- Use our Raising Achievement priorities to ensure the highest quality first adaptive teaching to meet the needs of identified students.</p> <p>- These are retrieval, questioning, metacognition and feedback.</p> <p>- Evaluate the PP strategy to identify if any changes are needed to accelerate progress.</p>	RG	Review July 2026	<p>Improved achievement outcomes for students.</p> <p>Increased engagement in all aspects of school life</p>