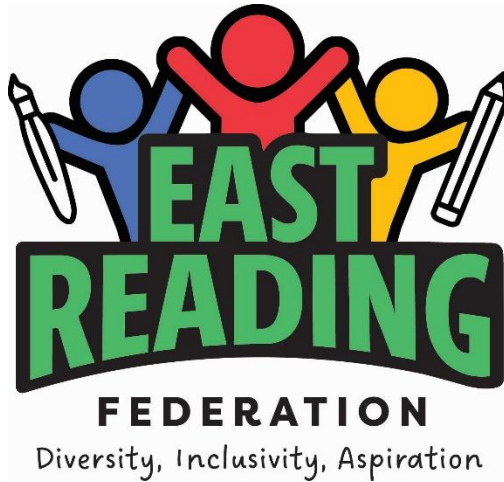




Equality, Diversity & Inclusion Policy

POLICY OWNER

Laura Kerr
Headteacher Alfred
Sutton

Christian Lim
Headteacher Redlands

DELEGATION

Community Engagement
Committee

DATE OF APPROVAL

November 2025

DATE OF NEXT REVIEW

November 2028

REVIEW CYCLE

Annually

PUBLISHED ON WEBSITE

Yes

1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

Eliminate discrimination, harassment, victimisation 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 relevant protected characteristic

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

Our school values of diversity, equality, and aspiration underpin everything we do. We are committed to creating an environment where every child and adult feels respected, represented, and able to succeed.

- Diversity: We celebrate the uniqueness of every individual and ensure that our curriculum and wider school life reflect a range of cultures, perspectives, and experiences.
- Equality: We provide equal access to opportunities for all pupils, removing barriers to learning and participation. This includes adapting provision for pupils with SEND, EAL, and other additional needs so that every child can thrive.
- Aspiration: We believe that every child has the right to achieve their full potential. Our curriculum and pastoral systems are designed to raise aspirations and equip pupils with the knowledge, skills, and confidence to succeed in life.

We actively challenge discrimination and promote fairness through our policies, teaching, and community engagement. Equality is not just a statutory requirement—it is a moral imperative that shapes our decisions and actions every day.

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](#), 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](#).

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/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

The equality link governors are Aaron Hatherley and Andrew Burrell. They will:

- 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
- 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 among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Have "due regard" when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

The designated members of staff for equality are: Laura Kerr and Christian Lim. They will

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governors every term to raise and discuss any issues
- Identify 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

Our school is fully aware of its obligations under the Equality Act 2010 and complies with all non-discrimination provisions. Equality is embedded in our policies and practice, and where relevant, policies include explicit reference to avoiding discrimination and other prohibited conduct.

- Induction and Training: While we do not currently include a formal Equality Act session in staff induction, all new staff receive training on our school values of diversity, equality, and aspiration, and how these are lived within the school. These values underpin our approach to equality and inclusion.
- Designated Leads: The two Headteachers, Laura Kerr and Christian Lim, are the designated members of staff for equality. We also have two link governors, Aaron Hatherley and Andrew Burrell, who provide strategic oversight. All designated staff and governors have attended equality training within the last year.
- Ongoing Awareness: Staff and governors are regularly reminded of their responsibilities under the Equality Act during meetings, and these discussions are recorded in meeting minutes.
- Monitoring and Reporting: The designated staff and link governors liaise regularly to review equality issues and ensure senior leaders and governors are informed of any concerns or developments.

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 that 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

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)

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

Publish attainment data each academic year showing how pupils with different characteristics are performing via the equality objectives

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 (e.g. 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 it by:

Promoting tolerance, 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

Making pupils aware of our behaviour expectations and what constitutes bullying

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 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. All pupils 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

We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

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.

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 pupils with disabilities

Has equivalent facilities for boys and girls

8. Equality objectives

These are available on our school website

9. Monitoring arrangements

- The Headteachers, Laura Kerr and Christian Lim, will update the equality information we publish (as described in sections 4 to 7 above) at least annually.
- School-specific equality objectives will be reviewed by the Governing Board, supported by our equality link governors Aaron Hatherley and Andrew Burrell, at least every four years.
- This document will be reviewed by the Governing Board annually to ensure continued compliance with the Public Sector Equality Duty (PSED).
- Final approval of this document rests with the Governing Board, with oversight from the designated equality leads (Laura Kerr and Christian Lim) and link governors (Aaron Hatherley and Andrew Burrell).

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN information report
- SEND policy
- Curriculum policy