



# THE KING'S SCHOOL

GRANTHAM

## Equality Policy

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## 1 Aims

1.1 This is the Equal Opportunities Policy of The King's School (Academy).

1.2 The aims of this policy are as follows:

1.2.1 to promote equal treatment within the Academy for all members of the school community;

1.2.2 to communicate the commitment of the Academy to the promotion of equal opportunities;

1.2.3 to create and maintain an open and supportive environment which is free from discrimination, harassment and victimisation;

1.2.4 to foster mutual tolerance and positive attitudes so that everyone can feel valued within the Academy;

1.2.5 to explain the proactive duty to make reasonable adjustments for disabled pupils to assist them in overcoming any substantial disadvantage caused by way of a disability;

1.2.6 to promote a culture of safety, equality and protection; and

1.2.7 to actively promote and safeguard the welfare of children, staff and others who come into contact with the Academy.

## 2 Scope and application

2.1 This policy applies to the whole Academy.

## 3 Regulatory framework

3.1 This policy has been prepared to meet the Academy's responsibilities under:

3.1.1 Equality Act 2010;

3.1.2 Education (Independent School Standards) Regulations 2014;

3.1.3 Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017/353;

3.1.4 Education and Skills Act 2008;

3.1.5 Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR) as amended by the Data (Use and Access) Act 2025; and

3.1.6 Children and Families Act 2014.

3.2 This policy has regard to the following guidance and advice:

3.2.1 [Equality Act 2010: explanatory notes](#) (2010);

3.2.2 [The Equality Act 2010: advice for schools](#) (DfE, June 2018);

3.2.3 [Technical guidance for schools in England](#) (Equality and Human Rights Commission, August 2014 updated September 2023);

3.2.4 [Preventing hair discrimination in schools](#) (Equality and Human Rights Commission, updated July 2023)

3.2.5 [Special educational needs and disability code of practice: 0 to 25 years](#) (DfE, January 2015);

3.2.6 [Keeping children safe in education](#) (DfE, September 2025);

3.2.7 [Working together to safeguard children](#) (HM Government, December 2023); *and*

3.2.8 [Relationships education, relationships and sex education \(RSE\) and health education guidance](#) (DfE).

3.3 The following Academy policies, procedures, documents and resource material are relevant to this policy:

3.3.1 Admission Arrangements;

- 3.3.2 Behaviour Policy;
- 3.3.3 School Uniform;
- 3.3.4 Anti-Bullying Policy;
- 3.3.5 Special Educational Needs and Disability Policy;
- 3.3.6 Annual SEN information report;
- 3.3.7 Administration of Medicines and Supporting Pupils with Medical Conditions Policy;
- 3.3.8 Accessibility Plan;
- 3.3.9 Relationships and Sex Education Policy.

## 4 Publication and availability

- 4.1 This policy is published on the Academy's website.
- 4.2 This policy is available in hard copy on request.
- 4.3 A copy of the policy is available for inspection from the PA for the Head during the school day.
- 4.4 This policy can be made available in large print or other accessible format if required.

## 5 Definitions

- 5.1 Where the following words or phrases are used in this policy:
  - 5.1.1 References to the Proprietor are references to the King's School, the Academy Trust.
  - 5.1.2 References to **Parent** or **Parents** means the natural or adoptive Parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person who is not the natural or adoptive Parent of the pupil, but who has care of, or Parental responsibility for, the pupil (e.g. foster carer / legal guardian).
  - 5.1.3 References to the Public Sector Equality Duty (PSED) are references to the duty as defined in S.149 of the Equality Act 2010.
  - 5.1.4 Reference to **EHC Plan(s)** is to Education and Health Care Plan(s).
  - 5.1.5 References to **Protected Characteristics** are as defined in Chapter 1 of the Equality Act 2010.
  - 5.1.6 Reference to **PSHE** is the personal, social, health and economic education programme.
  - 5.1.7 References to the **Academy's community** includes staff, Trustees, Governors, pupils, Parents, visitors and volunteers.
  - 5.1.8 References to school days mean Monday to Friday when the Academy is open to pupils during term time. The dates of terms are published on the Academy's website.

## 6 Responsibility statement and allocation of tasks

- 6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy.
- 6.2 The Proprietor is aware of its duties under the Equality Act 2010 and the requirement to meet the Public Sector Equality Duty, as defined in clause 7 below. To ensure that efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

Task	Allocated to	When/frequency of review
<b>Keeping the policy up to date and compliant with the law and best practice</b>	The Head	As a minimum annually, ideally termly, and as required

Task	Allocated to	When/frequency of review
<b>Monitoring the implementation of the policy (ensuring its accessibility and availability), relevant risk assessments and any action taken in response and evaluating effectiveness</b>	The Head	As a minimum annually, ideally termly, and as required
<b>Seeking input from interested groups (such as pupils, staff and Parents) to consider improvements to the Academy's processes under the policy</b>	The Head	As a minimum annually, ideally termly, and as required
<b>Formal annual review</b>	The Head	Annually
<b>Overall responsibility for content and implementation</b>	Proprietor	As a minimum annually

## 7 Public Sector Equality Duty (PSED)

7.1 The Proprietor, in carrying out its functions must have regard to the General Duty by:

7.2 7.1.1 When making any decision that will affect a pupil or staff member with a protected characteristic, having due regard to the need to:

- (a) eliminate discrimination and other conduct that is prohibited by the Equality Act 2010;
- (b) advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- (c) foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

7.2.2 Having due regard to the need to advance equality of opportunity as set out in Paragraph 7.1.1(b) involves having due regard, in particular, to the need to:

- (a) Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- (b) Take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it; and
- (c) Encourage persons who share a relevant protected characteristic to participate in public life or any other activity in which participation by such persons is disproportionately low.

7.2.3 Having due regard to the need to foster good relations as set out in Paragraph 7.1.1(c) above involves having due regard, in particular, to the need to:

- (a) tackle prejudice; and
- (b) promote understanding.

7.2.4 Compliance with the General Duty may involve treating some persons more favourably than others, but that is not to be taken as permitting conduct that is otherwise prohibited under the Equality Act 2010.

7.3 The Proprietor must also comply with Specific Duties<sup>1</sup> by:

<sup>1</sup> The specific duties were created by secondary legislation in the form of the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017, which replace the Equality Act 2010 (Specific Duties) Regulations 2011.

- 7.3.1 Publishing information to demonstrate how it is complying with the General Duty set out above. This information may include non-confidential academy performance data, policies, evidence of engagement, academy development plans and equality milestones (this information must be updated at least annually).
- 7.3.2 Preparing and publishing one or more specific and measurable equality objective at least once every four years, together with evidence of the steps taken and progress made towards meeting previous equality objectives.

## 8 Policy statement

- 8.1 The Academy recognises the benefits of having a diverse community, with individuals who value one another, and the different contributions everyone can make. The Academy promotes an inclusive environment where pupils will be taught to value and respect others. The Academy is committed to being an equal opportunities education provider and is committed to equality of opportunity for all members of the school community.
- 8.2 In the provision of equal opportunities, the Academy recognises and accepts its responsibilities under law to oppose discrimination on the basis of the following Protected Characteristics:
  - 8.2.1 Disability;
  - 8.2.2 Gender reassignment;
  - 8.2.3 Pregnancy and maternity;
  - 8.2.4 Race;
  - 8.2.5 Religion or belief (including lack of religion or belief);
  - 8.2.6 Sex;
  - 8.2.7 Sexual orientation;
- 8.3 The Protected Characteristics of marriage and civil partnership, and age are not applicable to pupils.
- 8.4 In addition, the Academy also opposes all bullying and unlawful discrimination on the basis that a person has special educational needs or learning difficulty, a different cultural or linguistic background, or academic or sporting ability.
- 8.5 The Academy aims to ensure that all policies and practices conform with the principle of equal opportunities and comply with the PSED.
- 8.6 The Academy will have due regard to its duties under the PSED when:
  - 8.6.1 Taking a decision or action, the Academy will assess the implications of the decision or action for people with a particular protected characteristic;
  - 8.6.2 Undertaking policy development or decisions, the Academy will have regard to the equality implications before and at the time of the policy development or decision;
  - 8.6.3 Consciously consider each aspect of the general duty, ensuring that members of the Academy community are aware that having due regard to the need to eliminate discrimination is not the same as having due regard to the need to advance equality of opportunity;
  - 8.6.4 Assessing risk and any adverse impact that may result from a policy or decision taken by the Academy and the how this risk may be eliminated before the adoption of a proposed policy or decision;
  - 8.6.5 Carrying out the Academy's functions, the Academy will ensure that the PSED is integrated into those functions, through rigorous analysis; and
  - 8.6.6 Recording the steps the Academy has taken to comply with this duty.

- 8.7 The Academy will tackle inappropriate attitudes and practices through staff leading by example, through the PSHE, relationships and sex education programmes, through the supportive school culture and through the Academy's policies.
- 8.8 The Academy recognises that academies, schools and colleges can play an important role in preventative education in respect of safeguarding and sexual violence and sexual harassment, including online. The Academy recognises the important part relationships and sex education contributes to preventative education and this is reflected in the Academy's relationships and sex education] programmes and policy.

## 9 Discrimination

- 9.1 Discrimination may be direct or indirect, or arising from disability and it may occur intentionally or unintentionally. This policy covers the following forms of discrimination:
- 9.1.1 **Direct discrimination:** direct discrimination occurs when a person is treated less favourably than another person because of a Protected Characteristic. For example, rejecting an applicant of one race because it is considered they would not "fit in". This would be a decision based on grounds of their race and would be direct discrimination. Direct discrimination also occurs when a person is treated less favourably because of their association with another person who has a protected characteristic (other than pregnancy or maternity). For example, if a pupil is harassed or victimised because a sibling is disabled, this would be direct discrimination against that pupil.
- 9.1.2 **Indirect discrimination:** indirect discrimination occurs where an individual is subject to an unjustified provision, criterion or practice which puts them at a particular disadvantage because of, for example, their sex or race. For example, a minimum height requirement would be likely to eliminate proportionately more women than men. If these criteria cannot be objectively justified for a reason unconnected with sex, they would be indirectly discriminatory on the grounds of sex.
- 9.1.3 **Discrimination arising from disability:** discrimination arising from disability occurs when a disabled person is treated unfavourably because of something connected with their disability and the treatment cannot be shown to be a proportionate means of achieving a legitimate aim. For example, where a pupil with cerebral palsy who is a wheelchair user is told they will be unable to attend a school trip because there is no wheelchair access available and other options are not investigated.

## 10 Harassment

- 10.1 This policy covers the following forms of harassment:
- 10.1.1 **Harassment related to a Protected Characteristic:** Harassment may occur where someone engages in unwanted conduct related to a Protected Characteristic that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading or offensive environment for that person. This covers unpleasant and bullying behaviour, but potentially extends also to actions which, whether intentionally or unintentionally, cause offence to a person because of a Protected Characteristic.
- 10.1.2 **Sexual harassment:** Harassment may also occur where a person engages in unwanted conduct of a sexual nature and that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading or offensive environment for that person. It is also harassment to treat someone less favourably because they have either rejected, or submitted to, sexual harassment.
- 10.2 The Academy will not tolerate harassment for any reason. Further information relating to the following types of harassment can be found in the relevant academy policies below:
- 10.2.1 Harassment relating to a protected characteristic by a pupil is likely to be contrary to the Academy's Anti-Bullying Policy and Behaviour Policy.

- 10.2.2 Sexual harassment by a pupil is also likely to be contrary to the Academy's Anti-Bullying Policy and Behaviour Policy. The Academy's response to sexual harassment is set out in the Academy's Safeguarding and Child Protection Policy and procedures.

## 11 Victimization

- 11.1 Victimization may occur where a person is treated less favourably than otherwise may be the case, because of some action (referred to as a 'protected act') that they have taken, they may take or they are believed to have taken in connection with the Equality Act 2010. Protected acts are, broadly, any actions taken by a person in good faith in connection with the Equality Act, such as making or supporting an allegation of discrimination or harassment.
- 11.2 It is also unlawful to victimise a child for anything done in relation to the Equality Act by their parent or sibling.
- 11.3 It is important that no one is afraid to raise genuine concerns about discrimination because of fear of retaliation. Further information may be found in the Academy's Anti-Bullying Policy and Behaviour Policy.

## 12 Admission

- 12.1 **Applicants:** the Academy accepts applications from, and admits pupils irrespective of their gender reassignment, race, disability, sexual orientation, pregnancy and maternity, or religion or belief or special educational needs (**SEN**). The Academy will not discriminate on any of these grounds in respect of the terms on which places are offered.
- 12.2 **Admission Arrangements:** The Academy's Admission Arrangements (which includes its Admission Policy and all other admission related documents) reflects the Academy's approach towards equal opportunities for prospective pupils and is consistent with this policy.

## 13 Education and associated services

- 13.1 **Equal access:** The Academy will afford all pupils equal access to all benefits, services, facilities, classes and subjects including all sports, irrespective of their sex, gender reassignment, race, disability, sexual orientation, pregnancy and maternity, or religion or belief or special educational needs, subject to overriding considerations of safety and welfare.
- 13.2 **Positive action:** The Academy may afford pupils of a particular racial group, or pupils with a disability or special educational needs, access to additional education or training to meet the special needs of the pupils in that group, for example, special language training for groups whose first language is not English.
- 13.3 **Suspensions and exclusions:** The Academy will not discriminate against any pupil by suspending or excluding them from the Academy, or by subjecting them to any other detriment, on the grounds of their sex, gender reassignment, race, disability, sexual orientation, pregnancy and maternity, or religion or belief, or special educational needs. Before any decision to exclude a pupil is taken, the Head will consider whether the decision may be discriminatory.
- 13.4 **Teaching and educational materials:** Efforts are made to recognise and be aware of the possibility of bias (for example, on the grounds of sex or racial), so that this can be eliminated in both the Academy's teaching and learning materials and teaching styles. Materials are carefully selected for all areas of the curriculum so as to avoid stereotypes and bias. Attainment gaps are considered where these exist between certain groups of pupils.
- 13.5 **Pupil interaction:** All pupils are encouraged to work and play freely with, and have respect for, all other pupils, irrespective of their sex, gender reassignment, race, disability, sexual orientation, religion or belief, or pregnancy and maternity or special educational needs, subject to considerations of safety and welfare. Positive attitudes are fostered towards all groups in society through the curriculum and ethos of the Academy, and pupils will be encouraged to question assumptions, stereotypes and negative behaviours and practices. The Academy's PSHE and relationships and sex

education curriculum encourages respect for other people, with particular regard to the Protected Characteristics.

- 13.6 **Bullying:** Bullying is always unacceptable and will not be dismissed as being normal or as "banter", "just having a laugh", "boys being boys" or simply "part of growing up". The Academy will not tolerate bullying (including cyberbullying, prejudice based bullying and discriminatory based bullying) for any reason and adopts a zero tolerance approach. The Academy is aware of its duty under the PSED to foster good relations, and has consideration to the following types of bullying that may disproportionately affect those with a protected characteristic:
- 13.6.1 Bullying relating to race, religion, belief or culture;
  - 13.6.2 Bullying related to SEN, learning difficulties or disabilities;
  - 13.6.3 Bullying related to appearance or health conditions;
  - 13.6.4 Bullying relating to sexual orientation;
  - 13.6.5 Bullying of young carers or looked after children or otherwise related to home circumstances;
  - 13.6.6 Sexist or sexual bullying or bullying related to gender reassignment. See the Academy's Anti-Bullying Policy.

## 14 School uniform

- 14.1 **The School Uniform is consistent with this policy:** The same School Uniform applies equally to all pupils, irrespective of their sex, gender reassignment, race, disability, sexual orientation, pregnancy and maternity, or religion or belief or special educational needs, subject to considerations of safety and welfare. However, the Academy will consider reasonable requests to alter the school uniform, for example, for genuine religious requirements and reasonable adjustments for disabled children.
- 14.2 **Symbols of faith:** Certain hairstyles, items of jewellery, such as the Kara bangle worn by Sikhs, and certain items of headwear, such as the turban and headscarves, may be worn by pupils when doing so is genuinely based on manifesting religious or racial beliefs or identity. This is subject to considerations of safety and welfare and the Academy's School Uniform (for example, in respect of the Academy's colours). Where there is uncertainty as to whether an item may be worn under this section, this must be referred by the pupil or their Parents to the Head, for determination, seeking advice as appropriate. Where the pupil and/or Parents are unhappy with the decision made, it is open to them to submit a complaint in this respect under the Academy's Complaints Policy.
- 14.3 **Disabled pupils:** Reasonable adjustments may be required to the school uniform for disabled pupils who require them. The pupil or their Parents should refer the matter to the Head to ensure all reasonable adjustments are made to accommodate the pupil.

## 15 Religious belief

- 15.1 **Religion:** The Academy's religious ethos, services and school timetable are set in accordance with the Christian tradition, but the Academy respects the right and freedom of individuals to worship in accordance with other faiths, or no faith, subject always to their respecting the rights and freedoms of the Academy's community as a whole and considerations of safety and welfare.

## 16 Special educational needs and disability

- 16.1 **Our approach:** We are an inclusive Academy which welcomes members of the Academy's community with disabilities and special educational needs. We maintain and drive a positive culture towards inclusion of disabled people and those with special educational needs in all the activities of the Academy and we will not treat a member of the school community less favourably on these grounds without justification.
- 16.2 The Academy will do all that is reasonable to ensure that the Academy's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone. Our Special Educational Needs and Disability (SEND) Policy is consistent with this policy.

- 16.3 **Reasonable adjustments:** The Academy has an on-going duty to make reasonable adjustments for disabled pupils and pupils with special educational needs where this falls within the definition of "disability" in respect of the education and associated services provided to ensure that such pupils are not placed at a substantial disadvantage in comparison with other pupils. This is a broad expression that covers all aspects of school life, for example:
- 16.3.1 The curriculum;
  - 16.3.2 Classroom organisation and timetabling;
  - 16.3.3 Access to the Academy's facilities;
  - 16.3.4 Clubs and visits;
  - 16.3.5 School sports; and
  - 16.3.6 The Academy's policies.
- 16.4 Reasonable adjustments may typically include:
- 16.4.1 Allowing extra time for a dyslexic child to complete a 11+ test or public examination;
  - 16.4.2 Providing examination papers in larger print for a child with a visual impairment;
  - 16.4.3 Rearranging (but not reducing) the timetable to allow a pupil to attend a class in an accessible part of the building;
  - 16.4.4 Arranging a variety of accessible sports activities.
- 16.5 The Equality Act 2010 requires all schools to provide auxiliary aids and services for disabled pupils as part of a duty to make "reasonable adjustments". The Academy will carefully consider any proposals and will not unreasonably refuse to provide such aids and services.
- 16.6 As well as providing educational services, the Academy provides services to the public, for example at:
- 16.6.1 Open days;
  - 16.6.2 Parents' evenings;
  - 16.6.3 Facilitating meetings with parents, for example as part of the Academy's complaints procedures or as part of the statutory exclusions process;
  - 16.6.4 Concerts and plays;
  - 16.6.5 Use of sports facilities.
- 16.7 When providing such services, the Academy will make reasonable adjustments to ensure that disabled people are able to use the Academy's services as far as is reasonable to the same extent and standard as non-disabled people.
- 16.8 For reasonable adjustments for staff, please see the Equal Opportunities Policy for Staff.
- 16.9 **Informing the Academy:** Once a place has been accepted for a prospective pupil, the Academy will ask all parents to complete an enrolment form. This will include questions to gather key information in relation to a prospective pupil's special educational needs or learning difficulty at their child's previous school or elsewhere. Confidential information of this kind will only be shared within the Academy on a "need to know" basis to ensure that teachers are given any necessary information about a child's special educational needs and learning difficulties, and that teaching practices are appropriate.
- 16.10 Parents should notify the Academy immediately if their child's progress or behaviour causes concern so that the Academy can discuss and agree a strategy with the parents.
- 16.11 At all stages, the Academy and SENCO will work in consultation with the parent and pupil to seek to ensure that all support and outcomes are appropriate to the pupil's needs.

- 16.12 The Special Educational Needs Co-ordinator (SENCO): the Academy's SENCO is Simone Bieber.
- 16.13 **Access:** The Academy will monitor the physical features of its premises to consider whether disabled users of the premises are placed at a substantial disadvantage compared to other users. Where possible and proportionate, the Academy will take steps to improve access for disabled users of the premises. The Academy has an Accessibility Plan, which is kept under review and revised as necessary. The Accessibility Plan is available on request from the School Business Leader.

## 17 Pupils with EHC Plans

- 17.1 The Academy's Special Educational Needs and Disability (SEND) Policy includes details about the welfare and educational provision for pupils with EHC Plans.

## 18 Pupils with English as an additional language

- 18.1 Pupils with English as an additional language will receive additional learning support if necessary. The Academy will consult with the pupil and the Parents as appropriate.
- 18.2 **Language and culture:** The Academy will ensure that:
- 18.2.1 Home-school links are made to involve Parents directly in the work of the Academy;
  - 18.2.2 Interpretation and translation services are made available as quickly as possible;
  - 18.2.3 Links are established within the local community;
  - 18.2.4 Staff work effectively with other local services;
  - 18.2.5 Learning support for ethnic minority pupils is efficient and effective;
  - 18.2.6 Provision is made for spiritual, moral, social and cultural education, supported by appropriate resources and information; and
  - 18.2.7 Pupils' names should be accurately recorded and correctly pronounced. Pupils should be encouraged to accept and respect names from cultures other than their own.

## 19 Provision for pupils with particular religious, dietary, language or cultural needs

- 19.1 Prayer room available in the school day.
- 19.2 Wide variety of culturally diverse food options are available including Halal options on the weekly menu.
- 19.3 Vegetarian and vegan meals are cooked from scratch and are always available as an alternative main dish.
- 19.4 Where the caterer is informed of specific dietary requirements, if necessary, they will work with the parents or young person directly to ensure that their specific needs are met.
- 19.5 Diversity and inclusion group
- 19.6 Translation is available to all parents and students who need the service.
- 19.7 The curriculum is adapted as appropriate for students for example music, physical education and SRE.
- 19.8 Absence is granted for religious festivals.

## 20 Training

- 20.1 The Academy ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.
- 20.2 The level and frequency of training depends on the role of the individual member of staff.
- 20.3 The Academy maintains written records of all staff training.

20.4 Staff will be trained to understand the types of disabilities and how to deal with pupils who are disabled. Staff will not be expected, unless medically qualified or trained, to administer medication.

## 21 Risk assessment

21.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

21.2 The format of risk assessment may vary and may be included as part of the Academy's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the Academy's approach to promoting pupil welfare will be systematic and pupil focused. Please see clause 6 for details of the individuals with responsibility for carrying out, monitoring, implementing and reviewing the effectiveness of risk assessments under this policy. See also the Academy's Risk Assessment for Pupil Welfare Policy.

## 22 Record keeping

22.1 All records created in accordance with this policy are managed in accordance with the Academy's policies that apply to the retention and destruction of records.

22.2 The information created in connection with this policy may contain personal data. The Academy's use of this personal data will be in accordance with data protection law. The Academy has published privacy notices on its website which explain how the Academy will use personal data.

## 23 Version control

Date of adoption of this policy	December 2016
Date of last review of this policy	December 2025
Date for next review of this policy	December 2026

## Appendix 1 Published Equality Objectives

The objectives set out how the Academy will:

- i. eliminate discrimination and other conduct that is prohibited by the Equality Act 2010;
- ii. advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- iii. foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it

### The objectives

The Academy will, as a minimum, update these objectives every four years.

The Academy's Equality Objectives are:

Access – all student groups have access to trips and visits.

Attainment – all student groups achieve greater than national outcomes.

Attendance – all student groups attend at a rate higher than nationally.

Behaviour – all student groups Outcomes – all student groups will have access to university choices and higher-level apprenticeships.

Progression – all student groups make more progress than nationally.

Review – all policies are considered under the Equality Act for

**Access** – The Academy regularly reviews the students to see which trips have been accessed and by which groups. The Academy is moving over to ParentPay as a mechanism for analysing trip details to ensure that all groups are represented. The Head provides a trip report to the Governing Body and holds the school to account.

**Attainment** – Attainment the Academy has implemented a programme called SISRA to support in the processing of data to identify the progress of groups. The Quality Assurance document requires each department to report to Senior Leaders on the progress of groups in line with the Assessment procedures.

**Attendance** – Attendance is monitored weekly by groups, and the Deputy Head initiates interventions as necessary.

**Behaviour** – The school uses Class Charts as a reporting behaviour system. The data on students is pulled across from the MIS system, enabling all behaviours, both positive and negative, to be analysed weekly by all groups; this is done by the Deputy Head.

**Bullying** - the Academy will monitor incidents for patterns against protected characteristics. This is reported to the Governing Body who hold the Academy to account.

**Exclusion from school** - The Academy monitors suspensions and exclusions and review a particular group of pupils with a protected characteristic that are being excluded more often than other groups of pupils if identified then, an action will be put in place to reduce the number of exclusions or suspensions against such a group.

**Progression** - Improving careers and progression - The Academy analyses University and Higher Apprenticeship places against protected characteristics.

**Policy review** – The Academy will consider if the policy is advantageous or disadvantageous to any particular group by asking the following three questions as prompts for discussion:

- Does this policy/decision remove or minimise disadvantages suffered by pupils or staff with particular protected characteristics?
- Do we need to adopt different approaches for different groups of pupils or staff?

- Is there any way we can encourage these groups of pupils or staff to become more involved with the school or open up opportunities for them that they wouldn't otherwise enjoy?

When analysing pay decisions, the Academy will report decisions not to increment a member of staff's pay to the Pay Committee, which will analyse this data against any known protected characteristics before ratifying the decision.

## The outcomes

### Progress

Name	Filter Value	KS2 Prior	Stu Count	A8 Pts	Eng P8	Mat P8	EBacc P8	Open P8	P8
Attendance	< 80%	114.0	4	52.25	-3.03	-0.21	-0.86	-2.20	1.54
Attendance	< 85%	111.0	5	72.00	1.05	0.23	0.74	0.85	0.73
Attendance	< 90%	111.5	7	66.14	-0.17	0.33	-0.02	-0.34	0.07
Attendance	< 95%	110.5	40	68.40	0.54	0.37	0.39	0.36	0.41
Attendance	>95%	111.5	121	75.12	0.80	0.91	0.98	0.77	0.86
EAL	EAL	111.5	32	74.78	0.47	1.18	1.07	0.72	0.87
EAL	No	111.5	145	72.17	0.70	0.64	0.71	0.57	0.65
Ethnic Code	Asian Or Asian British	111.5	21	76.52	0.99	1.33	1.19	0.89	1.09
Ethnic Code	Black, African, Black British	108.0	1	48.00	-2.98	0.24	-0.38	-0.94	0.95
Ethnic Code	CHKC		1	88.00	-	-	-	-	-
Ethnic Code	Mixed/ Multiple	112.0	20	79.45	1.27	1.42	1.54	1.37	1.41
Ethnic Code	Other Ethnic group	110.5	4	81.75	1.39	2.36	2.16	2.11	2.03
Ethnic Code	White	111.5	130	70.76	0.54	0.50	0.58	0.42	0.51
Gifted									
Talented	F	111.0	160	71.51	0.66	0.68	0.76	0.57	0.66
Gifted									
Talented	Gifted	116.0	17	83.35	0.69	1.14	0.93	0.86	0.91
Pupil Premium	FSM	111.5	11	68.82	0.28	1.11	0.54	0.28	0.53
Pupil Premium	N	111.5	156	72.96	0.68	0.72	0.80	0.63	0.71
Pupil Premium	Service	111.5	10	72.00	0.81	0.54	0.61	0.35	0.56
SEN	None	111.5	166	73.11	0.67	0.76	0.81	0.61	0.71
SEN	SEN Support	109.5	11	65.64	0.52	0.29	0.23	0.45	0.37
Term of Birth	Autumn	111.0	73	71.00	0.47	0.64	0.65	0.52	0.58
Term of Birth	Spring	112.0	56	73.32	0.80	0.78	0.78	0.61	0.73
Term of Birth	Summer	111.5	48	74.35	0.79	0.80	0.94	0.69	0.81
Summary		111.5	177	72.64	0.66	0.73	0.77	0.60	0.69

### Behaviour

CATEGORY	POSITIVE	NEGATIVE	RATIO
<b>NO SEN</b>	60365	-4139	94%
<b>SEN</b>	4828	-432	92%
	<b>65193</b>	<b>-4571</b>	<b>93%</b>

CATEGORY	POSITIVE	NEGATIVE	RATIO
<b>African Asian</b>	85	0	100%

CATEGORY	POSITIVE	NEGATIVE	RATIO
Arab Other	255	-32	89%
Asian and any other ethnic group	1332	-89	94%
Bangladeshi	221	-8	97%
Black - Ghanaian	90	-38	70%
Black - Nigerian	737	-200	79%
Black - Sudanese	335	-10	97%
Black Caribbean	75	-1	99%
Black European	2	0	100%
Black and any other ethnic group	648	-31	95%
Chinese + any other ethnic group	697	-41	94%
Egyptian	78	-19	80%
Filipino	1	0	100%
Greek	173	-12	94%
Hong Kong Chinese	758	-34	96%
Indian	3692	-147	96%
Italian	27	0	100%
Kurdish	115	0	100%
Malaysian Chinese	102	0	100%
Mirpuri Pakistani	108	0	100%
Nepali	907	-29	97%
Other Asian	169	0	100%
Other Black	133	-4	97%
Other Black African	330	-14	96%
Other Chinese	266	-2	99%
Other Pakistani	1313	-62	95%
Other White British	775	-34	96%
Other mixed background	427	-70	86%
Refused	179	-24	88%
Sri Lankan Other	14	0	100%
Sri Lankan Sinhalese	580	-21	97%
Sri Lankan Tamil	205	-38	84%
White + any other Asian Backgrnd	1377	-33	98%
White - English	41456	-3064	93%
White - Irish	786	-18	98%
White - Scottish	118	-6	95%
White - Welsh	4	0	100%
White Eastern European	1675	-84	95%
White European	1356	-213	86%
White Other	1300	-42	97%
White Western European	169	-7	96%
White and Black African	466	-66	88%
White and Black Caribbean	46	-1	98%
White and Indian	326	-15	96%
White and Pakistani	1	-14	7%
White and any other ethnic group	701	-33	96%

CATEGORY	POSITIVE	NEGATIVE	RATIO
White and chinese	583	-15	97%
	65193	-4571	93%

	Unique pupils	Issues
<b>Alcohol/Drug Misuse (child/within family)</b>		
White English	1	1
<b>Total</b>	1	1
<b>Bullying Perpetrator</b>		
Indian	1	1
White English	6	6
White Other	1	1
<b>Total</b>	8	8
<b>Bullying Victim</b>		
Bangladeshi	1	1
Black Nigerian	1	1
Hong Kong Chinese	1	1
Indian	1	1
Other Black	1	1
Other White British	1	2
Refused	1	1
White English	20	29
White European	1	2
White Irish	1	1
White and Black African	1	1
<b>Total</b>	30	41
<b>Derogatory Language</b>		
Black Nigerian	1	1
Other Pakistani	3	3
Other White British	1	1
Refused	1	1
White English	2	2
White European	1	1
<b>Total</b>	9	9
<b>Discriminatory and Prejudiced Behaviour</b>		
	1	1
White English	1	1
White European	1	1
<b>Total</b>	3	3
<b>Domestic Violence</b>		
Greek	1	1
White + any other Asian Backgrnd	1	1
White English	4	4
<b>Total</b>	6	6
<b>Drugs</b>		

Chinese + any other ethnic group	1	1
White English	1	1
<b>Total</b>	2	2
<b>Fighting</b>		
Bangladeshi	1	1
Hong Kong Chinese	1	1
White Eastern European	1	1
White English	6	7
White European	1	1
<b>Total</b>	10	11
<b>Gangs and Youth Violence</b>		
White English	1	1
<b>Total</b>	1	1
<b>Homophobic/Biphobic/Transphobic Abuse</b>		
Asian and any other ethnic group	1	1
Black Nigerian	2	2
Black and any other ethnic group	1	1
White English	3	3
<b>Total</b>	7	7
<b>Inappropriate online behaviour</b>		
Arab Other	1	1
Chinese + any other ethnic group	1	1
Other Pakistani	2	2
Sri Lankan Tamil	1	1
White English	10	10
White European	2	2
White and Pakistani	1	1
<b>Total</b>	18	18
<b>Mental Health</b>		
Chinese + any other ethnic group	2	2
Nepali	1	1
Other White British	1	3
Other mixed background	1	1
Sri Lankan Tamil	1	2
White English	30	33
White European	1	1
White and Black African	1	1
White and chinese	1	2
<b>Total</b>	39	46
<b>Misogynistic Behaviour &amp; Sexual Harassment</b>		
White English	1	1
<b>Total</b>	1	1
<b>Online Abuse</b>		
Indian	1	1
White English	5	5
<b>Total</b>	6	6

<b>Physical Abuse/Assault</b>		
Bangladeshi	1	1
Hong Kong Chinese	1	1
Indian	3	3
Sri Lankan Sinhalese	1	1
White + any other Asian Backgrnd	2	2
White Eastern European	1	1
White English	24	27
White European	2	2
White Other	1	1
<b>Total</b>	<b>36</b>	<b>39</b>
<b>Police Referral/Involvement</b>		
White + any other Asian Background	1	1
White Eastern European	1	1
White English	4	4
White and Black African	1	1
<b>Total</b>	<b>7</b>	<b>7</b>
<b>Preventing Radicalisation</b>		
White English	4	4
White European	1	1
<b>Total</b>	<b>5</b>	<b>5</b>
<b>Racial Abuse</b>		
Asian and any other ethnic group	1	1
Black Caribbean	1	4
Black Ghanaian	1	1
Black Nigerian	1	2
Black and any other ethnic group	1	1
Chinese + any other ethnic group	1	1
Egyptian	1	1
Hong Kong Chinese	2	2
Indian	2	3
Other Black	1	2
Other Pakistani	1	1
Other White British	1	1
Other mixed background	1	1
White + any other Asian Backgrnd	2	4
White Eastern European	1	1
White English	14	15
White European	1	1
White Western European	1	1
White and Black African	1	1
White and chinese	1	1
<b>Total</b>	<b>36</b>	<b>45</b>
<b>Referral to Local Authority Children's Services</b>		
White Eastern European	1	1
White English	3	3

White and Black African	1	1
<b>Total</b>	5	5
<b>Smoking Paraphernalia</b>		
White English	4	4
White European	1	1
White and Indian	1	1
<b>Total</b>	6	6
<b>Social Care/Workers Statutory Education Checks form for Children's Services</b>		
White English	1	1
<b>Total</b>	1	1
<b>Student Search (Bags, coats etc.)</b>		
White English	3	3
White European	1	1
<b>Total</b>	4	4
<b>Theft</b>		
White Eastern European	1	1
White English	3	3
White and Pakistani	1	1
<b>Total</b>	5	5
<b>Total</b>	10	10
<b>Vaping</b>		
White English	1	2
White and Black African	1	1
<b>Total</b>	2	3
<b>Total</b>	361	752

## Exclusion from school

CATEGORY	NEGATIVE
<i>Other mixed background</i>	1
<i>White - English</i>	5
<i>White European</i>	1
<i>White and Black African</i>	1
	<b>8</b>