



Alderman White School

A member of The White Hills Park Trust

Equality Objectives

2025-2026

Statutory or non-statutory:	Statutory
Author/Reviewer:	Bethan Scurrah
Approved by Governors:	
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Alderman White School: Equality Objectives 2025-26

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

**In schools, these protected characteristics apply to employees but not students.*

Our school aims to promote respect for difference and diversity in accordance with our school values and ethos.

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

The school utilises current guidance from the government and EHRC:

[Equality Act 2010: advice for schools - GOV.UK](#)

[Public sector: quick start guide to the specific duties - GOV.UK](#)

[Technical guidance for schools in England | EHRC](#)

[The Public Sector Equality Duty \(PSED\) | EHRC](#)

Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010

- The school is strongly committed to eliminating discrimination, harassment and victimisation linked to protected characteristics. Where incidents are observed or reported they are investigated, the victim(s) supported and action taken in accordance with our behaviour policy.
- Students have various ways to report any concerns including the online SHARP system which can be used anonymously.
- Staff receive equality training including in relation to any changes to the law or guidance.
- The Equality Act, protected characteristics, and impact of discrimination and stereotyping are taught as part of our Personal Development (RSHE) curriculum.

Advancing equality of opportunity

- All policy reviews include consideration of equality of opportunity for those with protected characteristics.
- Staff, student and parent voice activities are completed annually, and there is a termly student and parent forum.
- Relevant data (cohort information, attendance, behaviour and exclusions, achievement, post-16 progression, participation in enrichment) is monitored and actions identified to advance equality.

Fostering good relations

- The school values include Nurture and the school vision is “a community of opportunity for all”. Developing a sense of belonging, seeing things from different perspectives and disagreeing respectfully are a focus of our assemblies and the tutor programme.
- Our curriculum promotes understanding of those with different backgrounds, heritage and religion and celebrates diversity.
- We offer a wide range of enrichment opportunities to enable all students to explore the world, participate and interact positively with a range of peers.

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:

- Is accessible to students with disabilities
- Has equivalent facilities for male and female students

Equality Objective 1: To reduce the number of prejudice-based incidents towards people with a protected characteristic* through proactive education, effective training and the reporting and monitoring processes.

**Race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment*

Why we have chosen this objective:

- The school has a Public Sector Equality Duty to eliminate unlawful discrimination, harassment, victimisation, and any other conduct prohibited by the Equality Act 2010.
- Any experience of prejudice or discrimination will have a significant negative impact on the person / people experiencing it.

To achieve this objective, we will:

- Use assemblies, our tutor programme, and Personal Development lessons to ensure that all students understand the Equality Act, direct and indirect prejudice and discrimination, and protected characteristics and the school policy in relation to this.
- Ensure that the wider curriculum includes representation of people with protected characteristics and addresses equality, diversity, rights, and responsibilities.
- Ensure staff are trained to monitor for and identify prejudice and discrimination incidents, both direct and indirect, and are able to ensure that they are not responsible for any form of prejudice or discrimination.
- Ensure that reported incidents are investigated and that appropriate sanctions and other actions are taken to reduce the likelihood of further incidents and ensure that the victim of any incident feels safe and supported.
- Ensure students and staff understand how they can report incidents of prejudice or discrimination.
- Monitor the number and magnitude of reported incidents each half term and report this to School Council, SLT and the Governing Body

Equality Objective 2: To ensure that the school is actively anti-racist.

Why we have chosen this objective:

- 30% of students within our school community have a heritage other than White British.
- We need to ensure that policies and school systems do not indirectly discriminate against anyone, including based on their ethnicity, heritage or religion.
- The diversity of our school community is a strength, and we want to celebrate this, but also to understand the challenges that people with the protected characteristic of race may experience.
- Our non-White British students and their families are likely to experience direct or indirect racism online or in the community, or at school. The current national and international context may increase the risk of this for some ethnicities, nationalities and religions.

To achieve this objective, we will:

- Actively promote the recruitment of staff and Governors from diverse heritages as they are currently under-represented in comparison to the student body.
- Involve students and staff from diverse heritages in planning activities, events, and systems to ensure that everyone is included and avoid “othering,” tokenism or “exoticising” diverse heritages.
- Ensure that our curriculum is representative of our diverse community and enables students to learn about the heritage of themselves and others and historic and current issues relating to racism, ethnicity, heritage diversity and equality.
- Embed the use of the multi-faith room for all who wish to access it.
- Broaden the range of foods offered in the school cafeteria, including vegetarian and vegan, to promote wider choice, and include foods with diverse cultural origins.
- Continue to use national awareness events to raise awareness and inclusion of everyone within our shared communities.

Equality Objective 3: To prevent direct and indirect discrimination against members of our school community on the grounds of sex, with a focus on preventing sexual harassment or misogyny.

Why we have chosen this objective:

- The school has a Public Sector Equality Duty to advance equality of opportunity between people who share a protected characteristic and those who do not and also to eliminate discrimination, harassment, victimisation.
- We understand that nationally there are growing incidents of misogynistic behaviour and these ideas are being spread online and through social media, consequently the school needs to take an active role in combating these ideas.

To achieve this objective, we will:

- Ensure that assemblies, the tutor programme, the Personal Development curriculum and wider curriculum include positive examples of males and females.
- Provide staff training on recognising and addressing both direct and indirect sex-based discrimination.
- Ensure equal access and encouragement for all students to participate in a wide range of subjects, sports and extracurricular activities.
- Promote a culture of respect and equality by actively challenging misogynistic language, attitudes and behaviours, and using the tutor programme and Personal Development lessons to educate students about sexism and the impact of misogyny.
- Offer strong female role models through assemblies, guest speakers and staff representation.
- Use inclusive curriculum content that reflects the interests, experiences and contributions of women to increase engagement and motivation.
- Continue to develop clear and safe reporting systems to allow students to report discrimination.
- Ensure high expectations for all students by challenging stereotypes in subject choices and classroom participation, particularly in subjects where girls are underrepresented or underperforming.
- Analyse performance data by sex to identify areas where males and females are performing less well and take action to address any inequalities.

Equality Objective 4: To ensure that gender questioning and transgender students are supported sensitively and in accordance with statutory guidance.

Why we have chosen this objective:

- Gender-questioning and transgender students may experience emotional distress, bullying, or mental health challenges. By having a clear, lawful support framework, the school ensures students are protected from harm and that any response is managed within the school's broader safeguarding duties.
- Schools must eliminate discrimination and harassment based on protected characteristic of gender reassignment.
- To ensure an appropriate process to support gender questioning students in accordance with statutory guidance.
- To be aware of and respond to, evolving national statutory and non-statutory guidance and best practice.

To achieve this objective, we will:

- Ensure an appropriate process to support gender questioning students in accordance with statutory guidance.
- To provide appropriate training for staff.
- To prioritise safeguarding students and working with parents in line with statutory safeguarding duties.
- Use the school's existing pastoral and mental health systems to provide appropriate emotional support, including referrals to the school's counsellor, pastoral leads, or external agencies when needed.
- Ensure all students have access to suitable facilities in accordance with DfE and EHRC guidance.

Equality Objective 5: To improve the representation, inclusion, and progression of staff from underrepresented and minority backgrounds, ensuring that all staff feel valued, supported, and treated fairly.

Why we have chosen this objective:

- National and local data show that staff from minority ethnic backgrounds, disabled and neuro diverse staff report higher rates of workplace discrimination and may feel less supported in their professional development. Addressing this is essential to create a fair and inclusive school culture that benefits staff and students alike.

To achieve this objective, we will:

- Review and analyse staff data (recruitment, retention, promotion, and CPD participation) by protected characteristics to identify patterns and barriers.
- Ensure inclusive recruitment practices by reviewing job adverts, selection criteria, and interview panels to minimise bias and attract diverse candidates.
- Deliver ongoing equality, diversity, and inclusion training for all staff, including anti-discrimination and inclusive leadership development.
- Promote transparent pathways to progression by supporting underrepresented staff in accessing leadership opportunities, mentoring schemes and CPD.
- Work collaboratively with HR colleagues to ensure policies and procedures (e.g. flexible working, parental leave, absence management) are inclusive, well-communicated, and fairly applied.
- Celebrate diversity and inclusion through school-wide events, awareness campaigns, and recognition of contributions from all staff groups.