



EQUALITY INFORMATION & OBJECTIVES POLICY

Date of Issue:	
Member of Staff Responsible:	Head of School
Ratified on:	July 2026
Ratified by:	Full Governing Body:  Mr S Andrews Co-Chair of Governors
Review Date:	July 2027

Version	Section	Amendments	Date	Authors

Contents

1. Aims	Error! Bookmark not defined.
2. Legislation and Guidance	Error! Bookmark not defined.
3. Roles and responsibilities	Error! Bookmark not defined.
4. Eliminating discrimination	Error! Bookmark not defined.
5. Advancing equality of opportunity	Error! Bookmark not defined.
6. Fostering good relations	Error! Bookmark not defined.
7. Equality considerations in decision-making	Error! Bookmark not defined.
8. Equality objectives	Error! Bookmark not defined.
9. Monitoring arrangements	Error! Bookmark not defined.
10. Links with other policies	Error! Bookmark not defined.

Statement of Intent

We have carefully considered and analysed the impact of all school policies on equality and the possible implications for pupils, staff and others with protected characteristics. This policy reflects our commitment to meeting the requirements of the **Public Sector Equality Duty (PSED)** under the Equality Act 2010.

1. Aims

The school aims to meet its obligations under the Public Sector Equality Duty by having due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not

This applies to all pupils, staff, governors, parents, visitors and contractors.

2. Legislation and Guidance

This document meets the requirements under the following legislation:

- **Equality Act 2010**
- **Equality Act 2010 (Specific Duties) Regulations 2011**

Protected characteristics under the Equality Act include:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership (for staff)
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

This policy also reflects **DfE guidance: *The Equality Act 2010 and Schools***.

3. Roles and Responsibilities

The Governing Board will:

- Ensure equality information and objectives are published and communicated
- Review equality objectives at least every four years
- Monitor progress through reports and challenge senior leaders where necessary
- Ensure equality considerations inform strategic decision-making

Equality Link Governor: Mr Sean McClafferty

Will:

- Meet termly with the designated senior leader for equality
- Monitor compliance and impact
- Undertake relevant training
- Report findings to the governing board

Head of School (Designated Senior Leader for Equality)

Will:

- Promote awareness of equality objectives
- Ensure compliance with legislation
- Monitor progress and report to governors
- Oversee staff training and induction

All staff

Are expected to:

- Uphold this policy
- Actively promote equality
- Challenge discriminatory behaviour

4. Eliminating Discrimination

The school:

- Complies fully with the Equality Act 2010
- Embeds equality considerations across policies and procedures
- Provides equality training during induction and as required
- Records equality discussions and decisions in meeting minutes

Equality issues are monitored by the Head of School and Equality Link Governor and escalated where appropriate.

5. Advancing Equality of Opportunity

The school seeks to:

- Remove or minimise disadvantage related to protected characteristics
- Meet the specific needs of individuals and groups
- Encourage full participation in school life

This is achieved by:

- Publishing and analysing attainment and participation data
 - Monitoring incidents of bullying and discrimination
 - Making reasonable adjustments for pupils and staff with disabilities
 - Reviewing curriculum representation and access
-

6. Fostering Good Relations

The school promotes good relations by:

- Delivering a broad, inclusive curriculum
 - Using assemblies and enrichment activities to promote understanding
 - Working with the local community and external organisations
 - Proactively addressing prejudice-related incidents
-

7. Equality in Decision-Making

Equality impact is considered when making significant decisions, including:

- Educational visits
- Curriculum changes
- Staffing and recruitment
- Behaviour and sanctions

Consideration is given to accessibility, religious observance and gender equity.

8. Equality Objectives (2024–2028)

Objective 1: Workforce Diversity

Analyse recruitment data annually in relation to race, gender and disability to ensure that Forge Valley are pro-active in recruiting an appropriate and diverse workforce.

What we shall do:



- Evidence fair recruitment practices and action taken where imbalance is identified.
- Launch of e-teach resource for more active engagement with recruitment procedures.
- Ensure all staff and governors involved in recruitment receive equality and non-discrimination training.
- Implement and regularly review clear policies for preventing and responding to discrimination, bullying, and harassment.
- Provide ongoing training for staff on equality, diversity, and inclusive classroom practices.
- Ensure curriculum content reflects diversity, promotes understanding of different cultures and identities and challenges stereotypes and prejudiced attitudes, particularly focussing on pupils spiritual, moral, social and cultural development.

How we will update on the progress we are making:

- Staff and pupil surveys to assess perceptions of inclusion and safety.
- Annual reporting to governors summarising incidents, actions taken, and improvements.
- Monitoring training completion rates and evaluating impact through classroom observations

Objective 2: Disability and Reasonable Adjustments

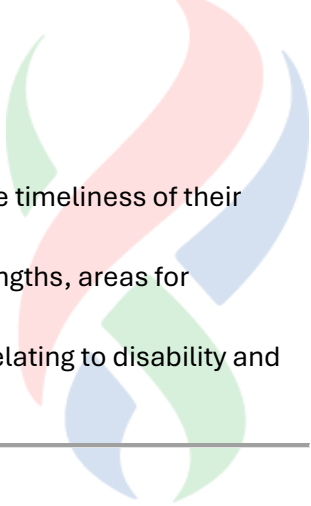
We are committed to meeting our duties under the Equality Act 2010 to ensure that staff, pupils, students, and visitors with disabilities are not placed at a substantial disadvantage in the workplace. We recognise that proactive and timely reasonable adjustments are essential in enabling all staff to perform their roles effectively, maintain their wellbeing, and feel valued within the school community.

What we will do:

- Establish a clear and accessible process for requesting, agreeing, and reviewing reasonable adjustments for staff with disabilities.
- Provide training for leaders and line managers to ensure they understand their responsibilities and are confident in implementing reasonable adjustments effectively and sensitively.
- Ensure adjustments are implemented promptly and reviewed regularly to reflect any changes in need or role.
- Work proactively with external agencies (e.g. occupational health, HR support) to identify appropriate and effective adjustments.
- Promote a culture where staff feel safe and supported in disclosing disabilities and requesting support without stigma.
- Continue to improve accessibility of the curriculum and the school for pupils, staff and visitors with disabilities, including access to specialist teaching areas
- Raise awareness amongst staff and peers of the barriers faced by people with disabilities. Create an environment where pupils with a disability can access learning resources, assessments and the wider school community alongside peers.

How we will update on the progress we are making:

- Conduct annual staff surveys, including specific questions on the effectiveness, timeliness, and impact of reasonable adjustments.

- 
- Monitor the number of staff with agreed reasonable adjustments and review the timeliness of their implementation.
 - Report anonymised findings and progress to the governing body, including strengths, areas for improvement, and actions taken.
 - Evaluate staff retention, absence, and wellbeing data to identify any patterns relating to disability and workplace support.
-

Objective 3: Narrow Gaps in Attainment and Opportunity

We recognise that some groups of pupils may experience barriers to achievement. Reducing disparities in attainment, progress, and participation ensures that every pupil has equitable access to learning and future opportunities.

What we will do:

- Track attainment, progress, attendance, and participation by key groups (e.g. disadvantaged pupils, SEND, gender, ethnicity) using our INOVA RAP methodology.
- Implement targeted interventions and support strategies to address identified gaps.
- Ensure equitable access to enrichment activities, leadership roles, and extracurricular opportunities.
- Engage parents and carers to support pupil progress and remove barriers to engagement.

How we will update on the progress we are making:

- Regular data reviews identifying trends and impact of interventions within RAP meetings.
 - Reports to governors highlighting progress against key benchmarks.
 - Published equality objectives updates on the school website.
 - Pupil voice activities to capture experiences of access and opportunity.
-

9. Monitoring and Review

- Equality data is reviewed annually by senior leaders
 - Progress against objectives is reported to governors
 - This policy is reviewed at least every four years
 - Approval is required from the Full Governing Board
-

10. Links with Other Policies

- Accessibility Plan
- SEND Policy
- Behaviour Policy
- Risk Assessment Policy

