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The Gilberd School

Equality Policy and Objectives

Introduction

All at The Gilberd School have equal opportunities and rights. We value a trusting, secure and happy environment where relationships will be built on mutual respect.

All members of the school community have a responsibility to promote equality of opportunity, experience and treatment. Our school community consists of a diverse range of people – employees, visitors, students and parents/carers. We need to celebrate our differences by understanding them and enjoying the diversity this brings. We seek for all of our community to practice mutual tolerance and feel valued within the school.

All students and adults within school are expected to challenge any inappropriate behaviour or comments as soon as possible (either directly with individuals or by reporting to staff).

1. Aims

The school aims to ensure that it complies with current equality legislation (Equality Act 2010). In summary:

- to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
- 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 by encouraging people from protected groups to participate fully.

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](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, students 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 governor will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed.
- Ensure they are 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 students.
- Monitor success in achieving the objectives and report back to governors.

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and students.
- Meet with the equality link governor every term to raise and discuss any issues.
- Support the headteacher in identifying 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

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September or on joining the school if that is after September.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

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.
- 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.

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

- Publish attainment data each academic year showing how students with different characteristics are performing.
- 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.

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, students will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues.
- Working with our local community to promote a sense of cohesion between students and local groups of people.
- Encouraging and implementing initiatives to deal with tensions between different groups of students within the school. For example, our school council has representatives from different year groups and is formed of students from a range of backgrounds. All students are encouraged to participate in the school's activities, such as sports clubs. We also work with parents/carers to promote knowledge and understanding of different cultures.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

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 students with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded as part of the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically as part of the completed risk assessment.

8. Monitoring arrangements

The school will update the equality information we publish, [described in sections 4 to 7 above], at least every year.

The school will actively seek feedback from students, staff, and parents/carers to monitor the effectiveness of our equality policies and objectives. Feedback will be collected through a range of methods, including anonymous surveys, focus groups, and school council discussions. This input will be used to identify areas for improvement and to inform future equality objectives. Regular reports will be shared with the governing body, ensuring transparency and ongoing development.

This document will be reviewed and approved by the governing body at least every 4 years.

9. Role of Students in Promoting Equality

Students are encouraged to play an active role in promoting equality and inclusion within the school. This may include participating in student-led equality groups, peer mentoring programmes, or becoming an Ambassador. These student leaders will work alongside staff to lead discussions and support their peers in creating a school environment that values diversity and fosters mutual respect. The school will provide opportunities for students to engage in leadership roles that promote understanding and challenge discrimination, both within the school and in the wider community.

10. Links with other policies

This document links to the following policies:

- Accessibility Policy and Plan
- SEND Policy
- Student Code of Conduct
- Educational Visits Policy

11. Key definitions

- **Discrimination:** Treating someone less favorably because of a protected characteristic.

- **Harassment:** Unwanted conduct related to a protected characteristic that violates someone's dignity or creates an intimidating, hostile, degrading, humiliating, or offensive environment.
- **Victimisation:** Treating someone badly because they have made or supported a complaint of discrimination or harassment. These terms align with the definitions found in the Equality Act 2010, and all members of our school community are expected to recognise and challenge these behaviours.

Equality Objectives

Priority	Intent	Impact
Diversity and Equality	Reduce the progress and attendance gap between students by careful analysis of data and intervention.	<ul style="list-style-type: none"> Progress gap will be closely monitored at each data drop via the extended leadership team. Key students will be highlighted for additional intervention via data drops. CPD will improve classroom practice so that quality first adaptive teaching discreetly targets and ensures good progress from target groups. LABS records will demonstrate clear interventions to support disadvantaged students. NEET figures will show minimal variance with non-SEND post 16 destinations.
	To give every student the best opportunity to access the highest quality education, best outcomes and opportunity for co-curricular development.	<ul style="list-style-type: none"> Progress gap will be closely monitored at each data drop via the extended leadership team. Attendance data for all students falls between 92-95%. Variance gap between PPG eligible and non-PPG eligible students will reduce. Commitment data will be in line with school averages. NEET figures will show reduced gap between PPG eligible and non-PPG eligible students. Admissions applied via clear over-subscription data.
	To create a contemporary and well-informed dialogue regarding equality and diversity within our staff and student community to underpin our curriculum, language and school culture.	<ul style="list-style-type: none"> School wide conversation and consultation regarding equality and diversity to ensure every person has the opportunity to feel they have a 'seat at the table'. Broad representation in steering group including support staff, teaching staff, senior staff and Governors. Research completed and evidenced to include external engagement with a variety of groups and organisations. CPD planned and disseminated at appropriate and timely points in the year.
	To build a diverse curriculum that is inclusive and inter-connected in order that students are given access to a range of ideas, texts and experiences in a way that prepares them for life in 21 st century Britain.	<ul style="list-style-type: none"> The curriculum exposes students to, and engages them in, a rich education that teaches students to understand and appreciate the diverse experiences and heritage within the UK as part of a global population. Diversity in terms of living and past history, celebrations and important role models will be embedded in our work and not limited to tokenistic events. National events of importance will be more diverse in the histories, cultures or religions they represent; students will see a higher profile than previously for what will be for some less familiar, but nonetheless important, aspects of Britain today.

Priority	Intent	Impact
	To explore and celebrate diversity with our students through an embedded programme of assemblies, outside agency, display and pastoral events.	<ul style="list-style-type: none"> • The school environment will reflect the achievements of our diverse community in a way that is instantly recognisable to all Gilbertdians. • The use of alumni from a diverse range of backgrounds to champion the success they had in school and to motivate and inspire others. • National events of importance will be more diverse in the histories, cultures or religions they represent; students will see a high profile for the important aspects of Britain today. • Opportunities for students, staff and parents/carers to be involved.
	To review appropriate policies to ensure they meet our expectations of a tolerant, respectful and educated community.	<ul style="list-style-type: none"> • Students feel they can be proud Gilbertdians without compromising other aspects of their personality and experience. • Progress data showing nominal variance. • Engagement and attendance data showing nominal variance. • NEET figure showing nominal variance. • Student voice providing qualitative feedback.