



Policy Document:	Equality Objectives
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Chair of Governors signature:

A handwritten signature in black ink, appearing to read 'G. Millington', with a large, stylized flourish at the end.

Equality Objectives Policy

1. Purpose and Scope

This policy sets out how the school:

- Meets its duties under the Equality Act 2010
- Promotes equality of opportunity
- Prevents discrimination
- Embeds inclusion across all aspects of school life

It reflects not only statutory responsibilities, but the lived experience of a diverse and relational school community, in which pupils, staff and families from a range of cultural, linguistic, social and educational backgrounds learn and grow together.

It applies to:

- Pupils
- Staff
- Governors
- Visitors and third parties

2. Statutory Duties

The school recognises its duties under:

- The Equality Act 2010
- The Equality Act 2010 (Specific Duties) Regulations 2011
- The Independent School Standards Regulations

In fulfilling the Public Sector Equality Duty, the school will have due regard to the need to:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

These duties are not understood as abstract legal requirements, but as practical responsibilities that shape daily school life, including:

- How pupils are supported in lessons
- How barriers to participation are identified and removed
- How relationships are built across difference
- How decisions are made about curriculum, trips, provision and support

3. Guiding Principles

3.1 Christian Ethos

The school's approach is grounded in its Christian ethos, which shapes both belief and practice:

- Every individual is of equal value and dignity
- Relationships are characterised by mutual love, respect and care

- Differences are not merely tolerated but recognised as part of a flourishing community

This ethos is expressed in everyday school life through:

- The language used by staff and pupils
- The way conflict is addressed and restored
- The intentional inclusion of all pupils in shared activities
- A culture in which pupils are known, valued and supported as individuals

3.2 Inclusion and Equity

The school recognises that:

- Equality is not achieved through identical treatment
- Pupils begin from different starting points
- Barriers to learning and participation may be visible or hidden

In practice, this means:

- Adapting teaching to meet a wide range of needs
- Providing additional support where required
- Ensuring that no pupil is excluded—formally or informally—from opportunities
- Taking proactive steps to ensure participation for all pupils in academic, social and extracurricular life

3.3 Safeguarding Integration

Equality and safeguarding are closely connected.

The school recognises that some pupils may be more vulnerable due to:

- Special educational needs or disabilities
- Language barriers
- Social or emotional needs
- Family or cultural context

In response, the school:

- Maintains a culture of vigilance and care
- Ensures that all pupils are listened to and taken seriously
- Identifies emerging needs early
- Works collaboratively with families and external agencies where appropriate

Equality considerations therefore inform safeguarding practice, pastoral care, and early intervention.

3.4 Whole-School Responsibility

Equality is not confined to a single policy or role. It is embedded across:

- Curriculum design and delivery
- Teaching and assessment practices
- Pastoral systems and relationships
- Admissions and recruitment processes
- Extra-curricular provision
- Daily interactions within the school community

All staff contribute to this through:

- High expectations for all pupils
- Awareness of individual needs and contexts
- Commitment to fairness and inclusion

4. Strategic Equality Objectives (2026–2029)

Objective 1: Pupil Inclusion and Belonging

To increase the proportion of pupils who feel known, valued and included within the school community.

In practice, this includes:

- Ensuring pupils from all backgrounds are represented and heard
- Supporting pupils who may feel marginalised or less confident
- Building strong peer relationships across year groups and backgrounds

Success indicators:

- Pupil voice and survey data
- Behaviour and wellbeing data
- Reduction in incidents related to exclusion or discrimination

Objective 2: Closing Gaps in Outcomes

To identify and reduce gaps in attainment, progress and participation between different groups of pupils.

In practice, this includes:

- Monitoring patterns in attainment and progress
- Responding where pupils or groups are underachieving
- Ensuring that support is timely, appropriate and effective

Success indicators:

- Assessment and progress data
- Participation in academic and enrichment opportunities

Objective 3: Accessibility and Inclusion

To improve access to the curriculum, physical environment and information for pupils with disabilities and additional needs.

In practice, this includes:

- Adapting teaching and resources
- Removing physical and environmental barriers where possible
- Ensuring information is accessible to pupils and families

Success indicators:

- Progress against the Accessibility Plan
- SEND and inclusion data
- Feedback from pupils and parents

Objective 4: Respect and Understanding

To promote understanding of diversity and actively challenge prejudice.

In practice, this includes:

- Teaching about different cultures, beliefs and perspectives
- Creating opportunities for pupils to engage with difference
- Addressing misconceptions and inappropriate language or behaviour

Success indicators:

- Curriculum audit
- Recorded incidents and responses
- Pupil voice

Objective 5: Equality of Opportunity in Enrichment

To ensure that all pupils can access clubs, trips and wider opportunities.

In practice, this includes:

- Identifying financial or practical barriers
- Supporting participation where needed
- Encouraging all pupils to engage in wider school life

Success indicators:

- Participation data across groups
- Increased engagement in extracurricular activities

Objective 6: Equality in Staffing

To promote fairness and inclusion in recruitment, retention and professional development.

In practice, this includes:

- Fair and transparent recruitment processes
- Equal access to training and development
- A culture in which staff feel valued and supported

Success indicators:

- Recruitment and staffing data
- Staff feedback
- Training participation

5. Implementation

5.1 Curriculum

The curriculum:

- Reflects a range of cultures, perspectives and experiences
- Encourages critical thinking, empathy and respect
- Supports pupils to understand both difference and common humanity

This is seen in:

- Literature studied
- Topics explored

- Discussions encouraged in lessons

5.2 Teaching and Learning

Teaching is:

- Adaptive and responsive to pupil need
- Informed by ongoing assessment
- Supported by strategies that enable all pupils to access learning

Teachers:

- Use a range of approaches to support understanding
- Work closely with SEND and EAL provision where required
- Maintain high expectations for all pupils

5.3 Pastoral Systems

Pastoral care is central to inclusion.

The school:

- Knows pupils as individuals
- Monitors wellbeing and relationships
- Responds quickly to concerns

This includes:

- Supporting transitions
- Addressing social or emotional needs
- Working in partnership with families

5.4 Accessibility

Accessibility is addressed through:

- Ongoing evaluation of the physical environment
- Adaptation of teaching and communication
- Continuous review of barriers to participation

5.5 Safeguarding

Safeguarding systems:

- Recognise that vulnerability can arise from inequality
- Ensure all pupils feel safe to speak and be heard
- Respond proportionately and effectively to concerns

5.6 Staffing and Recruitment

The school:

- Promotes fairness and transparency in recruitment
- Values diversity of experience and perspective
- Supports staff development and wellbeing

6. Roles and Responsibilities

Governing Body

- Provides strategic oversight
- Monitors compliance and effectiveness
- Ensures accountability

Head Teacher

- Leads implementation
- Promotes a culture of inclusion
- Reports to governors

Senior Leaders

- Embed equality within systems and practice
- Monitor data and outcomes

Staff

- Promote inclusive practice
- Build positive relationships
- Respond to individual needs

7. Monitoring and Review

The school will:

- Collect and analyse data on:
 - Attainment and progress
 - Participation
 - Behaviour and wellbeing
- Produce an annual equality report
- Review objectives every three years
- Use findings to inform school improvement

Monitoring is understood not only as data analysis, but as:

- Listening to pupil voice
- Observing school culture
- Reflecting on practice

8. Relationship to Other Policies

This policy should be read alongside:

- Safeguarding Policy
- SEND Policy
- EAL Policy
- Accessibility Plan
- Health and Safety Policy
- Safer Recruitment and Selection Policy

Together, these policies form a coherent framework for inclusion, safety and equality.

9. Publication

This policy and the school's equality objectives will be:

- Published on the school website
- Available to parents on request

Final Statement

This policy reflects a commitment not only to compliance, but to the daily lived reality of a school community in which each person is known, valued and enabled to flourish.