



**STRIVE - THRIVE - ACHIEVE**

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## Equality information and objectives policy

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<b>Approved by:</b>	Management Committee	<b>Date:</b> September 2025
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<b>Last reviewed on:</b>	September 2025
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<b>Next review due by:</b>	September 2026
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## 1. Aims

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Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination 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 it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Our school aims to promote respect for difference and diversity in accordance with our values, in line with the school's mission statement *STRIVE, THRIVE AND ACHIEVE*.

## 2. Legislation and guidance

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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](#).

## 3. Roles and responsibilities

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The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- 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 and SENCO

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff responsible for equality is the SENCO, Sarah McKinley.

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
  - Meet with Pastoral manager for ITAC meetings fortnightly to discuss individual cases and interventions
  - Meet with the Pastoral Manager every half term to raise and discuss any issues
  - Support the headteacher in identifying any staff training needs, and deliver training as necessary
  - Support the SLT and Management Committee to understand staff needs relating to wellbeing and protected characteristics and to assure school works to deliver its responsibilities to staff as well as pupils.
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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

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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 on the Training Record document. New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

The school has a designated member of staff for monitoring equality issues which is the SENCO who is also the Lead for Mental Health & Wellbeing in school. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## 5. Advancing equality of opportunity

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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 (e.g. pupils with disabilities, pupils with issues around identity and gender, race etc)
- Taking steps to meet the particular needs of people who have a particular characteristic) via an action plan
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school experiences)

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

- Collect Yr 11 attainment data each academic year showing how pupils with different characteristics have performed in the past academic year
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and report this information to SLT and the Management Committee
- Make evidence available to the Management Committee identifying improvements for specific groups (e.g. declines in incidents per category)

## 6. Fostering good relations

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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 and via the nurture group experience. 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, pupils will be introduced to literature from a range of cultures
  - Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils
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from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs and games clubs.

- We have can draw support people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach including:
  - York Race equality Network
  - York Travellers Trust
  - Kyra Women's project
  - York Women's Forum
  - GeneraTe
  - York Disability Rights Forum
  - York People First
  - Equality Advisory Service
  - York Mind
  - York Interfaith
  - One Voice
  - York LGBT Forum
  - MESMAC
  - YorOK
  - York Human rights
  - Health Assured

## 7. Equality considerations in decision-making

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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 pupils with disabilities
- Has equivalent facilities for boys and girls

## 8. Equality objectives

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### Objective 1

Undertake the recording and analysis of unacceptable/unwanted behaviours towards pupils with protected characteristics and the outcomes that result from our strategies and interventions.

Why we have chosen this objective:

- To provide data and information which can be used for reporting and to improve the school support systems
  - To provide data and information to report to the Management Committee. This will be known as the Equality Impact Assessment. It will show we have actively considered our equality duties and asked ourselves relevant questions. This will be recorded as part of the Day to day school system for reporting concerns re bullying and will be part of the half termly report to the management Committee.
  - To provide assurance that consideration is made for pupils with protected characteristics when planning for school trips. This will be completed at the same time as the risk assessment when planning trips and
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activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

To achieve this objective we plan to:

- Lead out to staff at staff meeting in summer 2024 including the objectives, intended outcomes and support systems
- make Governors aware of this process in summer 2024
- Re-train all staff September 2025 regarding types of unacceptable behaviours, recording procedures and actions to address behaviours.

Progress we are making towards this objective:

- Planned discussion at SLT meeting
- Liaison with Pastoral Manager re system to record and track concerns and interventions
- Arbor is capable of recording data
- Systems in place to monitor trends and identify patterns and develop plans to address them.

## **Objective 2**

Have in place a reasonable adjustment agreement for all staff with disabilities by July 2026, to meet their needs better and make sure that any disadvantages they experience are addressed.

Why we have chosen this objective:

- To ensure we are compliant with HR procedures

To achieve this objective we plan to:

- Liaise with HR

Progress we are making towards this objective:

- Meeting booked with HR, Business manager and SENCO

## **9. Monitoring arrangements**

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

This document will be reviewed by the management committee of the Danesgate Community at least every 4 years.

This document will be approved by The management Committee of the danesgate Community

## **10. Links with other policies**

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This document links to the following policies:

- Accessibility plan
  - Risk assessment
  - SEN policy
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