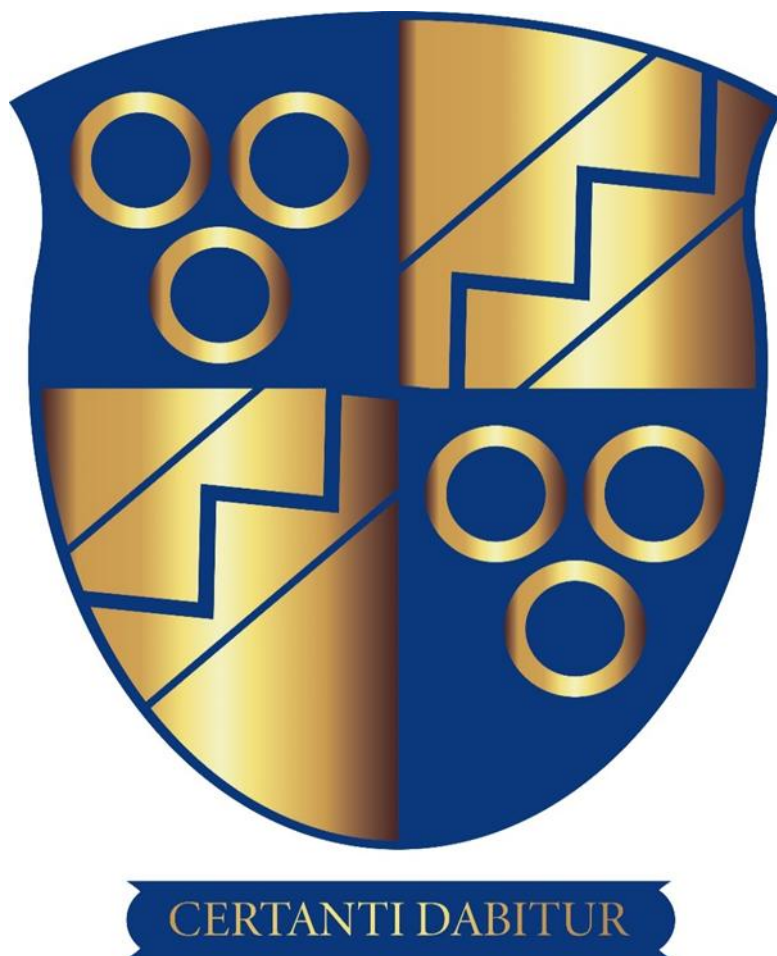


Equality information and objectives

The Oldershaw School



Approved by: Trust Board

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Policy Owner: Vice Principal for Inclusion

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1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation, and any 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 and positive attitudes across all characteristics – between people who share a protected characteristic and people who do not share it
- Observe good equalities practice in staff recruitment, retention, and development
- Reduce and remove inequalities and barriers that already exist

Furthermore, the school aims to encompass any other characteristics beyond those protected by law which have the potential to be used to discriminate against or devalue any individuals within the school community.

The school is further, fully committed to supporting and promoting article 2 of the United Nations Convention on the rights of the Child which states that all children should have equal opportunities.

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 trust 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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Executive Head Teacher
- Appoint an Equality Link Trustee

The Equality Link Trustee will:

- Meet with the designated member of staff for equality, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're 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 Executive Head will:

Promote knowledge and understanding of the equality objectives amongst staff, pupils parents and community.

Monitor success in achieving the objectives and report back to trustees

Senior Leadership Team will:

Support the Executive Head in promoting knowledge and understanding of the equality objectives amongst staff and pupils

Support the Executive Head 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 trustees 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 annually.

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 which are connected to a particular characteristic they have (e.g., pupils with disabilities, or trans pupils who are being subjected to transphobic bullying)

Taking steps to meet the particular needs of people who have a particular characteristic (e.g., enabling Muslim pupils to pray at prescribed times)

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 societies)

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

Publish attainment data each academic year showing how pupils with different characteristics are performing

Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.

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 acceptance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RSE (Relationships & Sex Education), RE (Religious Education), Citizenship and PSHE (Personal, Social, Health and Economic 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

Working with and involving our local community. This includes inviting leaders of local faith groups and diversity role models to speak at assemblies, and organising school trips and activities based around the local community

Removing barriers which deny people access to our school community

Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute

Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school

Promoting an environment which gives all pupils an equal chance to learn and live free of unlawful discrimination and prejudice, all staff to work and live free of unlawful discrimination and prejudice

7. Equality considerations in decision-making

Oldershaw School gives due regard to equality considerations whenever significant decisions are made, in line with the Public Sector Equality Duty.

When planning activities, policies or changes that may impact pupils or staff, the school actively considers the potential effect on individuals and groups who share protected characteristics. For example, when planning a school trip or activity, consideration is given to whether the activity:

- Is accessible to pupils with disabilities and additional needs
- Provides appropriate and equivalent facilities for pupils of all gender identities
- Conflicts with religious observance or key religious dates

To evidence this process, the school completes a written Equality Impact Assessment (EIA) when planning school trips and activities. This is completed alongside the risk assessment and demonstrates that equality implications have been identified, considered and addressed.

The Equality Impact Assessment is completed by the member of staff responsible for organising the activity and is stored electronically with the associated risk assessment to ensure transparency, accountability and consistency.

8. Equality objectives

At Oldershaw School, we are committed to upholding the values of equality, inclusion and respect for all members of our community. We recognise and value diversity and are committed to ensuring that all pupils, staff and visitors are treated with dignity and fairness.

We actively seek to create an environment that is free from unlawful discrimination, harassment and victimisation, and which promotes equality of opportunity across all protected characteristics as defined by the Equality Act 2010, including age, disability, gender reassignment, race, religion or belief, sex and sexual orientation.

While we have established strong inclusive practices, we recognise that equality is an ongoing responsibility. We therefore regularly review our policies, practices and outcomes to identify areas for further development and improvement. The equality objectives set out below reflect this commitment and focus on those protected characteristics and groups where analysis indicates continued attention and targeted action are required.

Objective 1: Ensure fair and equitable recruitment practices and pay arrangements

Objective:

Analyse recruitment data and trends in relation to race, disability and gender pay, and report findings to the Staffing and Pay Sub-Committee of the Governing Board by July.

Why we have chosen this objective:

To ensure recruitment practices are fair, transparent and actively promote equality of opportunity. By reviewing patterns in applications, appointments and workforce demographics, the school can identify emerging disparities, challenge potential bias and promote a workforce that reflects the school community. This supports compliance with the Public Sector Equality Duty and ensures informed decision making at governor level.

To achieve this objective, we plan to:

- Collect and analyse anonymised recruitment data from each stage of the recruitment process (applications, shortlisting, interview and appointment).
- Compare trends across protected characteristics, with a focus on race, disability and gender.
- Review the gender pay gap position annually and identify any structural or procedural factors influencing this.
- Incorporate identified actions into recruitment procedures, wider staffing strategy and staff training.

Progress we are making towards this objective:

- A consistent process for collecting recruitment and workforce demographic data has been established through HR systems.
- Recruitment documentation has been updated to ensure transparency and minimise potential bias, including anonymised shortlisting and revised interview templates.
- Equality considerations have been explicitly built into recruitment panels, including increased use of diverse shortlisting and interview panels where possible.

Objective 2: Reduce disparity in outcomes for pupils with SEND and those from disadvantaged or protected groups

Objective:

Analyse attainment, progress, attendance and behaviour data for pupils with SEND, those eligible for Pupil Premium, and pupils from protected groups, and implement targeted actions to reduce identified gaps by July.

Why we have chosen this objective:

Analysis shows that pupils with SEND and those facing disadvantage can experience barriers to achievement, attendance and inclusion. As an inclusive school, we are committed to identifying and addressing any disproportionate outcomes to ensure equality of opportunity and compliance with the Equality Act 2010.

To achieve this objective, we plan to:

- Analyse attainment, progress, attendance and behaviour data by protected characteristic and vulnerability group.

- Identify any disproportionate patterns in exclusions, suspensions or persistent absence.
- Use findings to inform SEND provision, targeted interventions and Quality First Teaching strategies.
- Report findings and actions to senior leaders and governors.

Progress we are making towards this objective:

- Termly SEND and vulnerable-group data reviews are embedded into the school QA cycle.
- Targeted interventions and adaptive teaching strategies are in place for identified pupils.
- Governors receive regular reports on outcomes and inclusion through committee structures.

Objective 3: Improve accessibility and inclusion for pupils with disabilities and additional needs

Objective:

Review and improve the physical, curricular and communication accessibility of the school environment for pupils with disabilities by July.

Why we have chosen this objective:

The Equality Act 2010 requires schools to anticipate and remove barriers for disabled pupils. Improving accessibility ensures pupils can fully participate in school life and supports our commitment to inclusive practice.

To achieve this objective, we plan to:

- Review the Accessibility Plan to ensure it remains current and responsive to pupil needs.
- Identify and address barriers in the physical environment, curriculum access and information sharing.
- Ensure reasonable adjustments are consistently implemented and reviewed.
- Seek pupil and parent voice to inform improvements.

Progress we are making towards this objective:

- Reasonable adjustments and access arrangements are routinely implemented and reviewed.
- SEND one-page profiles are shared with staff to support inclusive practice.
- Accessibility considerations are embedded into curriculum planning and resourcing.

Objective 4: Strengthen staff confidence and consistency in meeting equality and SEND duties

Objective:

Increase staff confidence and consistency in inclusive practice, equality awareness and SEND responsibilities through targeted CPD by July.

Why we have chosen this objective:

Staff understanding and confidence are key to ensuring equality duties are met in day-to-day practice. Consistent, informed approaches reduce unintentional discrimination and improve outcomes for pupils.

To achieve this objective, we plan to:

- Deliver CPD on equality, inclusion, SEND and reasonable adjustments.
- Provide clear guidance and expectations through policies, briefings and staff resources.
- Monitor impact through staff feedback, QA activities and pupil outcomes.

Progress we are making towards this objective:

- Regular SEND and inclusion training is delivered through INSET and briefings.

- Clear guidance is provided to staff through SEND profiles and whole-school frameworks.
- Staff feedback indicates improved confidence in supporting diverse needs.

9. Monitoring arrangements

The Executive Head will update the equality information we publish, described in sections 4-7 above at least every year. This document will be reviewed by the Executive Head at least every 4 years.

This document will be approved by the trust board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Menopause Policy