

EQUALITY INFORMATION & OBJECTIVES POLICY

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SLT Responsible	Headteacher
Signature of Chair	
Signature of Headteacher	

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1. Aims

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

- Eliminate discrimination, harassment, victimisation 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 a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
 - Age
 - Disability
 - Gender reassignment
 - Marriage or civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation

Our school aims to promote respect for difference and diversity in accordance with our vision and values:

Vision and Values

School Values 'Fearnhill Family':

- Strong Relationships: Prioritising a supportive and caring environment for students, staff, and the wider community.
- High Expectations: Setting ambitious goals for students while providing the necessary support to achieve them.
- High Quality Teaching: Ensuring that all students receive effective instruction and access to a broad and balanced curriculum.
- Nurturing Environment: Creating a safe and inclusive space where students feel valued, respected, and supported.
- Commitment to Excellence: Striving for the highest standards in all areas of school life, from academics to extracurricular activities.

Individual Values 'Fearnhill Student':

- Kind: Emphasising empathy, compassion, and positive interactions.
- Confident: Encouraging students to embrace challenges, be open to new experiences, and have faith in their abilities.

- Resilient: Promoting the ability to bounce back from setbacks and learn from mistakes.
- Self-Aware: Encouraging reflection on feelings, words, and actions to foster personal growth.

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](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

3. Roles and responsibilities

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/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 regularly 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 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
- Have "due regard" when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

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 the equality link governor to raise and discuss any issues at least annually
- Support the headteacher in identifying any staff training needs, and deliver training as necessary
- Support all staff to uphold our equality objectives. Review the school's policies and procedures, ensuring that these are all inclusive and reflect best practice.
- 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 following are suggestions only and will need to be adapted depending on your school's circumstances.

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 annually.

The school has a designated member of staff for monitoring equality issues (Cate Brown), 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 (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- 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 (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:

- Analyse attainment data each academic year showing how pupils with different characteristics are performing to determine strengths and areas for improvement, implementing actions in response

- Ensure that self-evaluation and monitoring processes will include gathering evidence to identify challenges and 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 PRE, 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
- Making pupils aware of our behaviour and anti-bullying policies
- 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
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- 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 from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

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 appropriate facilities for all students

8. Equality objectives

As a public authority, you must publish 1 or more equality objectives every 4 years.

As a school, we are required to publish equality information every year:

We must report on at least 1 equality objective once every 4 years – we've chosen June 30th to be our deadline for this

Objective 1

By July 2026, increase participation in school enrichment opportunities among all groups which reflect the diversity seen in our school community by 25%, through targeted promotion, removal of financial barriers, and the introduction of at least three new inclusive clubs or activities informed by student voice.

Why we have chosen this objective: At Fearnhill we want to improve student's cultural capital and to promote opportunities for all.

To achieve this objective, we plan to: Offer school trips and activities at a cost and timing that is accessible to all. The diversity lead will support Heads of Faculty/Department to review enrichment opportunities at a curriculum level and encourage staff to support such ventures. The diversity lead will support the School Council in identifying new inclusive activities. An annual diversity and inclusion calendar will be published and updated to support staff in celebrating our school, national and international community.

Objective 2

By July 2026, ensure that 100% of teaching and pastoral staff have completed training on identifying and challenging biased or discriminatory language, and embed a whole-school approach by introducing a shared language protocol and incorporating bias-challenging strategies into staff briefings, student assemblies, and tutor time once per half term.

Why we have chosen this objective: We want to ensure that all members of the school community feel included, safe and are treated with respect.

To achieve this objective, we plan to: Promote a diverse and inclusive range of career aspirations that match the needs and reflect the diversity of our community and the world. We will continue to promote our 'Respect Agenda', diversity in our teaching and learning and approach to curriculum.

Objective 3

By July 2026, establish a whole-school approach to equality by ensuring that every faculty/department includes an equality-related action in its annual improvement plan, all staff complete a termly reflection on inclusive practice and student leaders deliver at least three peer-led equality initiatives each academic year.

Why we have chosen this objective: To continue to monitor our practice, values and ethos across the school, ensuring that our approach to equality and diversity is embedded within our whole school approach.

To achieve this objective, we plan to: Develop an equalities charter with staff and students. Continue to promote student voice through the Student Council. Make equality everyone's business, ensuring it is explicit in school documents, plans and communications.

9. Monitoring arrangements

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

School-specific equality objectives will be reviewed by the head teacher at least every 4 years. Progress we are making towards the objectives will be reported on in the appendices and to governors regularly throughout the year.

This document will be reviewed by the governing body annually, to ensure continued compliance with the PSED (Public Sector Equality Duty).

This document will be approved by the governing body.

10. Links with other policies

This document links to the following policies:

[Accessibility plan](#)

[Anti Bullying \(students\)](#)

[Anti Bullying & Anti Harassment \(staff\)](#)

[Behaviour](#)

[Children Looked After](#)

[Educational Visits](#)

SEND information report (needs name and link changing on website)