



Heath Hayes Academy



Equality Information and Objectives Policy

November 2025

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Statement of Intent

Heath Hayes Academy recognises that certain groups in society have historically been disadvantaged because of unlawful discrimination they have faced due to their race, sex, disability, gender reassignment, marriage/civil partnership, religion/belief, sexual orientation or age.

This policy will put in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the school community and workforce.



1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Public Sector Equality Duty (PSED)
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)

1.2. This policy also has due regard for non-statutory guidance, including the following:

- DfE (2014) 'The Equality Act 2010 and schools'

1.3. The Equality Act 2010 provides a modern, single legal framework with three broad duties:

- Eliminate discrimination harassment and victimisation
- Advance equality of opportunity
- Foster good relations

1.4. For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'.

1.5. The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities.

1.6. Protected characteristics, under the Act, are as follows:

- Age
- Disability
- Race, colour, nationality or ethnicity
- Sex
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership

1.7. The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions.
- In the way it provides education for pupils.
- In the way it provides pupils access to any benefit, facility or service.



- By excluding a pupil or subjecting them to any other detriment.

1.8. The responsible body for the school is the proprietor.

1.9. The school's liability not to discriminate, harass or victimise does not end when a pupil has left the school, but will apply to subsequent actions connected to the previous relationship between school and pupil, such as the provision of references on former pupils or access to "old pupils" communications and activities.

1.10. The school will promote equality of opportunity for all staff and job applicants and will work in line with the Equal Opportunities and Dignity at Work Policy.

2. Principles and aims

2.1. We see all learners and potential learners, and their parents, as of equal value, regardless of any protected characteristic.

2.2. Our policies, procedures and activities will not discriminate but must nevertheless take account of differences in life-experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic.

2.3. The school will promote race equality and have due regard to eliminating unlawful racial discrimination, promoting equality of opportunity and good relations between people of different racial groups.

2.4. The school will promote disability equality, ensuring equality of opportunity, eliminating unlawful discrimination and disability-related harassment and encouraging participation by disabled people in public life.

2.5. The school will promote gender equality by eliminating unlawful discrimination and harassment, and promote the equality of opportunity between men and women, girls and boys.

2.6. Transgender people are explicitly covered by the PSED. For the purposes of this policy, the term 'transgender' refers to an individual whose gender expression or identity is different from that traditionally associated with the sex they were assigned at birth.



2.7. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within the community.

2.8. The school is opposed to all forms of prejudice and recognises that children and young people who experience any form of prejudice-related discrimination may fare less well in the education system.

2.9. The school will ensure that all staff comply with the appropriate equality legislation and regulations.

2.10. The school's Admissions Policy will not discriminate against any protected characteristic in any way.

2.11. The school will:

- Ensure staff are aware of their responsibilities, given necessary training and support, and report progress to the governing board.
- Ensure that the recording and reporting of equality and diversity is sufficiently scrutinised.
- Foster positive attitudes and relationships, a shared sense of cohesion and belonging, and ensure this is promoted in our policies, procedures and activities.
- Observe good equalities practice in staff recruitment, retention and development, and ensure that all policies and procedures benefit all employees and potential employees regardless of any protected characteristic, and with full respect for legal rights relating to pregnancy and maternity.
- Reduce and remove inequalities and barriers that already exist.
- Engage with a range of groups and individuals to ensure that those who are affected by a policy, procedure or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- Ensure that policies, procedures and activities benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in the public life of everyone, regardless of any protected characteristic.
- Ensure staff promote an inclusive and collaborative ethos in the school, challenging inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment, and showing appropriate support for pupils with additional needs, maintaining a good level of awareness of issues surrounding equality.

3. Roles and responsibilities

3.1 The governing board will:



- Ensure that the school complies with the appropriate equality legislation and regulations.
- Meet its obligations under the PSED to:
 - Publish equality objectives at least every four years commencing on the date of the last publication.
 - Update and publish information every year to demonstrate school compliance with the PSED.
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board.
- Proactively recruit high-quality applicants from under-represented groups.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

3.2. The headteacher will:

- Implement this policy and its procedures.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD.
- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.
- Produce an annual report on the progress of implementing the provisions of this policy and report it to the governing board.

3.3. Employees will:

- Be mindful of any incidents of harassment or bullying in the school.
- Address any minor issues of harassment or bullying and report any major breaches of the policy to the headteacher.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor pupils' progress and academic needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.

3.4. Pupils will:



- Not discriminate or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to the appropriate member of staff.
- Abide by all the school's equality and diversity policies, procedures and codes.

4. Equality Objectives

4.1. The school is committed to promoting the welfare and equality of all its staff, pupils and other members of the school community. To achieve this, the school has established the following objectives:

- To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
- To eliminate any discrimination, harassment and victimisation. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender-identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.
- To recognise and celebrate diversity within our community whilst promoting community cohesion.

4.2. The school will regularly review the steps being taken and the progress made towards the achievement of these objectives and, in line with the specific duties of the PSED, publish this information on the school website every year.

4.3. The school will update and publish its equality objectives at least every four years.

5. Collecting and using information

5.1. In accordance with the requirements outlined in the Data Protection Act 2018, personal data will be lawfully collected and processed in line with the principles and practices outlined in the Data Protection Policy and only for specified, explicit and legitimate purposes, e.g. to comply with the school's legal obligations.

5.2. The school will collect equality information for the purpose of:

- Identifying key issues, e.g. unlawful discrimination in teaching methods.



- Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
- Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.

5.3. The school will build an equality profile for staff to assist with identifying any issues within their recruitment regime. The school will obtain the following information from their staff:

- Recruitment and promotion
- Numbers of part-time and full-time staff
- Pay and remuneration
- Training
- Return to work of women on maternity leave
- Return to work of disabled employees following sick leave relating to their disabilities
- Appraisals
- Grievances (including about harassment)
- Disciplinary action (including for harassment)
- Dismissals and other reasons for leaving

5.4. The school will use the information they obtain to analyse any gaps present in their equality documents.

6. Publishing Information

6.1. The school will publish information to demonstrate its compliance with the Act.

6.2. The school will publish information relating to persons within the school community who share relevant protected characteristics.

6.3. The school will not provide this information if:

- The employee is employed under contract personally to do work.
- The employer does not have, and it is not reasonably practicable for the employer to obtain the data.

6.4. The school will publish findings in their annual report.



6.5. The school will update its equality objectives at least every four years and publish on the school website.

6.6. The school will publish information on the school website every year which will show the progress made towards the achievement of the equality objectives.

7. Promoting Equality

7.1. In order to meet our objectives, the school has identified the following priorities:

- To ensure that this policy is applied to all we do.
- To ensure that pupils and parents are fully involved in the provision made by the school.
- To ensure that within the school budget, adequate funding is provided to 3 underpin this policy and that intervention, positive and preventative action is funded where necessary.

7.2 The school will consult with stakeholders to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning.

7.3. Any reports of bullying and prejudice will be carefully monitored and dealt with accordingly.

7.4. Annual training will be given to all staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

8. Addressing prejudice-related incidents

8.1 The school is opposed to all forms of prejudice.

8.2 The school will ensure that pupils and staff are aware of the impact of prejudice.

8.3 The school will address any incidents immediately and, where appropriate, report them to the LA.

9. Complaints procedures

9.1. The school aims to resolve all complaints at the earliest possible stage and is dedicated to continuing to provide the highest quality of education possible throughout the procedure.



9.2. Any person, including a member of the public, is able to make a complaint about the provision of facilities or services that the school provides.

9.3. The school will adhere to the Complaints Policy - Academies to ensure a straightforward, impartial, non-adversarial process, that allows a full and fair investigation, respects confidentiality and delivers an effective response and appropriate redress.

9.4. If a complaint has completed the school's process and the complainant remains dissatisfied, they have the right to appeal, as outlined in the Complaints Policy - Academies.

9.5. The school works to develop good professional relationships between colleagues; however, we understand that sometimes conflicts may arise. Through maintaining open communication, we want our employees to feel able to raise any grievances so that appropriate and effective solutions can be put in place. Grievances raised by staff members will be processed in accordance with the school's Grievance Policy.

10. Curriculum

10.1. All pupils will be entitled to access a broad and balanced curriculum and to teaching and learning opportunities which meet their needs, including extra support where this has been identified as a statutory need.

10.2. When planning the curriculum, the school will take every opportunity to promote and advance equality.

10.3. When teaching the curriculum, the school will promote equality and will not subject individuals to discrimination.

10.4. The school will develop an appropriate curriculum for all pupils in all vulnerable groups.

10.5. The school will ensure lessons are designed for pupils to develop their knowledge of the world and the importance of equality.

11. Monitoring and review

11.1. The headteacher will review this policy annually, to ensure that all procedures are up-to-date.



11.2. The policy will be monitored and evaluated by the headteacher and governing board in the following ways:

- Individual attainment data
- Equality impact assessments
- Ofsted inspection judgements on equality and diversity
- Incident records related to harassment and bullying

11.3. Any changes made to this policy will be communicated to all members of staff.



Equality Objectives	Rationale	Actions to be taken	Annual review
O1 - To improve outcomes for all pupils, including key groups of pupils who are currently underachieving, focusing on SEND pupils and disadvantaged pupils.	Equity in Education: Every child deserves access to high-quality learning opportunities regardless of background, ability, or need. National and local data consistently show that pupils with SEND and those from disadvantaged backgrounds often face barriers that impact attainment and progress. Closing Gaps: Addressing underachievement in these groups is essential to reduce educational inequality and ensure all pupils reach their potential. Wholeschool Impact: Improving outcomes for these groups benefits the entire school community by fostering inclusion, raising overall standards, and promoting positive attitudes toward diversity. 48% of pupils are deemed to be disadvantaged or have SEND.	1. Use adaptive teaching strategies to meet individual needs within the classroom. 2. Regularly track progress of SEND and disadvantaged pupils through assessment data. 3. Hold termly pupil progress meetings to identify gaps and adjust provision. 4. Hold weekly SEND education provision meetings to closely monitor progress. 5. Provide staff training on inclusive pedagogy, adaptive teaching, and strategies for supporting disadvantaged learners. 6. Strengthen communication with parents/carers of SEND and disadvantaged pupils.	



		7. Offer workshops and resources to support learning at home.	
O2 - To ensure equity in awareness and the means to tackle all forms of prejudice-based bullying, so that all forms of bullying are viewed as equally unacceptable; including further raising awareness and tackling homophobic and transphobic bullying.	Inclusive Environment: A safe and respectful school culture is essential for pupils' wellbeing and learning. Prejudice-based bullying undermines equality and can have long-term negative effects on mental health and attainment. Equity in Response: All forms of bullying must be treated with equal seriousness to prevent marginalisation of specific groups and ensure fairness. Community Confidence: Demonstrating proactive measures reassures parents, carers, and pupils that the school values diversity and inclusion.	1. Ensure the SEWB Policy addresses all forms of prejudice-based bullying incidents. 2. Provide CPD on recognising, preventing, and responding to prejudice-based bullying. 3. Embed teaching about diversity, respect, and equality in Learning for Life PD. 4. Establish pupil-led initiatives to promote anti-bullying messages. 5. Conduct surveys to monitor pupils' experiences and perceptions of bullying. 6. Organise themed weeks (e.g., Anti-Bullying Week) to reinforce messages.	
O3 - In meeting our statutory duty to implement the Prevent Agenda, to ensure that: Staff are trained and the school has clear systems to tackle possible extremism and	Safeguarding Priority: Protecting pupils from radicalisation and extremism in an area which low cultural diversity, and high far-right extremist views.	1. Deliver annual Prevent Duty training for all staff and include it in new staff induction. 2. Update safeguarding policy	



radicalisation as part of our ongoing safeguarding procedures. Any stereotypes linked to extremism and radicalisation, such as associations with particular religions or ethnic groups, are fully challenged.	Equality and Inclusion: Misconceptions and stereotypes about extremism can lead to discrimination and marginalisation of certain groups. Challenging these ensures fairness and promotes community cohesion. Proactive Approach: Early identification and intervention reduce risks and help maintain a safe learning environment.	to include Prevent measures and ensure staff know reporting routes annually/when legislation changes. 3. Embed British Values and critical thinking in PSHE and L4L; use resources that avoid stereotypes. 4. Share Prevent information with parents and work with local safeguarding partners for support.	
O4 - To ensure that in developing new curriculum programmes of study within the curriculum pupils are given frequent opportunities to learn about different cultures and religions beyond their own experience, including the impact of racism.	Promoting Understanding: Exposure to diverse cultures and religions fosters respect, empathy, and global awareness. Preventing Discrimination: Teaching about racism and its impact helps pupils challenge prejudice and stereotypes. Curriculum Enrichment: A diverse curriculum enhances engagement and broadens pupils' perspectives.	1. Embed opportunities to explore different cultures, religions, and anti-racism themes across subjects. 2. Use inclusive, age-appropriate resources that reflect diversity and challenge stereotypes. 3. Include themed days or projects celebrating cultural diversity and equality.	-