# The Dormston School

## Equality Information and Objectives Policy

| Date | Review date | Leads | Nominated Governor |
|---|---|---|---|
| April 2026 | April 2027 | Headteacher<br>Assistant Headteacher for Inclusion<br>Business Manager | Emma Hindle |
| | | | Ratified:<br>Chairs Action |
| | | | Date: April 2026 |
| | | | Website: Yes |

**Key people relating to this policy:**

Headteacher

Assistant Headteacher of Inclusion

Business Manager

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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 school vision and 5 core values.

Our vision – The Dormston School aims to inspire confident, motivated students who have a passion for learning and are fully equipped to contribute to society.

To achieve the vision we aim to create a vibrant school which provides every student with the means to excel academically and develop into the best version of themselves.

We are an inclusive and academic school which prides itself on helping to develop the whole child. Working closely with parents and carers for the benefit of the children who attend our school is at the very core of our philosophy.

We are committed to ensuring every individual is valued and has equal access to opportunities and support. We celebrate the diversity of our school community, embrace differences in race, ethnicity, gender, disability, age, religion, and sexual orientation. We strive to provide a safe and nurturing environment, free from bullying, harassment, and prejudice. To achieve these objectives, we regularly review and update our policies and practices, ensuring they promote equality and diversity. We actively support and encourage all members of our school community to actively engage in promoting a culture of respect and understanding. We believe that by working together, embracing diversity, and fostering an inclusive ethos, every individual at The Dormston School can achieve their fullest potential and become confident, responsible citizens who contribute positively to society.

Our core values - We have five core values which underpin everything we do as a school:

Effort – We aim for the highest standards in everything we do. We support and encourage our students to be the best they can be. We recognise that continuous effort is the key to unlocking potential and we work alongside parents and carers to foster a climate of never giving up.

Knowledge – We expect all of our students to match and exceed progress made by students nationally. To help us achieve this we:

- Offer a curriculum that allows students to follow their interests as well as developing key skills that so every child leaves school able to move on to whatever they choose.
- Deliver lessons that are stimulating and challenging. Our teachers aim to ensure that all aspects of learning help students to make progress.
- Set aspirational targets for each student. We share these targets with students and parents/carers.
- Use rigorous methods of assessing students.
- Set work that promotes the highest levels of literacy and numeracy.
- Ensure that feedback allows students to understand what went well and how work can be improved.
- Rigorously track and monitor students and ensure we plan interventions to bring about improvements when necessary.

Respect – We encourage our students to show respect to each other, the staff, and the school environment and strive to ensure they have pride in themselves. We expect the highest standards of behaviour both in our classrooms and around the school site. We recognise, celebrate and reward good behaviour.

Responsibility – We expect our students to take responsibility for their own behaviour and learning to ensure they grow and develop as people as well as great learners. It is our aim to never allow any student to 'steal the learning' of others and we make it very clear to all, the standards we expect in every classroom. Good attendance ensures our students gain the best possible grades and our school target stands at 97%. Students are expected to come to school every day the school is open. Our students are also given the chance to take up positions of responsibility including our Student Council and Executive Student Leadership Team.

Resilience – At the Dormston School we will never give up trying to ensure our students receive the best education possible. We do not want any students or member of staff at Dormston School to believe they can't do something, or that something seems impossible, or that something can't be done, no matter how difficult it may be. When we keep on trying, absolutely anything in the world is possible!

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

- ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.

- advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
- eliminate any discrimination, harassment and victimisation.
- 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.
- ensure that this policy is applied to all we do.
- ensure that pupils and parents are fully involved in the provision made by the school.
- ensure that adequate funding is provided to underpin this policy and that intervention, positive and preventative action is funded where necessary.

## 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

## 3. Roles and responsibilities

The governing body 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 is Emma Hindle. She will:

- Meet with the headteacher and/or designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure she is familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing body regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- 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 (School Business Manager) will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor and headteacher every term to raise and discuss any issues
- Support the headteacher 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 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 headteacher and School Business Manager monitors equality issues, and ensures governors are made 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:

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

- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

## 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 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
- 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.

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

Our Equality objectives are:

### Objective 1

Provide positive non-stereotyping information about gender roles, family units and diverse groups.

To achieve this objective we plan to:

- Review our application forms to ensure they do not favour one type of family set up and include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information.
- Review the information on the school website.
- Include explicit teaching about different types of families and explicitly teach about gender roles and stereotyping in our Personal, Social, Health and Economic (PSHE) curriculum.
- Actively seek to be gender neutral with regards to home/school communication. This includes not making assumptions over primary contact numbers and actively seeking to engage parents/carers of different genders with the life of the school.

### Objective 2

Improve our knowledge and understanding of discriminatory behaviours within our school.

To achieve this objective we plan to:

- Log all discriminatory behaviour against any of the protected characteristics to enable us to monitor and identify any areas of concern where more education is needed for staff, students or families.
- Ensure that CPOMS has clear separate categories for discrimination against the nine protected characteristics.
- Teach students about the Equality Act 2010 and the protected characteristics through our Personal, Social, Health and Economic (PSHE) curriculum.

### Objective 3

Prepare students for life in a diverse society in which students are able to see their place in the local, regional, national and international community.

To achieve this objective we plan to:

- Ensure that visitors invited to speak to the students represent a diverse range of individuals.
- Provide students with the opportunity to experience wider life experiences away from the school in order for them to visualise their possible future life choices.

### Objective 4

Improve the experiences available to our students to ensure opportunities and access for all.

To achieve this objective we plan to:

- Ensure that all of our students, regardless of disability, gender, race, religion, gender reassignment, sexual orientation, pregnancy, or age have equal opportunities in

taking part in curricular and extra-curricular activities. We will collect information about those attending to evaluate representation and accessibility.

- Actively look at ways of tackling any barriers that prevent accessibility. We will regularly obtain the views of all students, particularly those with Education Health and Care Plans (EHCP) and physical disabilities, to ensure that we are meeting their needs and making any necessary adjustments.

## 9. Monitoring arrangements

The Governing Body together with the Headteacher will update the equality information we publish at least every year.

School-specific equality objectives will be reviewed by the Governing Body together with the headteacher at least every 4 years.

This document will be reviewed by the Headteacher annually, to ensure continued compliance with the PSED.

This document will be approved by the Governing Body.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN information report
- SEND policy