



# **Equality Information and Objectives Policy**

Date for review: September 2026

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## 1. Aims

Hillcrest School and Sixth Form Centre 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

## 2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty, 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](#).

This document also complies with our funding agreement and articles of association.

## 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 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 consider whether it may have particular implications for people with particular protected characteristics.

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.

#### **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 who 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 extracurricular activities).

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.

In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics. As a school, we will publish information to show:

- The make-up of our workforce, with breakdowns of staff at different grades, levels and rates of pay (including any patterns of occupational segregation and part-time work).

- Gender pay-gap reporting and other pay equality issues.
- The profile of staff at different stages of employment, including recruitment, training, promotion and leavers.
- Applications for flexible working and their outcomes for staff with different protected characteristics.
- Applications for learning and development opportunities and their outcomes for staff with different protected characteristics.
- Grievances, disciplinary issues, complaints of discrimination and other prohibited conduct.
- Policies and programmes in place to address equality concerns from staff.
- Information from staff surveys and/or trade unions.
- Records weighing the equality outcomes of important decisions, including evidence used to make decisions.

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. We will promote our core values daily: **Work Hard, Be Kind, Aim High**. This includes teaching in RE, character development, and personal, social, health, and economic (PSHE) education, as well as Life Skills, and 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, and in history, pupils will learn about our local history.
- Making pupils aware of our behaviour and anti-bullying policies.
- Holding assemblies dealing with relevant issues. Pupils will often be encouraged to take a lead in Head of Year assemblies, and we will also invite external speakers to contribute, where appropriate.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and visits around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school, should they arise. For example, our school parliament 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 enrichment programme, such as sports clubs.

## 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 we develop policy and make decisions, and we continue to review these on an ongoing 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

## **8. Equality objectives**

### **Objective 1:**

To narrow the gap in attainment across all key groups and ensure that all children achieve their potential.

To achieve this objective, we plan to:

- Monitor and track attainment throughout the year.
- Identify pupils who may need further support or intervention.

### **Objective 2:**

To demonstrate zero tolerance towards the use of discriminatory language by students, staff or visitors in school.

To achieve this objective, we plan to:

- All staff and pupils to be aware of appropriate language.
- All members of the school community should feel confident in identifying and reporting discriminatory language.
- Action taken by senior leaders for reports of discriminatory language.

### **Objective 3:**

To continually consider how well the school ensures equality of opportunities in a diverse society for all its students.

To achieve this objective, we plan to:

- Monitor and track the opportunities given to all pupils.
- Monitor and track which pupils attend opportunities such as extra-curricular and school trips.

## **9. Monitoring arrangements**

The school will update the equality information we publish at least every year.

This document will be viewed by the governing body at least every 4 years.

This document will be approved by the governing board.

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

This document links to the following policies:

- [Accessibility plan](#)
- [SEN information report](#)
- [SEND policy](#)