



Equality Objectives & Policy

Review Responsibility:	Headteacher
Frequency of Review:	3 years
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Approved By:	Board of Trustees
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Equalities Objectives

To be read in conjunction with the Borden's Equality Policy

Equality Objectives

Reviewed at least every 4 years

1. To continue to provide a supportive and inclusive community where all students and staff respect and celebrate their differences. This includes taking opportunities to educate, to celebrate differences, to encourage healthy masculinity and to eliminate homophobic, racist, sexist and other discriminatory language and behaviours in school.
2. To make progress in diminishing the differences for all groups of students in terms of achievement, sanctions, rewards and aspirations. Whilst true for all groups, this is particularly a priority at Borden for disadvantaged and SEN students and closely links the schools approach through an inclusion framework and panel, where all students are proactively provided with the support necessary for their need.
3. To further develop opportunities for all students beyond Borden to broaden horizons and develop cultural capital. This includes careers, events, trips, visits, fixtures, work experience and opportunities for student leadership.

Equality Policy

Equality Objectives	2
Part A - Student Focused	
Aims	4
Legislation & Guidance	5
Roles & Responsibilities	5
The Board of Trustees	5
The Headteacher	6
All Staff	6
Eliminating Discrimination	6
Equality Considerations	6
General	6
Curriculum	6
Teaching & Learning	7
Admissions	7
Exclusions	7
Fostering Good Relations	7
Educational Visits & Trips	8
Advancing Equality of Opportunity	8
Monitoring Information	8
Publishing Information About Students	8
Part B - Staff Focused	
Statement	9
Scope	10
Aims	11
Forms of Discrimination	11
Direct Discrimination:	12
Indirect Discrimination	12
Harassment	12
Victimisation	12
Arising from Disability	12
Failure to make Reasonable Adjustments	12
Recruitment & Selection	13
Recruitment of Applicants with a Criminal Record	14
Staff Training, Promotions & Conditions of Service	14
Grievances, Disciplinary Procedures, Dismissals & Redundancies	14
Considerations Relating to Disability	15
Fixed-Term Employees and Agency Workers	15
Part-Time Workers	15
Complaints of Discrimination, Victimisation & Harassment on the Protected Characteristics or Sexual	

Harassment	15
Monitoring Information	16
Monitoring Arrangements	16
Links with Other Policies	17

Part A - Student Focused

Aims

Borden Grammar 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 trust aims to promote respect for difference and diversity in accordance with our values, such as ethical leadership, accountability and service, kind and caring, aspiring and inspiring, and, integrity and resilience.

The achievement of students will be monitored and we will use this data to support students, raise standards and ensure inclusive teaching. We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which shows respect for all.

Legislation & 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 the [Department for Education \(DfE\) advice for schools on the Equality Act](#), 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.

Roles & Responsibilities

The Board of Trustees

The Board of Trustees will:

- Ensure that the equality information as set out in this statement is published and communicated throughout Borden Grammar School, including to the trust board, 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

The Headteacher will, for their school:

- Meet with the relevant staff members, to discuss any issues and how these are being addressed
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full board of trustees regarding any issues
- 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
- Identifying any staff training needs, and arranging training as necessary

All Staff

All staff and trustees across Borden Grammar School are expected to have regard to this document and to work to achieve the objectives.

Eliminating Discrimination

Borden Grammar 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.

Trustees and all staff are regularly reminded of their responsibilities under the Equality Act, for example during meetings.

New staff receive equality & diversity training as part of their induction, and all staff receive refresher training every 3 years.

Equality Considerations

General

Borden Grammar 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.

In all of our schools, we will always consider the impact of significant decisions on particular groups.

Curriculum

Borden Grammar School aims to help our young people learn in an ethos and atmosphere of dignity and fairness. We aim to provide all our students with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Ensure the curriculum is built on, and educates on, the principles of equality and justice
- Ensure equality of access for all students and prepare them for life in a diverse society
- Disabled children can take part in all aspects of the curriculum, including educational visits; extra curricular activities; PE and assemblies
- Extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues and students attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status

Teaching & Learning

- Use contextual data to improve the ways in which we provide support to individuals and groups of students
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all students when planning for future learning and setting challenging targets
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping
- Promote attitudes and values that will challenge discriminatory behaviour or prejudice
- Provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures
- Seek to involve all parents in supporting their child's education
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning and unconscious bias
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our students
- Promote positive attitudes and a cohesive inclusive ethos throughout assemblies, personal development and in tutor time activities

Admissions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. As a selective school, admissions are decided by ability and we refer parents to the admissions policy. We aim to be as inclusive as possible in our admissions process and welcome applications from disadvantaged pupils and those with special needs and disabilities; we refer parents to our policy covering Special Educational Needs and Disability (SEND).

Exclusions

Exclusions will always be based on the school's Behaviour and Suspensions & Permanent Exclusions Policies. Our exclusion criteria are applied consistently to every young person, irrespective of their protected characteristics. However, we will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Fostering Good Relations

The school will,

- Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display
- Promoting tolerance, friendship and understanding of a range of religions and cultures

through different aspects of the curriculum. This includes teaching in RE and Personal Development 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. This will also be promoted through the pastoral curriculum in form time.

- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities
- Support disabled students in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings
- Making pupils aware of our behaviour and anti-bullying policies
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within each school. For example, school councils have representatives from different year groups and are formed of pupils from a range of backgrounds. All pupils are encouraged to participate in their schools' activities, such as sports clubs. Schools also work with parents/carers to promote knowledge and understanding of different cultures

Educational Visits & Trips

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 all pupils irrespective of their gender

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

Advancing Equality of Opportunity

As set out in the DfE guidance on the Equality Act, Borden Grammar 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 specific 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)

Monitoring Information

To continuously monitor equality and diversity throughout the school, Borden Grammar School will:

- Collect and analyse evidence and data on children's achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement;
- Monitor the frequency and impact of incidents of bullying in relation to equality characteristics.
- Keep a regular record and report how these incidents are dealt with to the governing body;
- Review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour.
- Survey staff views and opinions on various matters, for example on well-being, workload

and opportunities.

- Consult and involve the different areas of the Borden community in reviewing and developing the equality plan

Publishing Information About Students

In fulfilling this aspect of the duty Borden Grammar School will:

- Publish attainment data for 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 pupils

Relevant information will be published on our school website.

Part B - Staff Focused

Statement

Borden Grammar School is committed to promoting and achieving equality, diversity and inclusion (sometimes referred to as EDI). This means:

- equality: providing equal opportunities and fairness for all employees, workers and job applicants, and eliminating unlawful discrimination;
- diversity: recognising, respecting and valuing the differences in our people's protected characteristics, backgrounds, skills and experience and encouraging gender diversity, age diversity, ethnic diversity, diverse physical ability and neurodiversity in our workforce;
- inclusion: ensuring a workplace culture that is fair and safe for all staff, that values our differences and enables each person to be themselves, achieve their potential and thrive at work.

We will not unlawfully discriminate against any employee, worker or job applicant because of any 'protected characteristic' recognised by current legislation, namely:

1. Age;
2. Disability;
3. gender reassignment;
4. marriage or civil partnership status;
5. pregnancy and maternity;
6. race (including colour, nationality and ethnic or national origin);
7. religion or belief;
8. sex; or
9. sexual orientation.

In addition, we will not treat any employee, worker or job applicant less favourably because:

- they are (or are not) a trade union member;
- they work part-time or on a fixed-term basis;
- of their socio-economic background; and/or
- they have caring responsibilities.

Scope

The policy statement above sets out our commitment to ensuring that all staff and job applicants have equal opportunities. The remainder of this document sets out our policy on equality, diversity and inclusion, in particular:

- what we regard as acceptable behaviour at work, and what is not acceptable;
- the rights and responsibilities of those to whom the policy applies;
- the procedure for dealing with concerns or complaints;
- how we will deal with any breach of this policy;
- how it will be implemented, monitored and reviewed.

This policy reflects our current practices and applies to every individual working for us irrespective of their status, level or grade. It therefore includes the Headteacher, trustees, teaching staff, support staff and all employees. This also applies to trainees, volunteers, casual and agency staff (collectively referred to as "staff" in this policy) who are advised to familiarise themselves with its content.

All staff are responsible for ensuring that there is no discrimination in the workplace, as outlined in the policy statement set out above, and for ensuring that this policy is applied on a day-to-day basis. We expect all staff to apply the principles of equal opportunities and non-discrimination in their

interactions with parents, carers, students, contractors, suppliers and visitors. We expect you to take personal responsibility for following, promoting and upholding this policy. In certain circumstances, an employee can be personally liable for discrimination against a fellow employee or a job applicant. This policy reflects changes to whistleblowing legislation, which includes disclosures relating to sexual harassment as protected disclosures, which came into effect on 6th April 2026. Employees who make such disclosures in good faith and in the public interest are protected under the statutory whistleblowing framework.

This policy should be read in conjunction with our separate Whistleblowing Policy and Bullying & Harassment Policy. This policy does not form part of any employee's terms and conditions of employment and is not intended to have contractual effect. It is provided for guidance to all members of staff at Borden Grammar School who are required to familiarise themselves and comply with its contents. We reserve the right to amend this policy at any time.

Aims

We aim to create a working environment in which all individuals are able to make best use of their skills, free from discrimination, harassment and victimisation, and in which all decisions are based on merit. We do not discriminate against staff on the basis of their sex, sexual orientation, marital or civil partnership status, pregnancy or maternity, gender reassignment, race (which includes colour, nationality, ethnic or national origin), religion or belief, disability or age (the protected characteristics). We will meet our statutory obligations under relevant legislation including the Equality Act 2010, which prohibits discrimination, harassment, sexual harassment and victimisation in employment. This policy conforms to the Equality Act 2010 and is monitored to ensure compliance with the requirements of the relevant legislation in force from time to time.

All staff must set an appropriate standard of behaviour, lead by example and ensure that those they manage adhere to this policy and promote our aims and objectives with regard to equal opportunities and diversity. Staff will be given appropriate training on equal opportunities awareness and equal opportunities for recruitment and selection best practice. We will not tolerate behaviour that goes against the terms, spirit and/or aims of this policy, and where an employee is alleged to have breached this policy, they will be subject to our disciplinary procedure. Disciplinary action will be taken against any employee who is found to have breached this policy. Serious breaches of this policy, acts of unlawful discrimination and serious incidents of harassment and bullying will be treated as gross misconduct. We will never victimise anyone who makes a legitimate complaint to us about harassment or discrimination, or anyone who supports a colleague in their complaint. However, unwarranted allegations that are not made in good faith may be considered as a disciplinary matter.

Any questions about the content or application of this policy should be referred to the HR department in the first instance.

This policy applies to all aspects of our relationship with staff and to relations between staff members at all levels. This includes:

- job advertisements;
- recruitment and selection;
- training and development;
- opportunities for promotion;
- conditions of service;
- pay and benefits;
- conduct at work;
- capability, disciplinary and grievance procedures; and
- termination of employment.

We will take appropriate steps to accommodate the requirements of different religions, cultures, and domestic responsibilities.

Forms of Discrimination

Discrimination by or against a member of staff is generally prohibited unless there is a specific legal exemption. We do not tolerate any form of discrimination. Discrimination may be direct or indirect or fall within other prohibited conduct, and it may occur intentionally or unintentionally. Discrimination may take the form of the following.

Direct Discrimination:

Direct Discrimination occurs when someone is treated less favourably because of one or more of the protected characteristics set out above. For example, rejecting an applicant on the grounds of their sex or race because they would not “fit in” would be direct discrimination. It also includes:

- Direct discrimination by association - treating someone less favourably because they are associated with someone who has a protected characteristic, e.g. because they have a disabled child; and
- Direct discrimination by perception - treating someone less favourably because they are perceived to have a protected characteristic, even if they do not, e.g. because the person thinks they have the protected characteristic of gender reassignment or sexual orientation.

Indirect Discrimination

Indirect discrimination occurs when someone is disadvantaged by an unjustified provision, criterion or practice that also puts other people with the same protected characteristic at a particular disadvantage. For example, a requirement to work full time puts women at a particular disadvantage because they generally have greater childcare commitments than men.

Such a requirement will be discriminatory unless it can be objectively justified. It also covers people who do not hold the protected characteristic but who suffer substantively the same disadvantage due to the “provision, criterion or practice” as those with that protected characteristic.

Harassment

Harassment related to the protected characteristics of age, disability, gender reassignment, race (including colour, nationality and ethnic or national origin), religion or belief, sex and sexual orientation is prohibited. In addition, sexual harassment is also prohibited. Harassment is unwanted conduct that has the purpose or effect of violating someone’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. It may also occur where someone harasses the victim, the victim either rejects or submits to the harassment and, because of that rejection or submission, that person then treats the victim less favourably. It can take place:

- in any work situation;
- during any situation related to work such as at a social event with colleagues, work trips, school visits etc;
- against a colleague or other person connected to the employer outside of a work situation, including on social media; or
- against anyone outside of a work situation where the incident is relevant to their suitability to carry out the role

Harassment is dealt with further in our Bullying & Harassment Policy.

Victimisation

Victimisation is also prohibited. This is less favourable treatment of someone who has complained or given information about discrimination or harassment or supported someone else’s complaint.

Arising from Disability

Discrimination arising from disability - this is unfavourable treatment of the disabled person because of

something arising in consequence of their disability. Such treatment is unlawful unless it can be objectively justified;

Failure to make Reasonable Adjustments

Failure to make reasonable adjustments - this applies in the context of disability only and an employer has a legal obligation to make reasonable adjustments to minimum certain disadvantages suffered by a disabled employee or job applicant.

Recruitment & Selection

We aim to ensure that no job applicant suffers discrimination because of any of the protected characteristics as mentioned above. Our recruitment procedures are reviewed regularly to ensure that individuals are treated on the basis of their relevant merits and abilities. Job selection criteria are regularly reviewed to ensure that they are relevant to the job and are not disproportionate.

Job advertisements will avoid using wording that may discourage particular groups from applying. A short policy statement on equal opportunities and a copy of this policy shall be sent on request to those who enquire about vacancies.

We will take steps to ensure that our vacancies are advertised to a diverse labour market and, where relevant, to particular groups that have been identified as disadvantaged or underrepresented in Borden Grammar School.

We will apply the following criteria:

- selection tests should be specifically related to job requirements and should measure the person's actual or inherent ability to do or train for the work;
- selection tests will be reviewed regularly to ensure they remain relevant and free from any unjustifiable bias, either in content or in scoring mechanism;
- all applications will be processed in the same way and the same questions asked at interview;
- we will keep written records of interviews and reasons for appointment and non-appointment, in accordance with our GDPR & UK Data Protection Policy;
- we will ensure that questions at interview relate to the requirements of the job; and
- decisions regarding the method of recruitment or selection or who is recruited or selected should only be made by at least one person who has read and understood this policy and undergone relevant training.

Applicants will not be asked about health or disability before a job offer is made. There are limited exceptions which we may use, for example:

- questions necessary to establish if an applicant can perform an intrinsic part of the job (subject to any reasonable adjustments);
- questions to establish if an applicant is fit to attend an assessment or any reasonable adjustments that may be needed at interview or assessment;
- positive action to recruit disabled persons; and
- equal opportunities monitoring (which will not form part of the decision-making process).

Applicants will not be asked about past or current pregnancy or future intentions related to pregnancy. Applicants will not be asked about matters concerning age, race, religion or belief, sexual orientation, or gender reassignment without first considering whether such matters are relevant and may lawfully be taken into account.

We are required by law to ensure that all members of staff are entitled to work in the UK. Assumptions about immigration status will not be made based on appearance or apparent nationality. All prospective members of staff, regardless of nationality, must be able to produce the requisite original documents or satisfy the necessary online checks, before employment starts, to satisfy current immigration legislation. A list of acceptable documents is available from the Human Resources Assistant.

To ensure that this policy is operating effectively, and to identify groups that may be underrepresented or disadvantaged in Borden Grammar School, we will monitor applicants' ethnicity, gender identity, disability, religion or belief and age as part of the recruitment procedure. Provision of this information is voluntary, and it will not adversely affect an individual's chances of recruitment, or any other decision related to their employment. The information will be removed from applications before shortlisting and kept in an anonymised format solely for the purposes stated in this policy. Analysing this data helps us to take appropriate steps to avoid discrimination and improve equality, diversity and inclusion.

Recruitment of Applicants with a Criminal Record

Borden Grammar School is an organisation that uses the Disclosure and Barring Service (DBS) to assess candidates' suitability for positions of trust working in an environment with children or vulnerable adults. We fully comply with the DBS Code of Practice and endeavour to treat all candidates fairly. We endeavour not to discriminate unlawfully against any candidate who is required to provide information (a check) through this process. Having a criminal record will not necessarily prevent a candidate from working within Borden Grammar School. Whether or not it does will depend on the nature of the position and the circumstances and background of the offence(s).

Our policy on the recruitment of those with a criminal record will be made available upon request to candidates. We will ensure that it makes any candidate who is subject to a check aware of the DBS Code of Practice and will provide a copy of the code on request.

As a DBS check is part of our recruitment process, we request all candidates invited to interview to complete a self-disclosure form and include details of any criminal convictions or conditional cautions (*except cautions and convictions which are "protected" (as defined in the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2013 and 2020)*) prior to interview. This information is then sent to a designated person within Borden Grammar School, who may vary depending on the nature of the post being recruited, and we guarantee that only those who need to see this information as part of the recruitment process will see it.

We will ensure that it discusses with the candidate the relevance of any offence to the job in question. A candidate's failure to reveal information directly relevant to the job may result in an offer of employment being withdrawn.

Staff Training, Promotions & Conditions of Service

Staff training needs will be identified through informal and formal staff appraisals.

All staff will be given appropriate access to training to enable them to progress within Borden Grammar School and all promotion decisions will be on the basis of merit.

The composition and movement of staff at different levels will be reviewed from time to time to ensure equality of opportunity at all levels within the school.

Where appropriate, we will take steps to identify and remove unnecessary or unjustifiable barriers and provide appropriate facilities and conditions of service to meet the special needs of disadvantaged or under-represented groups.

The conditions of service, benefits and facilities that we provide will be reviewed from time to time to ensure that they are available to all staff who should have access to them and that there are no unlawful obstacles to accessing them.

Grievances, Disciplinary Procedures, Dismissals & Redundancies

Workers who, in good faith, bring a grievance (or assist another to do so) either under this policy or otherwise in relation to an equality or equal opportunities matter will not be disciplined, dismissed or otherwise suffer any adverse treatment for having done so.

No member of a particular group of workers will be disciplined or dismissed for performance or behaviour which would be overlooked or condoned in another group, unless there is genuine and lawful justification for different treatment.

We will ensure that redundancy criteria and procedures are fair and objective and are not directly or indirectly discriminatory. The provision of any voluntary redundancy benefits will be equally available to all employees unless there is a genuine and lawful justification for doing otherwise.

We will also ensure that absence, capability and disciplinary procedures and penalties are applied without discrimination and are carried out fairly and uniformly for all staff, whether they result in formal warnings, dismissal or other action.

Considerations Relating to Disability

If a member of staff is disabled or becomes disabled, in the course of their employment with Borden Grammar School, they are encouraged to tell us about their condition. This is to enable us to support the members of staff appropriately.

If a member of staff experiences difficulties at work because of their disability, they may wish to contact their Line Manager and/or Human Resources Assistant to discuss any reasonable adjustments to their working conditions or duties which they consider to be reasonable and necessary, or which would assist in the performance of their duties.

The Line Manager and/or Human Resources Assistant may wish to consult with the member of staff and their medical adviser(s) about possible adjustments. Careful consideration will be given to any such proposals, and they will be accommodated where reasonable, practicable and proportionate in all the circumstances of the case.

Nevertheless, there may be circumstances where it would not be reasonable for us to accommodate a particular adjustment and in such circumstances, it will ensure that it provides the member of staff with its reasons and will try to find an alternative solution where possible.

We will monitor the physical features of its premises to consider whether they place disabled staff, job applicants or service users at a substantial disadvantage compared to other staff. Where reasonably practicable and proportionate, we will take steps to improve access for disabled staff and service users.

Fixed-Term Employees and Agency Workers

We will monitor our use of fixed-term employees and agency workers, and their conditions of service to ensure they are being offered appropriate access to benefits, training, promotion and permanent employment opportunities. We will also, where relevant, monitor their progress to ensure that they are accessing permanent vacancies.

Part-Time Workers

We will monitor the conditions of service of part-time employees and their progression to ensure that they are being offered appropriate access to benefits and training and promotion opportunities. We will also ensure that requests to alter working hours are dealt with appropriately under our Flexible Working Policy.

Complaints of Discrimination, Victimization & Harassment on the Protected Characteristics or Sexual Harassment

We will treat all complaints of discrimination, sexual harassment, harassment or victimisation related or connected to any of the protected characteristics made by its staff, students or third parties seriously and will take action where appropriate.

If you believe you have been unfairly treated in breach of this policy, you should follow our Grievance Procedure, which is available from the shared area in the AllStaff Google Drive or available upon request from the HR department.

If you believe you may have been harassed, bullied or victimised, please refer to our Bullying & Harassment Policy which sets out the procedure you should follow.

Complaints of this nature will be dealt with seriously, in confidence and as soon as possible and will be investigated in accordance with the relevant procedure. The member of staff will be given the opportunity to respond to the allegation and provide an explanation for their actions.

Staff who make such allegations in good faith will not be victimised or treated less favourably as a result. If we conclude that the allegations have been made maliciously or in bad faith, we will deal with the matter in accordance with our Disciplinary Policy & Procedure. Any member of staff who is found to have committed an act of discrimination, harassment, bullying or victimisation will be subject to disciplinary action. Such behaviour may constitute gross misconduct and, as such, may result in summary dismissal. We take a strict approach to serious breaches of this policy.

Disclosures relating to sexual harassment, made on or after 6th April 2026 may amount to a protected disclosure.

Sexual harassment is something separate to sex (i.e. female or male) harassment. Sexual harassment occurs when someone is subjected to unwanted conduct of a sexual nature or when a person is treated less favourably because they have accepted or rejected unwanted conduct of a sexual nature. The conduct need not be sexually motivated; it only needs to be sexual in nature.

If a worker reasonably believes that sexual harassment has occurred, is occurring, or is likely to occur, and report this in the public interest, they can benefit from whistleblowing protections, even if the concern is not yet substantiated at the time it is raised.

Please refer to both our Bullying & Harassment Policy and Whistleblowing Policy for more information.

Monitoring Information

We undertake equal opportunities monitoring as part of our recruitment processes. Further information is contained in our Safer Recruitment Policy and application form

We may record and analyse information about equal opportunities within the workplace, and when you join us, you give us consent to gather and process this data about you. We use the information to make sure this policy works properly and to refine it. We may also use the information to review the composition of our workforce and to promote workplace equality. All data will be stored and processed in line with our GDPR UK & Data Protection Policy and Privacy Notice.

The HR department in liaison with the Leadership Group will monitor the outcomes of any complaints raised under this policy to note any patterns of behaviour and to assess the quality of investigations. We will use the information gathered to focus training, development and awareness needs appropriately.

Monitoring Arrangements

The Headteacher will update the equality information we publish, described in the 'Publishing Information about Students' section, at least every year.

This document will be reviewed by the Board of Trustees annually to ensure compliance with the PSED.

School-specific equality objectives will be reviewed by the Headteacher at least every 4 years. This document will be approved by the Board of Trustees.

This policy will be reviewed and approved by the Board of Trustees every 3 years.

Links with Other Policies

This document links to the following policies:

- Accessibility Plan
- Admissions Policy
- Anti-Bullying Policy
- Attendance Policy
- Behaviour Policy
- Bullying & Harassment Policy
- Complaints Procedure
- Curriculum Policy
- Disciplinary Policy & Procedure
- Educational Visits Policy
- Equality Information Report
- Grievance Policy
- Managing Absence & Ill Health Policy
- Online Safety Policy
- Pupil Premium Plan
- SEND Information Report
- Staff Code of Conduct
- Supporting Students with Medical Conditions Policy
- Suspensions & Permanent Exclusions Policy
- Whistleblowing Policy