

Testwood School

Equality Policy

Key Responsibility area:	DM
Last Review:	May 2025
Next Review:	May 2027

Revision History

Version	Date	Amendments	Initials
2.0	07.07.21	Statistics updated Objectives updated	JB
2.1	01.10.21	Review date changed from annually to bi-annually	JB
2.2	05.05.23	Revised dates and data updated	JP
2.3	08.05.25	Revised dates and data updated	DM

*Appendices follow on from policy

Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all students and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our students, staff, trustees and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

For staff and prospective staff, this policy should be read in conjunction with the school's Employment Equality Policy.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, race, gender (including issues of transgender), maternity and pregnancy, religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

School Context

- a) See Appendix C (*Analysed School Performance information*)

Principles

To fulfil our legal obligations, we are guided by a number of principles.

1. All Students, families and staff are of equal value

We see all students, potential students, their parents and carers, and staff as of equal value:

- a) Whether or not they are disabled
- b) Whatever their ethnicity, culture, national origin or national status
- c) Whatever their gender and gender identity
- d) Whatever their religious and non-religious affiliation or faith background
- e) Whatever their sexual orientation
- f) Whatever their marital status
- g) Whether they are currently pregnant or have recently given birth
- h) Whatever their age

2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same.

We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or students may face in relation to their protected characteristics:

- a) Disability – we understand that reasonable adjustments may need to be made
- b) Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- c) Religion and belief – we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with
- d) Ethnicity and race – we appreciate that all have different experiences as a result of our ethnic and racial backgrounds
- e) Age – we value the diversity in age of staff, parents and carers
- f) Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- g) Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- h) Pregnancy and maternity – we believe that our staff, parents and carers or students should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- a) positive attitudes and interaction between groups and communities different from each other

- b) an absence of harassment, victimisation and discrimination in relation to any protected characteristics

4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

5. We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including students who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting students, we will take account of views expressed at School Council; for parents/carers, through parent trustee representation and for staff, through staff trustee representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

We maintain and publish information bi-annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement. This Appendix will be reviewed bi-annually.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives bi-annually based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities.

We will set ourselves new objectives every four years, but keep them under review and report bi-annually on progress towards achieving them.

Application of the principles within this policy statement:

The principles outlined in the policy statement will be applied and reflected in:

- a) The delivery of the school curriculum
- b) The teaching and learning within the school
- c) Our practice in relation to student progress, attainment and achievement
- d) Our teaching styles and strategies
- e) Our policies and practice in relation to admissions and attendance
- f) Our policies and practice in relation to staff
- g) Our care, guidance and support to students, their families and staff
- h) Our policies and practice in relation to student behaviour, discipline and exclusions
- i) Our partnership working with parents and carers
- j) Our contact with the wider school community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and students are recorded and dealt with appropriately.

Roles and responsibilities

The Board of Trustees are responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The Headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- a) promote an inclusive and collaborative ethos in their practice
- b) deal with any prejudice-related incidents that may occur
- c) plan and deliver curricula and lessons
- d) support students in their class who have additional needs

Equalities Information**Appendix A**

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, students, parents/carers and others in the following ways:

- a) insert the types of activities you have undertaken, such as:
- b) focus groups
- c) parent questionnaires
- d) involvement of the student council
- e) staff survey
- f) contact with parents/carers representing students with particular protected characteristics
- g) contact with the local community and disability organisations

Student-related data

This section should not be overly burdensome and the school should be able to access a large amount of data from Analysed School Performance online, already broken down by a number of protected characteristics (The DfE advise in their guidance that the SEN characteristic can be used as a rough proxy for disability but care needs to be taken with this approach). You may also want to include comparative analysis with national and local data. Depending on the circumstances of your school, you may also want to publish relevant additional data (e.g. in relation to forces children, Free School meals, students for whom English is an additional language etc.)

	NO R	PP%	Boys	Girls	WB RI	O O T H	M O T H	W O T H	BA FR	W R O M	A P K N	WI RI	M W A S	M W B C
Year 7	143	42 (29.4%)	61 (42.6%)	82 (57.4%)	124	5	0	4	1	1	0	1	2	0
Year 8	192	54 (28.1%)	88 (45.8%)	104 (54.2%)	171	3	3	4	3	0	0	0	1	0
Year 9	168	49 (29.2%)	74 (44%)	95 (56%)	143	0	5	2	5	1	1	1	1	0
Year 10	166	51 (30.7%)	82 (49.4%)	84 (50.6%)	149	0	1	1	3	0	0	1	2	2
Year 11	176	53 (30.1%)	94 (53.4%)	82 (46.6%)	161	1	0	3	5	0	0	0	1	0

As at July 2025

Quantitative data you may wish to consider in this area includes:

- a) attainment levels
- b) student progress
- c) attendance levels
- d) exclusions, sanctions and rewards
- e) rates of bullying/harassment/behaviour related incidents
- f) take up rates of extra-curricular activities/after school clubs etc
- g) participation in the student council
- h) choice of option subjects
- i) results of parental satisfaction surveys and complaints monitoring

Information	Evidence and commentary
Achievement by gender 2024-2025	A8 boys: 41.11 A8 girls: 44.98 P8 boys: -0.08 P8 girls: -0.12 EM5+ boys: 38% EM5+ girls: 35%
Achievement by ethnic group 2024-2025	A8 White British (152 students): 42.65 A8 Gypsy/Roma (0 student): 0 A8 White and Asian (1 student): 51.0 A8 Any other White background (1 student): 45.0 A8 Any other Ethnic groups (0 student) 0 A8 White and Asian (1 student) 27.5 P8 White British (154 students): -0.02 P8 Gypsy/Roma (0 student): -0 P8 White and Asian (1 student): -1.0 P8 Any other White background (1 student): 0.04 P8 Any other Ethnic group (0 student) 0
Attendance by gender 2024-2025	<i>3.75% of girls have 100% attendance</i> <i>1.08% of boys have 100% attendance</i>

Staff and Trustee data

Information	Evidence and commentary
Gender of workforce as at July 2025	70% of our workforce are female and 30% are male We have less men within our employment than the average of the total School workforce.
Race distribution of workforce as at July 2025	99.970% of our workforce are White/British and 0.03% are either White European or other White or mixed background.
Attendance at external training by gender in 2024-2025	The school does not collect data regarding gender attending external CPD.
Leavers by gender in 2024-2025	30 staff left the school in the last year. 5 were male (17%) and 25 were female (83%). This is within norms and understandable given the gender representation in the workforce.
Sexual orientation	The school does not collect data regarding sexual orientation of staff and currently has no mechanism to engage with this group.
Trustee representation as at July 2025	4 (36%) Male, 7 (64%) Female – Total 11 (100%) British We have proportionately more men than women on the Board of Trustees

As at July 2025

The school has published various policies on the school's internet site www.testwoodschool.co.uk. These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality information on a bi-annual basis.

Equality Objectives

Appendix B

We recognise that the public sector equality duty has three aims, to:

- a) eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- b) advance equality of opportunity between people who share a protected characteristic and those who do not
- c) foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, students, parents/carers and others in the following ways:

- a) parent questionnaires
- b) involvement of the school council
- c) staff survey
- d) contact with the local community (Royal British Legion, St Winfrid's, Youth & Families Matter)

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

Objective 1: To review and refresh our SMSC and PSHE provision for all year groups to ensure Equality and Diversity is a clear priority. This includes additional training for staff delivering the material and monitoring student engagement and learning outcomes.

Objective 2: To focus on improving the attendance, behaviour and academic outcomes of minority and disadvantaged students.

NB The legislation only requires one objective to be set and this should be student related

NOTE The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality objectives at intervals of no more than four years but Schools should publish detail on progress towards these objectives on a bi-annual basis and publish this detail on the school's internet site.