



# Perschore High School

## Equality information and objectives Policy

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## 1. Aims

Persnore High School aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination 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 it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

## 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

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with Equalities Information and Objectives Statement agreed by the Board of Trustees of Avonreach Academy Trust of which Persnore High School is a member.

## 3. Roles and responsibilities

Governors will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, students and parents
- 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
- Appoint a link governor, currently Paul Featonby, who will:
- Meet with the designated member of staff for equality and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and students
- Monitor success in achieving the objectives and report back to governors



- Appoint a designated member of staff for equality, currently Jenna Butler, who will:
- Meet with the equality link governor to raise and discuss any issues

Designated member of the Leadership Team will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and students
- 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 the School Development Plan.

#### **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.

The school will respond to any incidents of discrimination via the behaviour policy and safeguarding protocols as appropriate. The head of school will respond to any incidents of discrimination involving members of staff.

#### **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 which are connected to a particular characteristic they have (e.g. students with disabilities, or gay students who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim students to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students to be involved in the full range of school societies) In

fulfilling this aspect of the duty, the school will:

- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying via the bullying log)
- Share further data about any issues associated with particular protected characteristics, identifying any issues which could affect our students



## 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 WISER tutor time sessions, teaching in RS, 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, students will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues; 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 and wider community and local charities, such as food banks
- Encouraging and implementing initiatives to deal with tensions between different groups of students within the school. For example, our school council has representatives from different year groups and is formed of students from a range of backgrounds. All students are encouraged to participate in the school's activities, such as sports clubs.
- Working with parents to promote knowledge and understanding of different cultures
- Developing 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:

- Admissions: the school's admissions policy and appeals process ensures that no student is disadvantaged due to their sharing of a protected characteristic
- Exclusion: the school's behaviour policy details our approach and process to behaviour sanctions, including exclusions, and ensures that sanctions are applied in a fair way that do not discriminate against a student who shares a protected characteristic
- School trips or activity: prior to approval the school considers whether the trip:
  - Cuts across any religious holidays
  - Is accessible to students with disabilities
  - Has equivalent facilities regardless of gender identity



## **8. Equality objectives**

The school's Equality Objectives are published on the school website, used to frame the school development plan and are reviewed termly.

## **9. Links with other policies**

This document links to the following policies:

- Equality Objectives
- Accessibility plan
- Risk assessment
- SEND
- Anti-bullying
- Admissions
- Safeguarding
- Relationships and Sex Education