



St Augustine's Federated Schools

Equality Information & Objectives Policy

The St Augustine's Federation is committed to creating a welcoming, inclusive environment where every student and staff member feels respected and valued. Through our emphasis on equal opportunity, we strive to ensure that our community supports each individual in reaching their full potential, free from discrimination and to fostering a culture of respect, compassion, and positive growth for everyone.

Ratified by the Governing Body:	June 2025
Review Date:	June 2026

St Augustine's Federated Schools have consciously considered how this policy may affect people who share protected characteristics and have due regard for those whose identity is protected under the Equality Act 2010.

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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 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

Legislation identifies 9 protected characteristics:

1. Age
2. Disability
3. Gender Reassignment
4. Marriage and Civil Partnership
5. Pregnancy and Maternity
6. Race
7. Religion or belief
8. Sex
9. Sexual Orientation

Our school aims to promote respect for difference and diversity in accordance with our values:

'We want all of our community to have equal opportunities to experience life in all its fullness (John 10:10). We encourage all community members to "be the best we can be" in every aspect of their lives as we grow in, and reflect on, the Christian virtues of Faith, Hope and Love (1 Corinthians 13)'

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](#).

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, 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 Head of Federation

The equality link governor will:

- Meet with the designated member of staff for equality every [frequency], 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 Body regarding any issues

The Head of Federation will:

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

If you have a designated member of staff for equality, insert and amend as applicable, the following:

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and students
- Meet with the equality link governor every [frequency] to raise and discuss any issues (delete if not applicable)
- 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 and training. 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 school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, St Augustine's Federated Schools aims to advance equality of opportunity by:

- Removing or minimizing disadvantages suffered by people that are connected to a particular characteristic they have (e.g. transgender individuals or those with disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling students with disabilities full access to the curriculum, Muslim students to pray at prescribed times)
- Encouraging people who have a protected 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 Federation will:

- Record attainment data each academic year showing how students with different characteristics are performing
- Identify key issues or trends, take actions to address areas of concern and monitor the success of actions
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

6. Fostering good relations

The Federation aims to foster good relations between those who share a protected characteristic and those who do not share it through:

- The Curriculum 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, students will be introduced to literature from a range of cultures
- Collective Worship and Assemblies by ensuring that equality issues are addressed in a thoughtful and considered manner. Students will be encouraged to take a lead in such assemblies and Communal Worship and we will also invite external speakers to support provision
- School Visits and working with our local community, organizing school trips and activities based around the local community
- Potential Student Conflict, by dealing promptly and effectively with any tensions between different groups of students linked to protected characteristics. For example, our school councils have representatives from different year groups and are formed of students from a range of backgrounds. All students are encouraged to participate in the school activities, such as music and sports clubs.
- Identification of any barriers to participation based on protected characteristics and work to eliminate these.

7. Equality considerations in decision-making

The Federation ensures it has due regard to equality considerations whenever significant decisions are made and will consider the impact of these decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Is accessible to students with disabilities
- Caters for both boys and girls including access to appropriate and equivalent facilities

Each 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 will be recorded at the same time as the risk assessment when planning school trips and activities.
- The record will be completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

The St Augustine's Federation has agreed on the following equality objectives:

- To ensure that all Governors and Staff are aware of current legislation surrounding equality and diversity and understand their individual and collective responsibilities
- To promote cultural understanding and respect of different religious beliefs and ethnic groups
- To promote mental health awareness and develop appropriate support strategies
- Commit to closing gaps in attainment and achievement especially for:
 - Students eligible for Pupil Premium
 - Students with Special Educational Needs
 - Looked After Children
 - Students from minority ethnic groups
 - Students with English as an Additional Language
- Commit to improving accessibility on both school sites for students, staff and visitors with disabilities, including access to specialist teaching areas
- Closely monitor and record incidents involving the use of homophobic, sexist and/or racist language by students
- To regularly review and refine the taught curriculum so that it supports our drive to support equality and diversity

9. Monitoring arrangements

The Governing Body will receive regular updates on progress towards meeting equality objectives through Head of Federation Reports and verbal updates to the Staffing Group as required.

This document will be reviewed by the Head of Federation at least every 4 years and will be approved by the Governing Body.

10. Links with other policies

This document links to the following policies:

- Accessibility Plan
- Risk Register
- School Behaviour For Learning Policy
- SEND Policy