



EQUALITY INFORMATION AND OBJECTIVES POLICY

PRESTON MANOR SCHOOL

An All-Through School

Governors' Committee Responsible: Learners Welfare	
Statutory Provision: Statutory	
Policy Author: D. Tully	Review Period: Biannual
Date reviewed: November 2025	Next Review: November 2027

School policy statement on equality and community cohesion

Our school is committed to equality both as an employer and a service provider: we try to ensure that everyone is treated fairly and with respect. We want to make sure that our school is a safe, secure and stimulating place for everyone. We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same. We recognise that for some students extra support is needed and to help them to achieve and be successful e.g. all those that fall within the protected characteristics.

We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to students and parents/carers, and through our School & Parent Association. We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

1. Aims

Our 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 our funding agreement and articles of association.

3. Roles and Responsibility

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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor will:

- Meet with the designated member of staff for equality every term 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 pupils
- Monitor success in achieving the objectives and report back to governors.

The designated member of staff for equality is David Tully and he will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- 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. Where this has been discussed during a meeting it is recorded in the meeting minutes.

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, 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. 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 (e.g. enabling pupils to access a space to prayer / reflect)
- 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)

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 above data 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

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 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, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and 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 community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council 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 activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed 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, 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 boys and girls

8. Equality objectives

Objective 1: *To continue a downward trend in the number of fixed term exclusions of Somali and African Caribbean students over 2025-26 and 2026-27.*

What would success look like?

- A closing of the disparity gap between these groups and the wider student population.
- Improved perceptions of fairness and belonging among Somali and African Caribbean students, as measured through:
 - Student surveys/interviews (reporting fewer incidents of perceived bias or unfair discipline).
 - Parent/carer feedback showing increased trust in the school's behaviour systems.
- Evidence that preventative measures are working:
 - Fewer repeat exclusions among the same students.
 - Increased use of early intervention strategies (mentoring, restorative approaches).
 - Regular review of data leading to timely support plans.
- Consistent policy implementation across departments, with data monitoring disaggregated by ethnicity.

Objective 2: *To continue the upward trend of the percentage of KS3 girls expressing interest in pursuing a career in STEM related subjects over 2025-26 and 2026-27.*

What would success look like?

- A sustained year-on-year increase in the percentage of KS3 girls indicating an interest in STEM
- Increased participation of girls in STEM enrichment activities, such as clubs, competitions, or visits.
- Positive shifts in attitudes and confidence toward STEM subjects, measured through:
 - Student voice surveys and focus groups (e.g. more girls saying “STEM is for me” or “I feel confident in science and maths”).
 - Evidence of collaboration between departments (Science, Maths, Computing, and Design & Technology) to promote STEM opportunities for girls.

Objective 3: *To achieve a 40% reduction in prejudice-related behaviour, in relation to disability, homophobia and religious stereotyping over 2025-26 and 2026-27.*

What would success look like?

- A decrease in repeat incidents involving the same students (showing that interventions are effective).
- Improved incident reporting accuracy — i.e., consistency in how all staff log and respond to prejudice-related incidents.
- Improved student attitudes and awareness, as measured through:
 - Student surveys or focus groups showing increased understanding of equality, respect, and inclusion.
 - More students reporting that school feels safe and inclusive, regardless of disability, religion, or sexual orientation.
 - Staff confidence and consistency in challenging and addressing prejudice-related behaviour, evidenced by:
 - Training participation and post-training evaluations.
 - Observations and pastoral reviews showing staff using restorative or educative responses effectively.
- The school’s curriculum and assemblies explicitly promote inclusion, empathy, and diversity awareness.
- Incident data is monitored and analysed termly to identify patterns, with targeted interventions implemented where needed.

9. Monitoring arrangements

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

This document will be reviewed by the learner’s welfare committee at least every 4 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND Policy
- SEN information report
- Race Charter Mark