THE WHITBY HIGH SCHOOL

EQUALITY INFORMATION AND OBJECTIVES POLICY

JANUARY 2026

Policy Owner / Lead:	HH
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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, 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

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school. Our school aims to promote respect for difference and diversity in accordance with our values, of Respect, Kindness, Commitment and Inclusivity.

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, 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.

Roles and responsibilities

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, students 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 equality link governor is Angela Claydon. She will:

- Meet with the designated member of staff for equality frequently 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 among staff and students
- 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

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

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 briefings.
The headteacher and equality link governor liaise regularly regarding any issues and make senior leaders and governors aware of these as appropriate.

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 that 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
- 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:

- Publish attainment data each academic year showing how students 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 through the school improvement plan and self-evaluation.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying) through pastoral

committee meetings.
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own students

In addition to the information about students, we will consider how our activities as an employer affect staff with protected characteristics.
We will make sure that with any data we make available, individual staff or students will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or students to preserve their confidentiality.

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, students will be introduced to literature from a range of cultures
- Making students aware of our behaviour and anti-bullying policies
- Holding assemblies dealing with relevant issues. Students 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 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. 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

Equality considerations in decision-making

The 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.

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 students with disabilities
- Has equivalent facilities for boys and girls

Equality objectives

As a school, we are required to publish equality information every year:

- We must report on at least 1 equality objective once every 4 years

– we've chosen January 2027 to be our deadline for this

Objective 1

To provide a school environment that welcomes, respects and values our diverse school community

W*hy we have chosen this objective:*

To ensure that diversity is respected and valued by all in our school community in line with the school vision and values.

To achieve this objective, we plan to:

1. Continue to ensure that all policies are fully inclusive.
2. Continue to ensure that all school practices are fully inclusive.
3. Work with stakeholders to review and address any areas of concern.

Objective 2

Continue to develop all areas of the school's personal development and enrichment programme to ensure full participation of all groups of students, including those with protected characteristics in a broad range of activities and programmes.

Why we have chosen this objective:

To actively promote and engage all groups of students to enhance their sense of belonging and educational experience.

To achieve this objective, we plan to:

1. Monitor participation of all groups of students through analysis of registers and records.
2. Gather student voice when determining the direction of the provision.
3. Ensure appropriate support is in place to ensure that activities and programmes are accessible to all.

Objective 3

To continue to close the gaps in attainment and progress between groups of students, including boys and girls, disadvantaged students, students with special educational needs and disabilities, students who are looked after or previously looked after and students who have, or have had, a social worker.

Why we have chosen this objective:

There is a historic gap in performance of some groups of students within the school which we continue to aim to close.

To achieve this objective, we plan to:

1. Ensure consistency in High Quality Inclusive Teaching and Practice in all classrooms, in line with the Inclusion Framework.
2. Identify needs and provide appropriate support promptly through Tiered Inclusion Framework.
3. Implement the School's Pupil Premium strategy to ensure targeted actions for disadvantaged students.

Objective 4

To improve the attendance of students, particularly those who are disadvantaged or have special educational needs and disabilities.

Why we have chosen this objective:

To address the gap in attendance rates between groups of students by strategically

and systematically identifying and removing the barriers to attending school. Attending school will allow access to a high quality provision.
To achieve this objective, we plan to:
1. Continue to implement a revised attendance plan with a focus on all students and particularly those who are disadvantaged, have SEND or are otherwise vulnerable.
2. Ensure the school remains an inclusive place where students feel they belong and lessons are inclusive for all.

Monitoring arrangements

The Student Learning and Wellbeing committee of the governing body will update the equality information, at least every year.
School-specific equality objectives will be reviewed by the Student Learning and Wellbeing Committee of the governing body at least every 4 years.
This document will be approved by the Student Learning and Wellbeing committee of the governing body.

Links with other policies

This document links to the following policies and documents:
- Accessibility Policy
- Anti-Bullying and Harassment Policy
- Behaviour for Learning Policy
- SEN Information Report
- SEND Policy
- British Values Policy
- Staff Charter (Code of Conduct)
- School Improvement Plan