



Equality Information and Objectives

Last Reviewed:	November 2025
Reviewed by (SLT Lead):	Assistant Headteacher - Student Welfare, Behaviour & Attendance (Mr J La Porte)
Approved by:	Local Governing Body
Approved on:	January 2026
Displayed:	Website / Staff Handbook / School Intranet
Next Review:	January 2027

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 responsibilities

We believe that promoting equality is the whole school's 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 headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Ensure that the whole school community receives adequate training to meet the need of delivering equality, including pupil awareness.
- Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
- Monitor success in achieving the objectives and report back to

governors

The senior leadership team will:

- To support the Head as above
- Ensure fair treatment and access to services and

opportunities.

Teaching staff will:

- Help in delivering the right outcomes for pupils
- Uphold the commitment made to pupils and parents/carers on how they can expect to be treated
- Design and deliver an inclusive curriculum
- Ensure that you are aware of your responsibility to record and report prejudice related incidents.

Support staff will:

- Support the school and the governing body in delivering a fair and equitable service to all stakeholders
- Uphold the commitment made by the head teacher on how pupils and parents/carers can be expected to be treated
- Support colleagues within the school community
- Ensure that you are aware of your responsibility to record and report prejudice related incidents

Parents and carers will:

- Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these
- Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.

Students will:

- Support the school to achieve the commitment made to tackling inequality.
- Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.

Local community members will:

- Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these
- Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

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.

New staff will receive training on the Equality Act as part of their induction, and all staff receive refresher training.

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)
- 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 clubs)

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
- Identify 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 RPE, 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 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

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

8. Equality objectives

Our equality objectives are outlined below. They are linked to the MIPC documents that are used at GHS.

	Outline of objective	Why we have chosen this objective
Objective 1	To improve attainment of SEND and disadvantaged students to aspire to FFT20 across a broad curriculum at KS4.	• Outcomes for disadvantaged students are below average with the 2022/23 P8 -0.21, but improved on 2018/19 P8 (-0.86). • Outcomes for low prior attainers are below average at -0.17 (22/23), but improved on the 2018/19 P8 of -0.30. • Outcomes for SEND students fell further below average with -1.31 in 22/23, compared to the 2018/19 P8 of -0.89.
Objective 2	To improve the attendance of disadvantaged and SEMH to be in line with their peers.	• At 88.3% for Years 7-11, GHS attendance for 2022-2023 was the 3rd lowest in the trust, below the trust average of 88.4%, and well below pre-pandemic national levels of 96% • Attendance of SEND (K) students was below the RLT average of 82.4% • Attendance of SEND (E) students was below the RLT average of 75.0% • Attendance of FSM students for 2022-2023 was 84.3%, 1.0% lower than the national average

To achieve each objective, we have identified steps that should be taken by staff and governors at the school. We have also identified the progress we are currently making towards these objectives. Details of these steps are outlined in the school's MIPC documents.

9. Monitoring arrangements

The Assistant Headteacher (Student Welfare, Behaviour & Attendance) will update the equality information we publish, described in sections 4-7 above, at least every year.

This document will be reviewed by the governing board at least every 4 years.

This document will be approved by the governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment

Appendix 1: Review of progress - November 2025

The table below shows a summary of the progress towards the objectives for this policy, made during 2024-2025. Identified groups attainment, progress and attendance did not make the necessary progress, although this is in line with the school trends as well. This progress will be reviewed annually.

Review completed by Chris Bateman, Deputy Headteacher

	Outline of objective	Why we have chosen this objective	Progress made during 2023-2024	Next steps
Ob. 1	To improve attainment of SEND and disadvantaged students to aspire to FFT20 across a broad curriculum at KS4.	- Outcomes for disadvantaged students are below average with the 2022/23 P8 -0.21, but improved on 2018/19 P8 (-0.86). - Outcomes for low prior attainers are below average at -0.17 (22/23), but improved on the 2018/19 P8 of -0.30. - Outcomes for SEND students fell further below average with -1.31 in 22/23, compared to the 2018/19 P8 of -0.89.	- Attainment 8 for students with low prior attainment is close to their FFT targets. - The gap between disadvantaged students and their peers, as well as SEND students and their peers has remained wide. - The latest Ofsted ISDR shows that disadvantaged pupils A8 is close to average over the last 3 years. OVERALL PROGRESS: Red	With support from School Support and Challenge Partner, and wider networks, continue to refine the Year 11 raising standards program to ensure that identified groups and cohorts are a prominent feature of genuine interventions to improve outcomes.
Ob. 2	To improve the attendance of disadvantaged and SEMH to be in line with their peers.	- At 88.3% for Years 7-11, GHS attendance for 2022-2023 was the 3rd lowest in the trust, below the trust average of 88.4%, and well below pre-pandemic national levels of 96% - Attendance of SEND (K) students was below the RLT average of 82.4% - Attendance of SEND (E) students was below the RLT average of 75.0% - Attendance of FSM students for 2022-2023 was 84.3%, 1.0% lower than the national average	- The latest Ofsted ISDR shows that attendance, whilst remaining below the national average, improved relative to the national trend in 2024-2025. Overall, attendance remains too low. - Attendance for FSM students declined relative to the national trend, while attendance for SEND students improved relative to the national trend. OVERALL PROGRESS: Amber	Attendance is the primary focus of the school's development plan for 2025-2026. Much work is still needed to improve attendance at a whole school level, and identified groups by working on: - Ensuring that the attendance policy is enacted daily. - Tightening up processes and systems beyond the statutory compliance and recording of attendance. - Growing the culture of attendance to ensure that improving student attendance becomes everyone's

				responsibility across the school. • Celebrating improvements and successes of students who achieve high attendance or make significant improvements.
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