

Equality Policy and Annual Objectives



STATUTORY / NON-STATUTORY	STATUTORY
MEMBER OF STAFF RESPONSIBLE	Headteacher
DATE APPROVED BY Head/SLT	October 2025
GOVERNING BODY OR COMMITTEE RESPONSIBLE	SIC
DATE OF FULL GOVERNING BODY APPROVAL	November 2025
REVISION DUE DATE	November 2026

Introduction

We recognise that the public sector equality duty has three aims and they are to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prescribed under the Act
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster strong relations between people who have a shared characteristic and those who do not.

The Leadership Team, Year

Leaders and Subject Leaders review how well we achieve these aims including with regard to the protected groups under the Equality Act (race, disability, gender, gender reassignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief).

School Context

Noadswood is a mixed 11-16 comprehensive school, a Single Academy Trust, catering for students from a wide variety of backgrounds across our catchment area that is mainly the semi-urban Hythe/Dibden region of the lower Waterside.

The school has four designated linked Junior/Primary schools all of which are also linked to another local Secondary school. A significant number of students come from outside of our catchment area, some from within the four linked schools but also from outside of the Hythe/Dibden area. Annually, we take students from a further six Junior schools. The number on roll in October 2025 is xxx.

The school has a resourced provision for physically disabled students and one for students with Social, Emotional and Mental Health needs.

GUIDING PRINCIPLES (PRACTICE AND PROCEDURES)

We are guided by seven principles.

Principle 1: All learners are of equal value

We see all learners and potential learners as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whichever their gender.

Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, women and men are recognised

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment or prejudice owing to sexual orientation or gender reassignment.

Principle 4: Staff recruitment, retention and development

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whichever their sexual orientation, gender or gender reassignment

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men, gender reassigned people and the rest of the community, people of different sexual orientations

Principle 6: We consult widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involve:

- disabled people as well as non-disabled people
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys, and gender reassigned people

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and wider, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- women and men, girls and boys, gender reassigned people, people of any sexual orientation.

Equality Objectives 2025/6:

- 1) To strive to provide consistently a school environment that welcomes, protects and respects all in the Noadswood family and all our visitors, tracked through annual surveys.**
- 2) To continue to close the gaps in attainment and achievement between all groups of students; especially disadvantaged students, students with Special Educational Needs and Disabilities, Looked After Children, and students who have experienced disruption to their attendance because of suspensions or personal traumas or significant moves in their young lives, tracked through our analysis of student outcomes.**
- 3) To ensure that all students are given the opportunity to make a positive contribution to the life of the school, particularly focusing on analysing the impact of our current menu of leadership opportunities for all students.**
- 4) To strive to eradicate the use of homophobic, sexist, racist, transphobic and other discriminative language by students in the school, ensuring that every child can identify at least one trusted adult to whom they can turn if they are concerned or impacted by any such issues in our school.**
- 5) To keep under review accessibility across the school for students, staff and visitors with disabilities, including access to specialist teaching areas.**