

THE DUSTON SCHOOL

# Equality Information and Objectives

Approved by: Secondary phase committee

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THE  
**DUSTON** TDS  
SCHOOL 4-19

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## Contents

1. Aims .....	2
2. Legislation and guidance .....	2
3. Roles and responsibilities .....	2
4. Eliminating discrimination .....	3
5. Advancing equality of opportunity .....	3
6. Fostering good relations .....	3
7. Equality considerations in decision-making .....	4
8. Equality objectives .....	4
9. Monitoring arrangements .....	5
10. Links with other policies .....	5

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## 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 through tackling prejudice and promoting understanding.

## 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

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.
- 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 Principal.

The Principal will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to governors.
- Ensure 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 or training sessions.

## **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 Muslim pupils to pray at prescribed times).
- 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).
- Analyse 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**

Undertake an analysis of the gender pay gap annually and report on this to the resources committee and consider any action required.

### **Objective 2**

Ensure that all members of staff and governors involved in recruitment and selection are trained on equal opportunities, non-discrimination, and the importance of workforce diversity. This includes understanding unconscious bias, implementing inclusive hiring practices, and actively seeking to attract and retain candidates from underrepresented and diverse backgrounds.

### **Objective 3**

To ensure that we are a disability confident committed employer.

### **Objective 4**

Ensure that all students and pupils on roll, regardless of race, gender, background, or any other protected characteristic, have access to a broad and balanced curriculum and are given the same opportunities as their peers. This includes applying behaviour policies fairly and consistently and ensuring that decisions regarding suspensions and permanent exclusions are free from bias, take account of individual circumstances, and do not disproportionately impact pupils from any particular group.

### **Objective 5**

To close the attainment gap with pupils who have special educational needs.

### **Objective 6**

To close the attainment gap with Pupils who are pupil premium.

### **Objective 7**

To support pupils who are affected by mental health issues with their wellbeing and in accessing their education.

### **Objective 8**

To support pupils who are affected by gender identity or sexual orientation issues with their wellbeing and in accessing their education.

## **9. Monitoring arrangements**

The Principal will update the equality information we publish 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/documents**

This document links to the following policies:

- School Improvement Plan
- SEND policy
- Behaviour and Suspension policy
- Accessibility plan
- Recruitment and Selection
- Gender Pay Gap