



AYLESBURY
GRAMMAR SCHOOL
Founded 1598

EQUALITY POLICY AND EQUALITY OBJECTIVES

CATEGORY A

This policy is reviewed and approved by the Full Governing Body annually

This version was approved in January 2025

The next update will be due by January 2026

Signed: 

Mr R Williams – Chair of Governors



EQUALITY POLICY & EQUALITY OBJECTIVES

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1. Aims

- 1.1 Our School aims to meet its obligations under the Public Sector Equality Duty (PSED) 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
- 1.2 Our school aims to promote respect for difference and diversity in accordance with our values - Respect and Aspire.

2. Legislation and guidance

- 2.1 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
- 2.2 This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

3. Roles and responsibilities

3.1 The Governors 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
- 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 Headmaster

3.2 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

3.3 The Headmaster will:

- Promote knowledge and understanding of the equality objectives among staff and students
- Monitor success in achieving the objectives and report back to governors

3.4 The designated member of SLT for equality will:

- Support the Headmaster in promoting knowledge and understanding of the equality objectives among staff and students
- Meet with the equality link governor every term to raise and discuss any issues
- Support the Headmaster in identifying any staff training needs, and deliver training as necessary

3.5 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

4.1 The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

4.2 Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

4.3 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.

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

4.5 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

- 5.1 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 (e.g. enabling Muslim students to pray at prescribed times)
 - 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)
- 5.2 In fulfilling this aspect of the duty, the school will:
- Report attainment data each academic year to Governors 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
 - 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 students

6. Fostering good relations

- 6.1 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 Personal Development, 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
 - 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 engaging with leaders of local faith groups.
 - Encouraging and implementing initiatives to deal with tensions between different groups of students within the school. For example, our Student Committee for Change 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

7. Equality considerations in decision-making

- 7.1 The school ensures it has due regard to equality considerations whenever significant decisions are made.
- 7.2 The school always considers the impact of significant decisions on particular groups. For example, when a school visit or activity is being planned, the school considers whether the visit:
- Cuts across any religious holidays
 - Is accessible to students with disabilities

8. Equality objectives - January 2025

Target	Success Criteria	Action	Progress	RAG
E01 - Increase Governor Diversity and representation	• Increase the number of female governors on the Governing Body within the next two academic years. • Increase the number of governors from ethnic minority backgrounds on the Governing Body within the next two academic years.	• Track the gender and ethnicity of all governors at the beginning and end of the two-year period. • Actively recruit female governors and governors from ethnic minority backgrounds through targeted advertising in local community centers and organisations. • Partner with local organisations that support women and underrepresented groups to identify potential governor candidates. • Offer flexible governor roles to accommodate diverse schedules and commitments.		
E02 - Increase extracurricular participation	• Increase the participation of students from ethnic minority backgrounds in extracurricular clubs and activities by 10% within one academic year.	• Offer a diverse range of clubs and activities that appeal to a wide range of interests and backgrounds. • Provide financial support and subsidies for students from disadvantaged backgrounds to participate in clubs that require equipment or membership fees. • Promote club activities through diverse channels, including newsletters, social media, and 'Give it a Go' events.		
E03 - Increase Parental Engagement regarding Equality	• Achieve a 60%+ response rate to a survey on parental views and experiences of equality and inclusion at	• Track the number of surveys distributed and the number of responses received. • Translate the survey into multiple languages. • Offer a variety of methods for parents to		

	the school within one academic year.	provide feedback, including online surveys, paper surveys, and phone calls. • Hold focus groups with parents from diverse backgrounds to gather qualitative feedback.		
E04 - Evidence Commitment to Equity as part of the School's Strategic Direction	• Include equity-related objectives in the next School Development Plan.	https://issuu.com/aylesburygrammar/docs/vision_and_strategy_smaller_text_for_issuu?fr=xKAE9_zU1NQ		

9. Monitoring arrangements

- 9.1 The **Governing Body** will update the equality information we publish, at least every year.
- 9.2 This document will be reviewed by **the Equality Governor** at least every 4 years.
- 9.3 This document will be approved by **the Full Governing Body**.

10. Links with other policies

- 10.1 This document links to the following policies:
 - Accessibility plan
 - Behaviour Policy
 - Pastoral Care Policy
 - PSHE Education Policy
 - SEND policy
 - Supporting Students with Medical Needs