

IGS Equalities Information & Guidance (2025-26)

Including Equality objectives (updated annually)

Ilkley Grammar School

Contents

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

1. Aims and rationale

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

This is important because eliminating discrimination, advancing equality of opportunity and fostering good relations are essential to achieving our wider aims of educational excellence and transformational personal development.

These aims are in full alignment with the vision, ethos and values of the Moorlands Learning Trust

2. Our underlying principles

In fulfilling the legal obligations cited above, we are guided by 10 principles which will help us to achieve our aims (above):

1. All learners, staff and members of our communities are of equal value
2. We respect, value and celebrate difference
3. We are committed to maintaining positive relationships and developing a shared sense of belonging with all stakeholders
4. We observe best-practice in relation to staff recruitment, retention and professional development
5. We aim to actively reduce and remove inequalities and barriers that already exist
6. We engage with all stakeholders and make sure we consult on decision-making and significant changes to practices or policies
7. Our policies and activities should benefit wider society in the immediate and longer term.
8. Our approaches and practices are evidence-informed
9. Our aims and objectives are evidence and stakeholder informed, and SMART (specific, measurable, achievable, relevant and timebound)
10. We review and formulate curricula which develop and promote equality, diversity and community cohesion.

As required by the equality duty, each year we publish updated information to demonstrate how we are complying with these obligations (i.e., outlining how we put our policy into practice.)

3. Legislation and guidance

This policy meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination. Under the provisions of the Equality Act 2010 it is unlawful to discriminate against a student or prospective student by treating them less favorably because of their: Sex
 - Race
 - Disability
 - Religion or belief
 - Sexual orientation
 - Gender reassignment
 - Pregnancy or maternity

These are known as the 'Protected Characteristics'. The Act defines four kinds of unlawful behaviour – direct discrimination, indirect discrimination, harassment and victimization.

It is also unlawful to discriminate against a member of staff or prospective member of staff by treating them less favourably because of

- Age
- Marriage or civil partnership (in the context of employment)

Although not specifically covered by the Act we also consider socio-economic factors as part of our focus on equality, diversity and community cohesion.

[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

- › The duty under the Education & Inspections Act 2006 to promote community cohesion. By 'community cohesion we mean working towards a society in which
 - There is a shared vision and sense of belonging
 - The diversity of people's backgrounds and circumstances is valued, respected and celebrated
 - Similar life opportunities are available to all

- › This document is also based on the Department for Education (DfE) advice for schools on the Equality Act, 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.

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The equality link governor will:

- › Ensure they are 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:

- › Ensure that the equality information as set out in this statement is published and communicated to local governors, 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
- › Promote knowledge and understanding of the equality objectives among staff and pupils
- › Ensure that the policy is implemented
- › Take appropriate action in cases of unlawful discrimination
- › Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

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

All staff will

- › Have regard to this document and to work to achieve the equality objectives
- › Promote an inclusive and collaborative ethos across school and in the classroom
- › Follow up and report any prejudice-related incidents that may occur
- › Plan and deliver curricula and lessons that reflect the aims and principles outlined in this policy (Teaching staff)
- › Support vulnerable individuals and groups within lessons and/or around school in order to eliminate barriers to learning and to support personal development

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.

Local governors, and all staff 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.

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

The school has a designated member of staff for monitoring equality issues, and an equality link local governor. They regularly liaise regarding any issues and make senior leaders and local governors aware of these as appropriate.

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 who share a particular characteristic they have (e.g., pupils with disabilities, or pupils who are being subjected to homophobic bullying)
- › Taking steps to meet the specific needs of people who share a particular characteristic (e.g., enabling Muslim pupils to pray at prescribed times)
- › Encouraging people who share a particular characteristic to participate fully in any activities (e.g., encouraging all pupils to be involved in the full range of school societies)

5.1 Publishing information about pupils

In fulfilling this aspect of the duty, the school will:

- › Publish attainment data for each academic year showing how pupils with different characteristics (where this data is held centrally) are performing (gender, SEN, ethnicity)
- › Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- › Use an evidence-based approach to driving improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

Relevant information will be published on the website.

5.2 Publishing information about staff

In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics. As a school, we will collate, analyse and act upon information regarding:

- › The make-up of our workforce, with breakdowns of staff with different protected characteristics
- › Gender pay-gap reporting and other pay equality issues
- › Recruitment and retention rates for staff with different protected characteristics
- › Applications for flexible working and their outcomes for staff with different protected characteristics
- › Applications for learning and development opportunities and their outcomes for staff with different protected characteristics
- › Grievances and disciplinary issues for staff with different protected characteristics
- › Policies and programmes in place to address equality concerns from staff
- › Information from staff surveys

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may suppress some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

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 the 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
- › Making sure the school works with their 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 each school. For example, school councils have representatives from different year groups and are formed of pupils from a range of backgrounds. All pupils are encouraged to participate in school activities, such as sports clubs. The school also works with parents to promote knowledge and understanding of different cultures
- › Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop how they implement their approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

We will always consider 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 all pupils irrespective of their gender

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. IGS Equality objectives 2025-26

OBJECTIVE	ACTION
<p>1. Increase the feeling of <i>belonging</i> by eliminating discrimination</p>	<ul style="list-style-type: none"> • Ensure behaviour policies, sanctions, and exclusions are applied fairly, with reasonable adjustments and do not disproportionately affect students in vulnerable groups. • Further develop systems and response to all types of bullying and abuse by strengthening whole-school systems and staff responses to all forms of child-on-child abuse, ensuring early identification, consistent intervention, and restorative support where necessary. • Continue to refine and improve the PSHE curriculum so it is responsive to local intelligence; raises awareness of the risks; empowers students to seek help; encourages students to speak out and avoid bystander behaviour; and promotes a culture of respect and safety across the school community.
<p>2. Enhance the experience of <i>belonging</i> by advancing equality of opportunity</p>	<ul style="list-style-type: none"> • Inclusion and SEND: Ensure teachers have the expertise, tools and confidence to identify, understand and meet the needs of students with SEND, enabling them to deliver consistently high-quality teaching, make powerful adaptations and reduce barriers to learning. • SEND Transition: Ensure students with SEND experience successful transitions, particularly into year 7, by coordinating curriculum, support and transition strategies that swiftly identify needs and enable students to achieve and thrive across all areas of school. • Strengthen collaboration between the Specialist Resource Provision and teaching colleagues to ensure students with complex or co-occurrent needs can access high-quality education. • Ensure strong foundations for all students in language, reading, writing, and mathematics. • Embed systems to accurately assess students' English Language proficiency to allow for deliberate and careful upskilling and repetition of language. • Ensure students who have English as an additional language have access to appropriate intervention and a wide range of literature to accelerate their understanding of English. • Continue to improve disadvantaged student outcomes. Priorities include: <ul style="list-style-type: none"> - Improving achievement for disadvantaged students in Basics measures - Continuing to close the achievement gaps between disadvantaged pupils and their non-disadvantaged peers through high quality teaching and focused interventions • Continue to improve outcomes for students with an EHCP and those accessing alternative provision • Continue to improve the attendance of all students, with a particular focus on vulnerable groups • Strengthen attendance strategies to ensure all students, particularly those in vulnerable groups attend regularly. Embed proactive monitoring, personalised support, and family engagement to reduce persistent absence, close attendance gaps, and ensure equitable access to the school's curriculum and enrichment opportunities. • Analyse personal development participation data of all kinds to identify gaps in participation and work creatively and persistently to maximise the participation of all students, particularly those in vulnerable groups
<p>3. Further develop the experience of <i>belonging</i> by fostering good relations</p>	<ul style="list-style-type: none"> • Agency: Enable ALL students to make a strong positive contribution to the school's inclusive culture (co-creation) and to harness the power of ALL students as influential and reflective advocates who confidently debate issues, articulate their ideas and communicate the richness of their experience in a variety of contexts. • Connection/recognition: Ensure that ALL students are 'seen/visible' and are empowered (the contact hypothesis) to thrive in contexts both in and beyond school • System-wide improvement: Further share learning and best-practice externally and secure appropriate accreditation and recognition for our work • Continue to develop opportunities which foster good relations between all members of the IGS and wider community • Continue to develop the profile of the Student Council to ensure ALL students are represented. • Ensure even more students become involved in charities week through timely communication and through holding events in PBT • Act early to create a sense of connection through the Y7 belonging Curriculum

9. Monitoring arrangements

School responsibilities

- School-specific equality objectives will be reviewed by the designated member of staff for equality every 4 years.
- School-specific equality objectives will be approved by the local governing body
- The school will monitor the qualitative impact of this policy through student voice activities and focus groups
- The school will monitor the impact of this policy quantitatively on an ongoing basis through the analysis of
 - Attainment and progress data relating to vulnerable groups
 - Attendance data
 - Sanctions and rewards
 - Incidents of bullying and harassment over time
 - Participation rates in trips, visits and extra-curricular activities
 - Staffing profile
- The school will ensure that breaches of the policy are fully investigated in accordance with any other relevant school policies

10. Links with other policies

This information and guidance document links to and is informed by the following policies:

- Trust Equality, Diversity & Inclusion Policy
- Trust Communications Policy
- Trust Complaints Policy
- Trust Relationships and Sex Education Policy (Secondary only)
- Trust Safeguarding and Child Protection Policy
- Trust SEND Policy
- Trust Supporting Students with Medical Conditions Policy

List any other related policies that your school has here, if applicable

- IGS School Improvement Plan
- IGS Admissions Policy
- IGS Anti-bullying Policy
- IGS Accessibility plan
- IGS Behaviour Policy (Relationships Policy)
- IGS Suspensions and Exclusions Policy
- IGS SEND Information Report