



# PARMITER'S SCHOOL

## Equality Policy

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### 1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation 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 a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
  - Age
  - Disability
  - Gender reassignment
  - Marriage or civil partnership
  - Pregnancy and maternity
  - Race

- Religion or belief
- Sex
- Sexual orientation

Our school aims to promote respect for difference and diversity in accordance with our school values of community, opportunity and aspiration. We aim to advance equality across the school through:

- Removing or minimising disadvantages suffered by people due to their protected characteristics
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- Encouraging people from protected groups to participate in activities where their participation rates are disproportionately low.

## 2. Legislation and Statutory Responsibilities

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: [Equality Act 2010: advice for schools](#), 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 & Responsibilities

### 3.1 The Academy Governance

- 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/carers
- 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 Headteacher

The Equality link governor will:

- Meet with the designated member of staff for equality twice annually, 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

### **3.2 The Headteacher**

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and students
- Monitor success in achieving the objectives and report back to governors
- Have due regard when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

### **3.3 The Designated SLT Lead for Equality**

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and students
- Meet with the equality link governor twice annually to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary
- All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

### **3.4 School Staff**

All school staff will:

- Be aware of this policy and its implications on their practice.
- Follow the relevant procedures when addressing/challenging any forms of discrimination against students with protected characteristics
- Contribute to progress towards our equalities objectives

### **3.5 Parents/Carers**

Parmiter's School acknowledges the key role that parents and carers have in helping to support their child's understanding of equality within society and the importance of eliminating discrimination directed at those with protected characteristics.

We welcome positive collaboration with parents and carers and encourage them to discuss any concerns directly with the school.

## **4. Eliminating Discrimination**

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

Where relevant, school 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. These discussions will always be recorded in the minutes.

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

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

Student Voice will play an important role regarding equalities at Parmiter's and help to steer policy, practice and curriculum review.

## **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 that are connected to a particular characteristic they have (e.g. students with disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic
- 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 and monitoring participation rates)

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

- Publish attainment data each academic year 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
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own students

In addition to the information about students, we will consider how our activities as an employer affect staff with protected characteristics. As a school, we will publish information to show:

- The make-up of our workforce, with breakdowns of staff at different grades, levels and rates of pay (including any patterns of occupational segregation and part-time work)
- The profile of staff at different stages of employment including recruitment, training, promotion and leavers.
- 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 and complaints of discrimination and other prohibited conduct
- Policies and programmes in place to address equality concerns from staff
- Information from staff surveys and/or trade unions
- Records weighing the equality outcomes of important decisions including evidence used to make decisions

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or students will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or students 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, ethnicities and cultures through different aspects of our curriculum. This is more explicit in Philosophy, Religion & Ethics (PRE) and Personal Development lessons, but also present 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
- Drop-down days and Liberal Studies sessions will provide further opportunities to address specific issues, as will the Personal Development programme
- 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 students within the school (e.g. our Student Voice has representation from different year groups and is representative of the different groups within our school community).
- All students are encouraged to participate in the school's activities, such as sports clubs
- Working with parents/carers 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 our approach.

## **7. Equality Considerations in Decision-Making**

The school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

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 students with disabilities
- Has equivalent facilities for boys and girls
- Equally caters for those with protected characteristics

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**

As a school, we are required to publish equality information every year and must report on at least 1 equality objective once every 4 years. This information will be updated and published annually in October following review by the Academy Governance.

This information can be found in the appendices to this policy.

## **9. Monitoring Arrangements**

Parmiter's School will update the equality information we publish at least annually.

School-specific equality objectives will be reviewed by the Senior Leadership Team and the Academy Governance at least every 4 years.

This document will be reviewed by the Senior Leadership Team and the Academy Governance annually, to ensure continued compliance with the Public Sector Equality Duty.

This document will be approved annually by the Academy Governance.

## **10. Links with Other Policies**

This document links to the following policies:

- Accessibility Policy & Plan
- Anti-Bullying Policy
- Attendance Policy
- Behaviour Policy
- Educational Visits Policy
- Emotional Wellbeing Policy
- Relationship & Sex Education Policy
- Special Educational Needs Policy

## **Appendix 1: Protected Characteristics**

Under the Equality Act 2010, there are nine protected characteristics in UK law. These protected characteristics are as follows:

**Age:** A person belonging to a particular age or range of ages. Whilst discrimination based on age is prohibited, there can be situations where age is a genuine occupational requirement.

**Disability:** A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

**Gender Reassignment:** The process of transitioning from one gender to another.

**Marriage And Civil Partnership:** Marriage is a union between a man and a woman or between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).

**Pregnancy And Maternity:** Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

**Race:** Refers to the protected characteristic of race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

**Religion Or Belief:** Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

**Sex:** This refers to a person's biological sex, and prohibits discrimination towards men or women

**Sexual Orientation:** Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

## Appendix 2: School Context Information (Academic Year 2024-25)

Characteristic	Total	Breakdown (Total and/or %)
Students	1465	695 Female 770 Male
Religious character (students)	38.2% 20.9% 19.9% 7.7% 3.3% 2.9% 2.5% 1.8% 1.5% 1.1% 0.1% 0.1%	Christian Hindu No Religion Muslim Refused Unspecified Other Jewish Sikh Buddhist Greek Orthodox Jehovah Witness
Ethnicity (students)	35.1% 21.4% 8.9% 7.4% 5.3% 4.2% 3.6% 3.1% 3.0% 1.6% 1.5% 1.4% 0.8% 0.7% 0.6% 0.5% 0.5% 0.3% 0.1% 0.1%	White - British Indian White - Other Any other Asian background Black - African White and Asian Any other mixed background Pakistani Chinese Any other ethnic group White and Black African Refused Black Caribbean White and Black Caribbean White - Irish Any other Black background Bangladeshi Italian Unspecified Gypsy/Roma
Students who speak English as an additional language	30.4%	
Eligible for Pupil Premium	8.2%	
SEND Register	8.9% 2.5%	School Support EHC Plan

### Appendix 3: Analysis of Student Data (Academic Year 2024-25)

## Internal Suspensions

Ethnicity	Number of Students	Percentage of School Population	Suspensions	Percentage of Suspensions
Asian	522	35.6%	20	27.4%
Black	97	6.6%	5	6.8%
Mixed Heritage	146	10.0%	6	8.2%
White	665	44.7%	40	54.8%
Unspecified	45	3.1%	2	2.7%
<b>Total</b>	<b>1465</b>	<b>100%</b>	<b>73</b>	<b>100%</b>

## Suspensions (Academic Year 2024-25)

Ethnicity	Number of Students	Percentage of School Population	Suspensions	Percentage of Suspensions
Asian	522	35.6%	5	15.6%
Black	97	6.6%	3	9.4%
Mixed Heritage	146	10.0%	3	9.4%
White	665	44.7%	20	62.5%
Unspecified	45	3.1%	1	3.1%
<b>Total</b>	<b>1465</b>	<b>100%</b>	<b>32</b>	<b>100%</b>

## GCSE Outcomes (Academic Year 2024-25)

Ethnicity	Entries per Student	Attainment 8	Estimated Progress 8	5+ passes inc Eng/Maths
Asian	9.1	69.1	0.69	93.8%
Black	8.4	61.0	0.30	78.6%
Mixed Heritage	8.8	65.8	0.94	90.5%
White	8.7	65.7	0.61	87.3%
<b>Total</b>	<b>8.8</b>	<b>66.5</b>	<b>0.62</b>	<b>88.9%</b>

## A Level Outcomes (Academic Year 2024-25)

Ethnicity	APS per Entry	APS per Student	Value Added	Students Achieving AAB Including 2 Facilitating Subjects
Asian	41.4	128.7	0.30	35.5%
Black	31.6	94.7	-0.12	5.3%
Mixed Heritage	45.1	137.8	0.82	22.2%
White	41.1	127.4	0.35	19.3%
Total	40.5	125.4	0.31	23.3%

### Participation in Co-Curricular Activity (Academic Year 2023-24)

Percentage of students who participated occasionally or regularly in at least one activity								
Subject Area	Male	Female	SEN	EAL	PP	CLA	CWSW	All
<b>Art &amp; Design</b>	7.4	16.1	12.9	13.5	18.6	22.2	19.0	11.4
<b>Drama</b>	15.6	32.7	20.7	20.3	18.6	11.1	23.8	23.5
<b>MFL</b>	4.5	3.1	5.2	4.8	4.7	0.0	0.0	3.9
<b>Music</b>	22.8	28.7	14.7	28.1	15.1	22.2	28.6	25.6
<b>Sport</b>	72.3	71.3	56.0	73.5	55.8	44.4	52.4	71.8
<b>STEM</b>	21.9	17.8	16.4	21.9	11.6	11.1	9.5	20.0
<b>Student Societies</b>	15.5	23.5	13.8	11.6	7.0	33.3	23.8	19.2
<b>Student Voice</b>	10.8	15.9	11.2	11.9	5.8	22.2	14.2	13.2
<b>Other Activities</b>	30.9	31.2	28.4	37.1	31.4	77.8	52.4	31.1
<b>All Activities</b>	94.6	92.7	86.2	93.9	76.7	100.0	95.2	93.7

## Appendix 4: Staffing Context

Number of Staff Employed		As of 26th October 2025	
		Number	Percentage
Staff by Gender	Male	46	25.8%
	Female	132	74.2%
Contact Type	Full Time	79	44.4%
	Part Time	99	55.6%
Gender and Contract	Male FT	33	18.5%
	Female FT	46	25.8%
	Male PT	13	7.3%
	Female PT	86	48.3%
Staff by Age	Under 18	None	None
	18 - 25	5	2.8%
	26 - 35	25	14.0%
	36 - 45	52	29.2%
	46 - 55	54	30.3%
	56 - 65	39	21.9%
	Over 65	3	1.7%

Number of Staff Employed		As of 26th October 2025	
		Number	Percentage
Staff by Ethnicity	Asian	12	6.7%
	Black	4	2.2%
	Mixed	4	2.2%

	White	150	84.3%
Staff by Disability	Disabled	1	0.6%
	Non-Disabled	177	99.4%

## Appendix 5: Equality Objectives & Action Plan

Equality Objective	Protected Characteristic	General Duty	Responsibility	Success Indicators	Review Date
1. Reduce the gap in attainment and progress at GCSE between students with SEND and non-SEND students in all subject areas.	Disability	Advance equality of opportunity	All staff BHU	<p>The progress of SEND students outperforms that of SEND students nationally and is in line with non-SEND students nationally.</p> <p>The attainment and progress gap between students with SEND and their peers closes year on year.</p> <p>All students with SEND gain the relevant qualifications they need to progress to the next stage of their education, training or employment.</p>	August 2026 Data to be analysed at each assessment point
2. To monitor for and respond proactively to any trends that may indicate a disparity between the achievement of different ethnicities at KS3, KS4 and KS5.	Ethnicity	Advance equality of opportunity	BHU	All groups make progress in line with	Data to be analysed at each assessment point
3. To ensure the number of discriminatory child-on-child abuse incidents remains low through proactive delivery of the personal development curriculum and promotion of an	Race Gender Sexual orientation Disability	Eliminate unlawful discrimination, harassment, and victimisation.	All staff Pastoral Team	Analysis of CPOMS and SIMS records indicate that the number of incidents remains low.	Reviewed termly

Equality Objective	Protected Characteristic	General Duty	Responsibility	Success Indicators	Review Date
inclusive whole school culture.		Foster good relations	PD Leads	Analysis also demonstrates where incidents do occur that they are not repeated.	
4. Increase the participation of girls in STEM co-curricular clubs and enrollment in STEM courses at KS4 and KS5.	Gender	Advance equality of opportunity	HODs SLT	<p>Analysis of SOCs attendance data indicates that STEM co-curricular activities are widely attended by female students across all age ranges.</p> <p>The difference between male and female enrolment on GCSE and A level STEM courses is narrowing year on year.</p> <p>Female student leaders in STEM subjects are clearly visible to younger students.</p>	Reviewed termly