



**EDGEWOOD  
ACADEMY**



# **EDGEWOOD ACADEMY**

## Equality Information and Objective Policy

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Signed by:			
Kate Manning, Headteacher	Date:	12 <sup>th</sup> February 2026	



# EDGEWOOD ACADEMY

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# EDGEWOOD ACADEMY

## **Statement of intent**

Edgewood Academy recognises that certain groups in society can be disadvantaged because of unlawful discrimination they may face due to their race, sex, disability, gender reassignment, marriage or civil partnership, religion or belief, sexual orientation, age, or pregnancy and maternity.

The school has a statutory duty to publish an Equality Information and Objectives Statement. This policy sets out how the school determines its equality objectives.



## Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- Education and Inspections Act 2006
- Equality Act 2010
- Equality Act 2010 (Specific Duties) Regulations 2011
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Public Sector Equality Duty (PSED)
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018

This policy also has due regard for non-statutory guidance, including the following:

- DfE 'The Equality Act 2010 and schools'

This policy operates in conjunction with the following school policies:

- Equality Information and Objectives Statement
- Admissions Policy
- Complaints Procedures Policy
- Grievance Policy
- Data Protection Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Staff Equality, Equity, Diversity and Inclusion Policy



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The Equality Act 2010 provides a modern, single legal framework with three broad duties:

- Eliminate discrimination harassment and victimisation
- Advance equality of opportunity
- Foster good relations

For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'. The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities. Protected characteristics, under the Act, are as follows:

- Age
- Disability
- Race including colour, nationality, and ethnic or national origin
- Sex
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions.
- In the way it provides education for pupils.
- In the way it provides pupils access to any benefit, facility or service.
- By excluding a pupil or subjecting them to any other detriment.



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The responsible body for the school is the proprietor.

The school's liability not to discriminate, harass or victimise does not end when a pupil has left the school, but will apply to subsequent actions connected to the previous relationship between school and pupil, such as the provision of references on former pupils or access to former pupils' communications and activities.

The school will promote equality of opportunity for all staff and job applicants and will work in line with the Staff Equality, Equity, Diversity and Inclusion Policy.

### Roles and responsibilities

The Advisory Board will:

- Ensure that the school complies with the appropriate equality legislation and regulations.
- Meet its obligations under the PSED to:
  - Publish equality objectives at least every four years commencing on the date of the last publication.
  - Update and publish information every year to demonstrate school compliance with the PSED.
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the school's Admissions Policy does not discriminate in any way.
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the Advisory Board.
- Proactively recruit high-quality applicants from under-represented groups.
- Provide information in appropriate and accessible formats.



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- Ensure that the school publishes information regarding how it is complying with the public sector Equality Duty and that the information is easily accessible.

The headteacher will:

- Implement and champion this policy and its procedures.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD.
- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.
- Produce an annual report on the progress of implementing the provisions of this policy and report it to the Advisory Board.

Employees will:

- Be mindful of any incidents of harassment or bullying in the school.
- Track and monitor any instances of discrimination and deal with these in a consistent manner, making a report to the headteacher as necessary and following up with pupils as required.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor pupils' progress and needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.



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- Champion diversity and inclusion.

Pupils will:

- Not discriminate or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to the Class Teacher or to another member of staff.
- Abide by all the school's equality and diversity policies, procedures and codes.

The school will have an equality page on its website, in order to demonstrate how it is complying with the PSED in the Equality Act 2010, and advancing equality of opportunity.

Equality objectives

The school is committed to promoting the welfare and equality of all its staff, pupils and other members of the school community.

The school sees all members of the school community as of equal value, regardless of any protected characteristic. The school's policies, procedures and activities will not discriminate but must nevertheless take account of differences in life experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic.

The school's Equality Information and Objectives Statement sets out how the school is meeting the PSED and outlines how equality of opportunity is ensured for all members of the school community. The Equality Information and Objectives Statement is reviewed at least every four years and is published on the school website annually.

The school will consult with stakeholders to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning.

To achieve this, the school has established the following objectives:

### **Edgewood Academy – Equality Objectives**



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## Introduction

Edgewood Academy is committed to promoting equality of opportunity for all pupils, staff, families, and visitors, irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation or any other protected characteristic as defined in the Equality Act 2010.

Our overarching mission is to ensure that every learner is supported, empowered, and given the opportunity to achieve their full potential in a safe, inclusive, and respectful environment.

## Equality Objectives

Edgewood Academy's equality objectives are reviewed annually and ensure that equality and inclusion are embedded in all aspects of school life.

### 1. Promote Inclusive Practice and Individual Support

To ensure that all provision at Edgewood Academy is inclusive and personalised so that barriers to learning are minimised and progress is maximised for pupils of all backgrounds and abilities, including those with SEMH and SEND needs.

*Actions may include:*

- Regular review of individual education plans (IEPs) and support strategies
- Staff training in trauma-informed and differentiated practice
- Monitoring progress of all groups to ensure equity in outcomes

### 2. Eliminate Discrimination, Harassment, and Victimisation

To ensure that Edgewood Academy is a safe and respectful environment for everyone by promoting zero tolerance of discrimination, bias, or harmful language or behaviour.

*Actions may include:*

- Clear reporting and restorative practice protocols



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- Regular whole-school training on equality, diversity, and safeguarding
- Clear communication with pupils and families about positive behaviour expectations

### **3. Advance Equality of Opportunity**

To actively identify and remove barriers that may lead to unequal outcomes, so that all students, including those from underrepresented groups, can access the full curriculum, enrichment opportunities, and community engagement activities.

*Actions may include:*

- Monitoring participation in enrichment and careers activities
- Supporting access to work experience and community partnerships
- Targeted support for groups with disparities in achievement

### **4. Foster Mutual Respect and Understanding**

To build a culture where diversity is understood, celebrated, and used as a strength; where pupils are empowered with knowledge of different cultures, religions, identities and perspectives.

*Actions may include:*

- Curriculum links to cultural awareness, British Values, and global citizenship
- Celebration of cultural events and faith traditions
- Continued development of respectful school dialogue and pupil voice

### **5. Promote Accessibility and Inclusion**



To ensure that the physical environment, curriculum delivery, digital resources (including 1:1 Apple iPad provision), and communication are accessible to all learners, staff, families and visitors.

*Actions may include:*

- Regular accessibility audits
- Use of assistive technologies and personalised communication tools
- Continual review of resources and environments for accessibility

## **6. Prepare Pupils for Life in Modern Britain**

To ensure that all pupils are equipped with the values, skills, and knowledge needed to participate fully and positively in wider society, including economic, civic, and cultural life.

*Actions may include:*

- Embedding British Values (democracy, rule of law, mutual respect, tolerance) across the curriculum
- Engagement with community partners, civic visits, and volunteering opportunities
- Structured life skills and careers provision from Key Stage 2 through KS3

## **Monitoring and Review**

Edgewood Academy regularly reviews its equality objectives, practice and impact through:

- Annual reporting to governors
- Pupil, parent and staff voice feedback
- Data analysis of outcomes by key groups



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This statement will be reviewed annually and updated as needed to reflect evolving needs.

The school will regularly review the steps being taken and the progress made towards the achievement of these objectives and, in line with the specific duties of the PSED.

### Collecting and using information

In accordance with the requirements outlined in the UK GDPR and Data Protection Act 2018, personal data will be lawfully collected and processed in line with the principles and practices outlined in the Data Protection Policy and only for specified, explicit and legitimate purposes, e.g. to comply with the school's legal obligations.

The school will collect equality information for the purpose of:

- Identifying key issues, e.g. unlawful discrimination in teaching methods.
- Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
- Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.

The school will build an equality profile for staff to assist with identifying any issues within their recruitment regime. The school will obtain the following information from their staff:

- Recruitment and promotion
- Numbers of part-time and full-time staff
- Pay and remuneration
- Training
- Return to work of staff members on parental leave
- Return to work of disabled employees following sick leave relating to their disabilities
- Appraisals



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- Grievances (including about harassment)
- Disciplinary action (including for harassment)
- Dismissals and other reasons for leaving

The school will use the information it obtains to analyse any gaps present in its equality documentary, including the Pupil Equality, Equity, Diversity and Inclusion Policy and Staff Equality, Equity, Diversity and Inclusion Policy.

### Publishing information

The school will publish information to demonstrate its compliance with the Act. The school will publish information relating to people within the school community who share relevant protected characteristics, including:

- People affected by the school's policies and procedures.

The school will not provide this information if:

- The employee is employed under contract personally to do work.
- The employer does not have this information, and it is not reasonably practicable for the employer to obtain the data.

The school will publish findings in its annual report.

### Promoting equality

The school's Pupil Equality, Equity, Diversity and Inclusion Policy and Staff Equality, Equity, Diversity and Inclusion Policy set out the school's approach to promoting equality and diversity across the whole school community.

### Addressing prejudice-related incidents

The school is opposed to all forms of prejudice. The school will ensure that pupils and staff are aware of the impact of prejudice. The school will address any incidents immediately and, where appropriate, report them to the LA.



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Any reports of bullying and prejudice will be carefully monitored and dealt with accordingly. Annual training will be given to all staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

### Complaints procedures

The school aims to resolve all complaints at the earliest possible stage and is dedicated to continuing to provide the highest quality of education possible throughout the procedure. Any person, including a member of the public, is able to make a complaint about the provision of facilities or services that the school provides.

The school will adhere to the Complaints Procedures Policy to ensure a straightforward, impartial, non-adversarial process, that allows a full and fair investigation, respects confidentiality, and delivers an effective response and appropriate redress. If a complaint has completed the school's process and the complainant remains dissatisfied, they have the right to appeal, as outlined in the Complaints Procedures Policy.

The school will work to develop good professional relationships between colleagues; however, the school understands that sometimes conflicts may arise. Through maintaining open communication, the school wants its employees to feel able to raise any grievances so that appropriate and effective solutions can be put in place. Grievances raised by staff members will be processed in accordance with the school's Grievance Policy.

### Monitoring and review

The headteacher will review this policy annually, to ensure that all procedures are up-to-date. The policy will be monitored and evaluated by the headteacher and Advisory Board in the following ways:

- Individual attainment data
- Equal opportunities recruitment data
- Equality impact assessments
- Ofsted inspection judgements on equality and diversity



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- Incident records related to harassment and bullying

Any changes made to this policy will be communicated to all relevant stakeholders.