



Abbey Grange C of E Academy **Policies & Procedures**

Equality Information & Objectives

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Approved by	Local Governing Board
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Abbey Grange Academy Equality Information & Objectives 2023 - 2027

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1. Aims

Our academy aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to 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 and people who do not share it

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 academy, 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 headteacher

The equality link governor is Kate Heap. They will:

- Meet with the designated member of staff for equality regularly, 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

The Principal will:

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

All academy staff are expected to have regard to the document and work to achieve the objectives as set out in section 8. More generally, all academy staff are expected to:

- Support the Principal in promoting knowledge and understanding of the equality objectives among staff and pupils
- Support the Principal in identifying any staff training needs, and deliver training as necessary

All academy staff are expected to have regards to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The Academy 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. 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 refresher training on equality, diversity, and inclusion is available to all staff through the academy's online training suite.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the academy 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. 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 fully participate 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 academy will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and area of improvement, implement actions in response and publish this information
- Make evidence available identify 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 pupils

6. Fostering good relations

The academy 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 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 academy'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 academy ensures it has due regard to equality considerations wherever significant decisions are made.

The academy always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the academy considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The academy 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

The academy has set the following equality objectives for 2023-2027. These objectives will be reviewed annually and updated with the progress we are making towards them.

Objective 1: The Academy has increase representation from 5% in 2020 to 15% in 2022 as a result of this policy. Thus updated objective is to increase the representation of the teachers from black and minority ethnic communities over a four-year period (From July 2023 to July 2027), so that this group increases from 16% to 25% of the teaching workforce.

Why we have chosen this objective:

As an academy we have a diverse student body, with a range of ethnic backgrounds, representing 15 out of 17 ethnic groups that the Department for Education identifies. The three largest groups (above 5%) are: White British (49%), Black or Black British – African (22%) and Asian or Asian British – Pakistani (6%). In January 2026 our teaching staff so not reflect this mix (only 17% identify as neither White British/Irish/Any other White background), and so our aim is to have a more representative staffing composition.

To achieve this objective, we plan to:

- Make clear on all adverts that we are an equal opportunities employer, keen to employ staff from diverse ethnic backgrounds
- Use links with local community groups in Leeds to distribute adverts to prospective applicants from different ethnic backgrounds e.g. churches, other places of worship, cultural groups (e.g. Nigerian Community Leeds)
- Work with our own students to encourage teaching as a career, and to keep in contact with them as they progress through Higher education

Progress we are making towards this objective:

All adverts have an equality and diversity statement where we make it clear that we are keen to be a representative academy and trust that reflects the diversity of Leeds and Calderdale. Adverts are shared on Instagram, LinkedIn and Facebook as well as put on TES, Indeed as well as through local media. Work needs to be done on finding those cultural destinations where we can advertise to increase diversity in applications. Diversity in applications has increased and recruitment, although low in the first six months having included 2 out of 3 appointments from people who are not White British, White Irish, White or any other background.

There is an initiative called role models route, where career paths of teachers have been promoted to all pupils weekly as well as planning in place to create an alumni programme.

Objective 2: Develop staff awareness and understanding of the different protected characteristic groups that are represented by our students.

Why we have chosen this objective:

As a diverse academy we have students from a range of ethnic groups, faiths and sexual orientation, as well as those with disabilities. It is important that all staff have awareness and understanding of these groups in order to promote equality and eliminate discrimination.

To achieve this objective, we plan to:

- Training for all staff around equality and diversity, through on-line IHasco module as well as staff meetings
- Training for new staff and refresher training for other staff related to dealing with prejudice related bullying
- Input from training deliverers representing different protected groups
- Training for all staff on Aces.
- Training for all staff Emotion Coaching & Unconditional positive regard
- Training for teaching staff on Micro-adaptations & adaptive teaching
- Training for all staff on Unconscious Bias.
- Training for all staff on Child on Child & Sexual Harassment

Progress we are making towards this objective:

Online course via Every are now assigned as part of induction of all staff to complete online. Behaviour and attitude training has been delivered to staff. To ensure that staff know our pupils better and understand how prejudice related bullying can happen alongside unconscious bias training delivered earlier in the year.

A review on child-on-child abuse has been conducted to check all examples and ensure that any follow up occurred for re-education, victim support and that this feeds into our PSHCE/Assembly/Form time programme.

External providers deliver assemblies and our PSHCE programme is being developed to improve this area.

The academy will be exploring Reciprocal Mentoring whereby a teacher or member of staff is paired with someone in the protected characteristic group especially race. This is for them to learn from each other by listening to their stories which could further inform and support the teacher or member of staff about race or culture. This is to foster kindness, tolerance and compassion which hopefully will improve inclusivity.

All the above training sessions are scheduled for this academic year 25/26

Additionally, student voice schedule devised to seek pupil lived experience across range of demographics

Objective 3: Actively close gaps in attainment and achievement between students and all groups of students, particularly those with protected characteristics as defined by the equality Act.

Why we have chosen this objective:

It is important that we regularly monitor the progress of our different groups of students in order to close and identified gaps in progress.

To achieve this objective, we plan to:

Monitor the achievement of all students, analysed by various characteristics, and use this data to raise standards and ensure inclusive teaching. Monitoring information helps us to see that progress we are making towards meeting our equality aims, in particular by allowing us to:

- Highlight any differences between students from different groups
- Ask why these differences exist and test the explanations given
- Decide what further action will be necessary to meet particular needs and to improve the performance of students from different groups.
- Take action to make improvements

Our academy recognises and values bilingualism. The languages and learning needs of bilingual students will be clearly identified and appropriate support identified and used, with specific staff trained to deliver small group work sessions to support targeted students.

Progress we are making towards this objective:

Data on attendance, progress, attainment, behaviour and exclusions is analysed six times per year (and in some cases weekly) and actions agreed where there is a gap between a certain group and the rest of the cohort. Interventions are then chosen and delivered and evaluated.

This information is challenged by Governors through KPI reports and LGB Meetings as well as in governor visits to key areas such as safeguarding, SED, T&L, Pupil

Premium funding, etc. The evidence and impact is also challenged through half termly meetings between the principal and CEO's, fortnightly line management with the Assistant Principals and Middle Leaders. Who in turn challenge the differences between students from different groups in the areas that they line manage. They also lead on attendance, behaviour, exclusion, progress, attainment, T&L, pupil voice, etc. All actions are agreed and measured for impact.

Without KS4 progress data in 2025 and only attainment measures available, our key groups still performed strongly. **EAL students achieved an A8 of 51.7**, well above the national average of **46.3**, and in line with many non-EAL groups nationally. **Non-EAL students achieved 57.3**, also significantly above national levels. Students from **Any Other Asian backgrounds achieved 55.4**, comparing well with high-attaining national Asian groups (e.g., Indian **59.4**). Our **Black African students achieved 54.6**, above typical national Black averages (high 40s), and our **Pakistani cohort achieved 51.3**, comfortably above the national mean of **46.3**. **White British students achieved 57.3**, far above the national average for this group (mid-40s).

Gender outcomes remain a strength: while nationally girls outperform boys by around **6 A8 points** (49 vs 43), at our Academy **girls achieved 56.8** and **boys 54.9**. Both are well above national averages, and the gender gap is notably smaller than nationally.

For disadvantage, **PP students achieved 48.4**, significantly above the national PP figure (**37**) and close to the national non-PP average (**50**). **Non-PP students achieved 58.3**, also well above national levels, resulting in a much narrower PP gap than typically seen nationally.

Our **SEND students achieved 48.5**, far above national SEND attainment (SEN Support **30**; EHCP **17**). **Non-SEND students achieved 56.8**, again above national norms. This substantially reduced SEND gap reflects strong inclusion and effective support for learners with additional needs.

KS5 Progress – To be added by MDO

Objective 4: To promote cultural development and understanding through a rich range of experience, both in and beyond the academy so that discrimination and bullying due to gender, gender identity, race, religion and background never occurs in our academy.

Why we have chosen this objective:

Leeds is one of the UK's most diverse and rapidly changing urban areas, and Abbey Grange serves a community that reflects this richness. Ensuring that discrimination and bullying never occur is not only a statutory responsibility but a moral imperative in a city characterised by significant ethnic, cultural, religious, and linguistic diversity. Our objective recognises that *inclusivity must be actively developed*, not assumed.

Although incidents of discrimination linked to protected characteristics are currently rare at Abbey Grange, it is essential to remain proactive. In a multicultural city such as Leeds, students benefit immensely from an environment that explicitly promotes understanding, respect, and meaningful engagement with difference.

To achieve this objective, we plan to:

- Create a school ethos which promotes equality, develops understanding, and challenges myths, stereotypes, misconceptions and prejudices
- Actively promote mutual respect and valuing the similarities and difference of others and facing equality issues openly

Progress we are making towards this objective:

The Abbey Character which stands for Aspiration, Benevolence, Belief, Excellence and Youth Leadership. Each half term has a character focus and pupils have pledges to complete for a bronze, silver, gold platinum and Koinonia award by the end of the year.

The Assembly programme and PSHE programme frequently focuses on equality, prejudice and challenge stereotyping. The British Value of Tolerance & Respect is central to teaching and learning in our Character lessons, as our the other three values. Students are successfully encouraged to show mutual respect to one another and valuing similarities and differences, through using oracy talk tactics to structure and frame discussion fairly.

The academy leadership team have recently analysed the school's population data to identify different groups within the demographic. This has been presented to staff so that they are aware of the make-up of the pupil body. More work needs to be done to listen to these different groups to identify their challenges, myths and what misconceptions they think occur frequently and also identify any barriers they might face at the academy to improve the school ethos for everyone.

The academy has now embedded a yearly "Culture Day" with pupils keen to educate others about their culture. This features pupils in all year groups wearing their cultural clothing, bringing cultural food to prepare and sell for charity, and looking in to what their culture means to different people. This has been an incredibly popular and well received by all students, staff and parents.

9. Monitoring arrangements

The governing board will, in conjunction with the Principal, review and update the equality information we publish at least every year to demonstrate how we are complying with the Public Sector Equality Duty (PSED) and report on the progress we are making towards our objectives.

The governing board will undertake a full review of this document and set new objectives at least every 4 years.

This document will be approved by the governing board.

10.Links to other policies

This document links to the following policies:

- Accessibility plan