

Equality Information and Objectives Policy



Approved by:	The Board of Governors	Date: 31 st of August 2026
Last reviewed on:	1 st September 2025	
Next review due by:	1 st August 2027	

Contents

1. Aims	2
2. 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	6
8. Equality objectives	6
9. Monitoring arrangements	9
10. Links with other policies	9

1. Aims

At **Eden Park Academy**, our aim is to fulfil our obligations under the **Public Sector Equality Duty (PSED)** while staying true to our Seventh-day Adventist values. We are committed to:

- **Eliminating discrimination** and any conduct prohibited by the Equality Act 2010, ensuring that every member of our school community is treated with dignity and respect, as all are created in God's image (Genesis 1:27).
- **Advancing equality of opportunity** between those who share a protected characteristic and those who do not. We seek to empower every student, regardless of background or circumstance, to achieve their God-given potential.
- **Fostering good relations** across all characteristics, creating a school community that reflects the Christian principles of love, empathy, and service (John 13:34), encouraging harmony and understanding between people who share a protected characteristic and those who do not.

Our school values reflect the teachings of Christ and promote respect for difference and diversity, rooted in our guiding principles of **love, integrity, responsibility, and service**. As a faith-based institution, we seek to exemplify and encourage Christ-like character, demonstrating the compassion and fairness that Jesus modelled (Micah 6:8).

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](#).

3. Roles and responsibilities

The Governing Board

The governing board at **Eden Park Academy** will:

- Ensure that the equality information and objectives set out in this statement are **published and communicated** throughout the school, including to staff, pupils, and parents, reflecting the school's commitment to Christian values of equality and inclusion.
- Ensure that the **published equality information** is updated at least annually, and that the objectives are reviewed and updated at least every four years in line with statutory requirements.
- Delegate responsibility for **monitoring the achievement of the objectives** on a daily basis to the headteacher.

If you have an equality link governor, insert the following:

The Equality Link Governor

The equality link governor is **[name]**. They will:

- Meet with the designated member of staff for equality every **[frequency]**, and other relevant staff members, to discuss any issues and how these are being addressed.
- Ensure they are **familiar with all relevant legislation** and the contents of this document, with a focus on equality, diversity, and our Christian values of love and respect for all.
- Attend appropriate **equality and diversity training**, including training in how these principles align with the school's Seventh-day Adventist ethos.
- **Report back** to the full governing board regarding any issues or progress on the equality objectives.

The Headteacher

The headteacher will:

- **Promote knowledge and understanding** of the equality objectives among staff and pupils, ensuring that the principles of fairness and dignity for all are in harmony with the teachings of Christ.
- Monitor the **success in achieving the objectives** and report back to the governing board, ensuring that our Christian values of justice and equity are upheld.

If you have a designated member of staff for equality, insert the following:

The Designated Member of Staff 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 pupils, emphasising how these objectives support a Christian worldview of equality and kindness.
- Meet with the equality link governor every term to raise and discuss any issues related to diversity and inclusion.
- Support the headteacher in **identifying any staff training needs**, and deliver training as necessary to ensure the school community is inclusive and welcoming, reflecting the ethos of the Seventh-day Adventist faith.

All School Staff

All school staff are expected to:

- Have **regard to this document** and work to achieve the equality objectives as set out in section 8.
- Embody the Christian principles of **empathy, love, and respect** in their interactions with students, colleagues, and the wider community.

4. Eliminating discrimination

- As set out in the DfE guidance on the Equality Act, Eden Park Academy aims to advance equality of opportunity by:
- Removing or minimising disadvantages suffered by people connected to a particular characteristic they have (e.g. pupils with disabilities, or pupils facing bullying).
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. offering quiet, reflective spaces for pupils to pray or meditate in alignment with their beliefs).
- Encouraging all pupils to participate fully in the full range of school activities, fostering an inclusive environment rooted in respect and understanding for all.
- In fulfilling this aspect of the duty, Eden Park 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 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 bullying or exclusion).
- Publish further data about any issues associated with particular protected characteristics, identifying any challenges which may affect our pupils while maintaining alignment with our school's ethos and values.

5. Advancing equality of opportunity

If the complainant is not satisfied with the outcome of the formal investigation (Stage 2), they may request for the complaint to be escalated to the panel hearing stage.

1. Panel Composition:

- The panel will be appointed by, or on behalf of, the proprietor and must consist of at least 3 people who were not directly involved in the matters related to the complaint.
- At least 1 panel member must be independent of the management and operation of the school. This is in line with **Eden Park Academy's** commitment to impartiality and transparency.
- The panel cannot consist solely of governing board members, as they are not considered independent of the school's management and operations.

2. Access to Records:

- The panel will have access to the full record of the complaint's progress, which includes all relevant documentation, communications, and notes from previous stages of the process (see section 10 for more details on record-keeping).
- 3. Notice of the Panel Hearing:**
- The complainant will be given reasonable notice of the date of the review panel meeting. The clerk will aim to secure a date within **10 school days** of receiving the request for a panel hearing, where possible.
 - If the complainant rejects 3 proposed dates without providing a valid reason, the clerk will set a date for the hearing. In this case, the panel hearing will proceed with the available written submissions from both parties.
- 4. Written Submissions:**
- Any written material related to the complaint (including evidence and responses from both parties) will be circulated to all parties, including the complainant, at least **5 school days** before the date of the meeting.
- 5. Recording of Proceedings:**
- The review panel hearing will be formally minuted, ensuring an accurate and complete record of the proceedings. These minutes will be kept confidential and will be available only to those directly involved in the hearing or to an inspection body if required.

6. Fostering good relations

Eden Park Academy aims to foster good relations between those who share a protected characteristic and those who do not by:

- **Promoting tolerance, respect, and understanding** of different backgrounds, cultures, and values through various aspects of our curriculum. This includes teaching in Religious Education (RE), citizenship, and Personal, Social, Health, and Economic (PSHE) education, and exploring diverse perspectives in subjects like history, geography, and English. Literature from a range of cultures will be introduced to encourage a broad understanding of the world.
- **Holding assemblies that focus on relevant social and moral issues**, based on biblical values. Pupils will be encouraged to take leadership in some of these assemblies, and where appropriate, we will invite external speakers to share insights from a Christian perspective. Assemblies will foster a sense of shared values based on respect, kindness, and empathy.
- **Engaging with the local community** by organising school trips and activities that help our students connect with and contribute to the broader society. This may involve service projects, and learning more about the positive contributions of the local Christian and wider faith community to promote compassion and active citizenship.
- **Encouraging and implementing initiatives** to nurture unity and respect between different groups of pupils within the school. Our school council, which consists of representatives from different year groups and backgrounds, plays a key role in promoting inclusion. Additionally, all pupils are encouraged to participate in extracurricular activities such as sports, music, and service clubs, which foster teamwork and mutual understanding.
- **Collaborating with parents** to create a school environment where positive relationships and understanding of different perspectives are valued. Through workshops and parent engagement initiatives, we aim to create a collaborative effort to model empathy and understanding.
- **Developing links with specialist groups and individuals** who offer insight into particular characteristics, helping inform our approach to fostering a culture of inclusion and respect in line with our Christian values.

7. Equality considerations in decision-making

Eden Park Academy ensures it has due regard for equality considerations whenever significant decisions are made, in line with our commitment to fostering a respectful and inclusive environment based on our Seventh-day Adventist values.

The school always considers the impact of major decisions on particular groups. For example, when planning a school trip or activity, the school will consider:

- Whether the trip coincides with any significant religious observances
- Accessibility for pupils with disabilities and ensuring appropriate provisions are in place
- Ensuring that both boys and girls have equal access to facilities and opportunities during the activity

To ensure these considerations are met, the school maintains a written record known as an **Equality Impact Assessment (EIA)**. This document demonstrates that we have actively reviewed our equality duties and asked ourselves relevant questions before any decision is made.

The EIA is completed by the staff member organising the trip or activity and is recorded alongside the risk assessment. It ensures that every school event reflects our commitment to providing a fair and inclusive experience for all pupils, in line with our Christian ethos and values. The records are stored electronically with the completed risk assessments for accountability and easy reference.

8. Equality objectives

As a Seventh-day Adventist Christian school, Eden Park Academy is committed to ensuring that our approach to equality aligns with our values of fairness, respect, and inclusivity, while also complying with the **Equality Act 2010**. Our objectives reflect our mission to nurture the holistic development of each student and our duty to foster a diverse and supportive environment for all members of our community.

Objective 1:

Undertake an analysis of recruitment data and trends in regard to race, disability, and gender by July, and report on this to the governing board.

- **Why we have chosen this objective:**
We are committed to ensuring that our school staff reflects the diversity of the community we serve and that recruitment practices are fair and equitable for all.
- **To achieve this objective we plan to:**
Conduct an audit of recruitment processes, collect data on candidates' demographics, and monitor the representation of different groups within our staffing. We will review recruitment materials to ensure they are inclusive and free from bias.
- **Progress we are making towards this objective:**
We have begun collecting recruitment data and are working with external agencies to ensure that we attract a diverse pool of candidates.

Objective 2:

Have in place a reasonable adjustment agreement for all staff with disabilities by July, to better meet their needs and ensure that any disadvantages they experience are addressed.

- **Why we have chosen this objective:**
In line with our belief in the dignity and worth of every individual, we want to ensure that all staff members, regardless of disability, have the opportunity to thrive in our school community.
- **To achieve this objective we plan to:**
Work with HR to create personalised adjustment plans for staff with disabilities, consult with staff to identify any barriers they face, and provide necessary accommodations and support.
- **Progress we are making towards this objective:**
We are reviewing current staff needs and have initiated discussions with individuals to establish reasonable adjustments that support their professional growth and well-being.

Objective 3:

Increase the representation of teachers from local Black and minority ethnic communities.

- **Why we have chosen this objective:**
As a school, we recognise the importance of having a staff body that mirrors the diversity of our student population and local community. This reflects our commitment to providing role models and fostering a culture of inclusion.
- **To achieve this objective we plan to:**
Engage with local Black and minority ethnic communities to promote teaching as a career, offer mentorship programmes for new teachers from underrepresented groups, and ensure that recruitment processes actively encourage diverse applications.
- **Progress we are making towards this objective:**
We are working with local community groups and have identified key strategies to attract more diverse applicants in the upcoming recruitment cycle.

Objective 4:

Train all staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year.

- **Why we have chosen this objective:**
It is essential that those responsible for hiring decisions have a clear understanding of the legal and moral principles related to equality, ensuring that our recruitment processes are just and unbiased.
- **To achieve this objective we plan to:**
Organise and deliver targeted training sessions on equal opportunities, unconscious bias, and non-discrimination for staff and governors involved in recruitment. We will also provide follow-up resources and support.
- **Progress we are making towards this objective:**
Training modules have been developed and will be delivered in the next term, ensuring that all recruitment staff are fully prepared for the upcoming academic year.

Objective 5:

Promote spiritual, social, and emotional well-being through a diverse and inclusive pastoral care programme, with an emphasis on character development.

- **Why we have chosen this objective:**
As a Christian school, fostering not only academic but also spiritual and emotional well-being is a key part of our mission. This objective ensures that every student feels supported regardless of their background, fostering personal growth in alignment with our Adventist beliefs.
- **To achieve this objective we plan to:**
Develop a pastoral care programme that includes regular one-on-one check-ins with students, mentorship opportunities, and workshops that address emotional resilience, character development, and spiritual well-being.
- **Progress we are making towards this objective:**
We are currently reviewing feedback from students and staff to implement a pastoral care system that effectively supports each student's holistic development.

Objective 6:

Develop student leadership programmes that encourage participation from students of all backgrounds, with a focus on leadership grounded in Christian values.

- **Why we have chosen this objective:**
This objective aligns with the school's mission to nurture responsible citizens and future leaders grounded in Adventist values. It also ensures that leadership opportunities are available to all students, regardless of their background or characteristics.
- **To achieve this objective we plan to:**
Create inclusive leadership programmes that encourage participation from a wide range of students. These programmes will emphasise service, moral integrity, and Christian leadership, offering students the chance to develop and apply leadership skills in various areas, such as student council, peer mentoring, and community service.
- **Progress we are making towards this objective:**
The leadership programme is being designed, and we are identifying potential student leaders who reflect the diversity of our school.

Objective 7:

Create opportunities for students to engage with their local community, promoting service and outreach aligned with Christian values of love, compassion, and service.

- **Why we have chosen this objective:**
Community engagement is a core element of the Adventist ethos, and this objective promotes opportunities for students to serve and connect with others in meaningful ways, building empathy and a sense of social responsibility.
- **To achieve this objective we plan to:**
Organise community service projects, invite local leaders to speak at the school, and establish partnerships with local charities and organisations. These initiatives will help students understand the importance of service and give them practical ways to contribute to the wider community.
- **Progress we are making towards this objective:**
Initial discussions with local community groups have been fruitful, and we are in the process of planning the first set of service projects for the upcoming academic year.

Objective 8:

Encourage regular feedback from parents and the wider school community on the school's efforts to promote equality, and use this feedback to inform ongoing improvements.

- **Why we have chosen this objective:**
Ensuring that parents and the wider community have a voice in shaping the school's approach to equality and diversity strengthens community ties and ensures the school remains responsive to the needs of its students.
- **To achieve this objective we plan to:**
Create regular opportunities for parents to provide feedback through surveys, meetings, and focus groups. We will also establish a parent advisory board to assist with identifying and addressing equality-related issues.
- **Progress we are making towards this objective:**
Surveys are being developed, and the first feedback sessions will be held next term.

9. Monitoring arrangements

The governing board and headteacher will update the equality information we publish, at least every year.

This document will be reviewed by governing board at least every 4 years.

This document will be approved by governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment

Related Policies:

1. **School Improvement Plan**
 - Ensures continuous development in educational standards and inclusivity at Eden Park Academy.
2. **Special Educational Needs (SEN) Policy**
 - Provides support for students with special educational needs, ensuring access to education and equality of opportunity.
3. **Behaviour Policy**
 - Outlines the school's expectations for student behaviour, promoting a positive and respectful learning environment aligned with Christian values.
4. **Anti-Bullying Policy**
 - Focuses on preventing and addressing bullying, ensuring that all students feel safe and respected.
5. **Safeguarding and Child Protection Policy**
 - Ensures the safety and well-being of all students, with a focus on preventing harm and promoting welfare.
6. **Admissions Policy**

- Details the procedures and criteria for student admissions, ensuring fairness and transparency in line with our mission.

7. Attendance Policy

- Sets out expectations for student attendance and punctuality, promoting responsibility and commitment to learning.

8. Equal Opportunities Policy

- Ensures that all students and staff have equal access to opportunities and are treated fairly, in accordance with legal requirements and school values.

9. Health and Safety Policy

- Focuses on maintaining a safe environment for all students, staff, and visitors within the school premises.

10. Teaching and Learning Policy

- Outlines the strategies and approaches used to provide high-quality education and foster student engagement.