



Equality Information and Objectives

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Statutory Policy	Yes
Review Cycle	4 Years
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Date of Review	Section/Subheading	Details of changes
December 2025	1. Aims	<ul style="list-style-type: none">Added the protected characteristics as bullet pointsAdded paragraph about how Stoke Newington School and Sixth Form promotes respect for difference and diversity through its core CARE values
	2. Legislation	<ul style="list-style-type: none">Updated to note that this document is based on DfE guidance.
	10. Links with other policies	<ul style="list-style-type: none">Added SEND policy and SEN information report



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1. Aims

Our school aims to meet its obligations under the public sector equality duty 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. The protected characteristics are:
 - Age
 - Disability
 - Gender reassignment
 - Marriage or civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation

Stoke Newington School and Sixth Form promote respect for difference and diversity through its core CARE values: Compassion, Ambition, Resilience, and Excellence. These values underpin a school culture that celebrates individuality and inclusion. Compassion fosters empathy and understanding among students of all backgrounds, while ambition ensures high expectations for all, challenging stereotypes and promoting equity. Resilience is nurtured through a personal development curriculum that addresses identity, discrimination, and wellbeing, empowering students to navigate challenges. Excellence is encouraged not only in academics but also in character and citizenship, reinforcing a commitment to mutual respect and social responsibility in a diverse community.

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](#), 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](#).

3. Roles and Responsibilities

The Governing Body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, 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 will:

- Meet with the designated member of staff for equality every term, 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
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- 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

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term 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.

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.

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 all staff receive refresher training every September.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and 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 which 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 participate fully 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 school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data 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 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 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 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
- Making pupils aware of our behaviour and anti-bullying policies
- 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 organizing school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the 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 school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding different cultures
- We have developed links with people and groups who have specialist knowledge about 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.

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 pupils with disabilities
- Has equivalent facilities for boys and girls



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:

Objective 1

Actively close gaps in attainment and achievement between pupils and all groups of pupils; especially pupils eligible for free-school meals, pupils with special educational needs and disabilities, looked after children and pupils from minority ethnic groups.

We have chosen this objective because it aligns with our school development plan priorities and curriculum intent, implementation and impact statement.

To achieve this objective, we will closely monitor our attainment data outcomes across all year groups three times a year, ensuring that our quality assurance systems address gaps and lead to targeted pupil support and professional development for teaching and pupil-facing support staff.

Objective 2

Reduce the incidence of the use of racist, homophobic, biphobic, transphobic and sexist language by pupils in the school.

We have chosen this objective because it aligns with our school development plan, EDI strategy and ethos and is a key part of our pupils' social, moral, spiritual and cultural development.

To achieve this objective, we plan to ensure that we track and address all incidents relating to the above and ensure that our curriculum and tutor program continues to inform and challenge pupils.

Objective 3

Promotion of cultural understanding and awareness of different religious beliefs between different ethnic groups within our school community.

We have chosen this objective because it aligned with our school development plan, EDI strategy and ethos.

To achieve this objective, we plan to ensure that our curriculum, pastoral program and community priorities are continually reviewed and improved.

Objective 4

Monitoring and promotion of the involvement of all groups of pupils in the extra-curricular life of the school, including leadership opportunities, especially pupils with special educational needs and disabilities.

Why we have chosen this objective is because it is reflected in our curriculum intent, implementation and impact statement, alongside our school development plan

To achieve this objective, we plan to extend and develop our offer, ensuring that there is regular monitoring and review of uptake by specific groups.



9. Monitoring Arrangements

The responsible SLT and equalities leads will update the equality information we publish, at least every year.

This document will be reviewed by governors at least every 4 years and ratified by the full governing body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND policy
- SEN information report