

Equality objectives Policy statement

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1. Introduction

Our school aims to treat all of its community fairly and with respect. This involves providing access and opportunities for everyone without discrimination of any kind.

Equality legislation requires us to publish specific and measurable Equality Objectives. Our Equality Objectives are based on analysis of data and other information. Our Equality Objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

The Cavendish School strives to move from legal compliance with Equality legislation towards excellence and best practice in promoting and celebrating equality, diversity and inclusion. Our Equality Objectives, in addition to the Equality Information we will publish, demonstrate the school's commitment to ensuring that all pupils and staff are treated fairly in terms of their protected characteristics and other significant factors or indicators for pupils such as eligibility for free school meals (FSM) or having English as an additional language (EAL)

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

At The Cavendish School our mission is “Enabling-the-self”. This underpins our whole approach to education and to our curriculum in particular. Children and young people with ASC frequently describe aspirations that are similar to their neurotypically developing peers including a need to communicate effectively, build relationships, develop friendships, participate in purposeful activities, be independent, self-advocate and be happy.

Simply put this means that we are creating learning which allows our pupils to become happy, healthy adults who

- ∞ Flourish and thrive
- ∞ Are independent and self-advocate
- ∞ Are employed
- ∞ Achieve their aspirations
- ∞ Are fully immersed in their communities

As part of our curriculum learning, our assemblies and guest speakers we will work to ensure that all pupils understand what equality is and how to advocate for themselves to ensure that they are given the agency to affect positive change for equality for themselves and their fellow pupils.

Our school is also committed to ensuring all our staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Autism where referencing the Equality act is considered a disability and would therefore fall under the protected characteristics category. The Cavendish school recognises the importance of this protection in law whilst championing neurodiversity and the meaningful contribution that they also make in the world.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and [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 Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their ability to undertake normal day to day activities.

The act makes it unlawful for the responsible body of the School to discriminate against, harass or victimize any person in

- ∞ Relation to admissions
- ∞ The way it provides education for its pupils
- ∞ The it provides pupils access to any benefit, facility or service
- ∞ Excluding a pupil or subject them to any other detriment
- ∞ Treatment of staff and access to employment

The protected characteristics are:

- ∞ Sex
- ∞ Race
- ∞ Disability
- ∞ Religion or belief
- ∞ Sexual orientation
- ∞ Gender Reassignment
- ∞ Pregnancy or Maternity
- ∞ Age
- ∞ Marriage/Civil Partnership

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

TCS recognises that it is also unlawful to discriminate by association or perception, e.g. treating a student unfairly based on the Protected Characteristics of their parents or other family members.

This statement recognises the four types of unlawful behaviour

- ∞ Direct discrimination
- ∞ Indirect discrimination
- ∞ Harassment
- ∞ Victimisation

Every possible step will be taken into account in the aim of ensuring individuals are treated fairly and decisions are based on objective criteria.

This policy 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 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 is Jo Hedley. They will:

- ∞ Meet with the designated member of staff for equality every year, 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 Head of School will:

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

The designated member of staff for equality is Lisa Lincoln and will:

- ∞ Support the Head of School in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- ∞ Meet with the equality link governor every year 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 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 year during INSET training

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 is a core component of the International baccalaureate curriculum covered in all areas of

the inquiry. The Learner profile has been adopted as our school values and championed regularly through our behaviour and rewards programmes and our curriculum teaching

- ∞ 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 the school. For example, our school council will be formed using 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 of different cultures
- ∞ We will develop 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.

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

Objective 1

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

Why we have chosen this objective: To ensure that our staffing reflects our community

To achieve this objective we plan to: collated data and analyse

Progress we are making towards this objective: Time booked into new school schedule

Objective 2

Have in place a reasonable adjustment agreement for all staff and pupils with disabilities within 1 month of identification, to meet their needs and ensure that any disadvantages they experience are addressed. To ensure that Neurodiversity adjustments in particular are championed for pupils to take beyond TCS.

Why we have chosen this objective: This widely affects our whole community.

To achieve this objective we plan to: Complete assessments and issue questionnaires to staff

Progress we are making towards this objective: Staff are issued with OH questionnaires, stakeholders and EHCPs are consulted for pupils.

Objective 3

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

Why we have chosen this objective: This is important due to the wide variety of religious beliefs and languages practiced and spoken at TCS. International understanding and views are a core part of our IB curriculum and ethos

To achieve this objective we plan to: Use assemblies and teaching time to discuss and promote. Use displays and presentations to champion and promote.

Progress we are making towards this objective:

Objective 4

Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information by January of next year, to help address the under-representation of people with disabilities in the school workforce.

Why we have chosen this objective: As a champion of disabilities in the workplace including neuro diversity, it is important that we lead by example. Additionally we wish to employ the right people at the right time and therefore we need to be attracting all members of the employment field.

To achieve this objective we plan to: Add to all information going forward and ask for feedback on the relevance and response within candidate pools

Progress we are making towards this objective:

Objective 6

To close gaps in attainment and achievement between pupils and all groups of pupils; especially boys and girls, students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from different heritage groups.

Why we have chosen this objective: To ensure that the attainment gap pupils arrive with is closed and they are able to achieve their potential

To achieve this objective we plan to: Implement and monitor interventions based on analysed need

Progress we are making towards this objective:

9. Monitoring arrangements

The Deputy headteacher will update the equality information we publish, at least every year.

This document will be reviewed by the local governing body (LGB) at least every 4 years.

This document will be approved by the local governing body.