



Dame Alice Owen's School  
The Dame Alice Owen Foundation - 1613

# SINGLE EQUALITY POLICY (Statutory)

Agreed by the School Community and Full Governing Body  
To be reviewed  
(*reviewed every year*)

Summer 2025  
Summer 2026

To be monitored by the School Community Committee and the Full Governing Body

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## Preamble

As a school community we reflect the wide range of people, views, debates, and tensions that exist all around us. This policy helps us build on our past successes in tackling inequality and promoting tolerance and understanding, as well as to help us to respond positively to social changes that are taking place across the world, so that all members of our community feel safe, valued, respected, and represented at Dame Alice Owen's School.

## 1. Aims

We know that discrimination of all types continues, and we are determined to do all that we can to prevent it from happening. As such, Dame Alice Owen's 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 those who do not.
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it through this policy

## 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 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, students and parents.
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated annually.
- Delegate responsibility for monitoring the achievement of the objectives on a day-to-day basis to the Headteacher.
- Ensure that the school reports annually to the Governing Body 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

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and students.

The Designated member of staff for Equality will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and students.
- Meet with the equality link governor annually to raise and discuss any issues.
- Support the Headteacher in identifying any staff training needs, and deliver training as necessary.

- Monitor success in achieving the objectives and report back to the Governing Body.

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 to the school, and all staff receive refresher training annually.

All ITT trainees receive training on the Equality Act as part of their Professional Studies programme in Placements 1 and 2.

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
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

In fulfilling this aspect of the duty, the school will:

- Analyse attainment data each academic year showing how students with different characteristics are performing to determine strengths and areas for improvement, implement actions in response

- Make evidence available to the Governing Body identifying improvements for specific groups as necessary
- Respond to issues raised by stakeholders regarding particular protected characteristics, identifying any issues which could affect our own students and act accordingly

## **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 at all Key Stages. This includes teaching in Religious Studies and Learning for Life and Futures curricula, but also relevant activities in other curriculum areas.
- Holding assemblies and events dealing with relevant issues. Students will be encouraged to take a lead in such activities 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.
- Working with our international links. This includes organising school trips and visits to promote understanding between and learning about other cultures.
- Developing 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 and makes reasonable adjustments and / or carries out a risk assessment as appropriate to the situation.

## **8. Monitoring arrangements**

The designated member of staff for equality will update the equality information yearly for review by the School Community Committee. The document is approved by the School Community Committee on behalf of the Governing Body.

Accompanying this policy is an action plan which identifies the school’s current equality objectives, actions and their impact. The action plan will also be presented to the School Community Committee for scrutiny along with this policy document, annually.

## 9. Links with other policies

This document links most notably to the following policies:

- [Accessibility Policy](#)
- [Careers and Work Related Education \(CWRE\) and Information, Advice and Guidance \(AIG\) Policy](#)
- [Code of Conduct for Staff Policy](#)
- [Assessment and Feedback Policy](#)
- [Disciplinary Procedure Policy](#)
- [Spiritual, Moral, Social and Cultural \(SMSC\) Policy](#)
- [Policy to Safeguard Staff against Bullying and Harassment](#)
- [Behaviour for Learning and Anti-Bullying Policy](#)
- [Relationships and Sex Education Policy](#)
- [SEND Policy](#)
- [Whistleblowing Policy](#)

## Public Sector Equality Duty 2024 - 25

### Equality Information

Dame Alice Owen’s School fulfils the specific duties of the Act by publishing their Equality Information and Objectives on their school website within the policy.

We aim to present the information in a format that is easy to read and can be accessed from the school website.

We maintain confidentiality and work to the principles set out in the General Data Protection Regulations (GDPR) to protect personal data. We publish information in a way so that no student or staff member can be identified.

### Staff

<b>Age</b>	Figures change - the school complies with its equalities duties in this regard.
<b>Disability</b>	0% of staff have a recorded disability. We ensure reasonable adjustments are made where appropriate.
<b>Gender reassignment</b>	We are committed to supporting any staff member towards gender reassignment.
<b>Marriage &amp; civil partnerships</b>	Figures change - the school complies with its equalities duties in this regard.
<b>Pregnancy and maternity</b>	Figures change - the school complies with its equalities duties in this regard.

<b>'Race' / ethnicity</b>	Our staff profile comprises: British 72% Any other white background 12% Indian 3% Any other Asian background 2% African 2% Any other ethnic background 1.9% Any other mixed background 1.4% White and Asian 1.4% Not obtained 1.4% Irish 0.9% Bangladeshi 0.5% Chinese 0.5% Decline to record ethnicity 0.5% White and Caribbean 0.5%
<b>Religion and Belief / no belief</b>	Religion is not recorded. However, the school promotes inclusivity in religious observance
<b>Sex (male/female)</b>	Male - 28% Female - 72%
<b>Sexual orientation</b>	We are committed to supporting all staff members regardless of sexual orientation

## Students

<b>Number on roll</b>	1466
<b>Age</b>	Our students range in age from 11 to 18 years
<b>Disability</b>	Reasonable adjustments are made where appropriate.
<b>Gender reassignment</b>	We are committed to supporting any student towards gender reassignment
<b>'Race' / ethnicity</b>	Our student profile comprises: White British - 39% Indian - 13% White Other - 10% White and Asian - 6% Any other mixed background - 6% Any other Asian background - 4% Any other ethnic group - 3% Black - African 2% Refused - 2% White and Black African - 1% White and Black Caribbean - 1% Pakistani - 1% White - Irish - 1% Bangladeshi - 1% Turkish - 1%

<b>EAL (English as an Additional Language)</b>	<p>7% EAL</p> <p>The languages spoken within our student profile are:</p> <p>Albanian/Shqip  Arabic  Bengali  Bulgarian  Burmese/Myanma  Catalan  Chinese  Chinese (Any Other)  Chinese (Cantonese)  Chinese (Mandarin/Putonghua)  Estonian  Farsi/Persian (Any Other)  French  German  Greek  Greek (Cyprus)  Gujarati  Hebrew  Hindi  Japanese  Konkani  Korean  Kurdish  Malayalam  Marathi  Nepali  Persian/Farsi  Polish  Romanian  Romanian (Romania)  Russian  Slovak  Spanish  Tamil  Turkish  Ukrainian</p>
<b>Religion and Belief / no belief</b>	<p>Christian - 39%  Hindu - 11%  Muslim - 9%  Left empty - 9%  Refused - 6%  Jewish - 4%  Other faith - 3%  Buddhist - 1%  Sikh - 1%</p>
<b>SEND</b>	<p>Students identified with a Special Educational Need:  SEN support - 10%</p>

	EHCP - 3%
<b>Sex (male/female)</b>	Male - 50% Female - 50%
<b>Sexual orientation</b>	We support all students regardless of sexual orientation.
<b>Pupil Premium</b>	7%

We will update our equality information at least annually.

### Progress Data/School Outcomes

Outcomes for the following groups can be found on the [Compare School Performance website](#) together with comparisons to the National Averages:

Girls and Boys, Disadvantaged, EAL

SEND data is not shown on this website so can be found below:

	Attainment 8		Progress 8		English & Maths 4+		English & Maths 5+	
	2024	2023	2024	2023	2024	2023	2024	2023
SEND	65.1	59.0	+0.58	+0.32	84%	84%	74%	66%
Non-SEND	75.9	73.8	+0.99	+0.72	95%	98%	89%	94%

### 2025-2027 Equality Objectives

1. Conduct an annual review of curriculum materials to ensure diverse and inclusive representation across subjects.
2. Deliver refreshed equality training for staff annually and evaluate its impact.
3. Explore opportunities for students and staff with disabilities to share their experiences, perhaps through assemblies.
4. When published, review and implement appropriate school policy changes in response to updated government guidance on transgender students.
5.
  - a. Reduce the attendance gap between SEND/PP students and non-SEND/non-PP students, through targeted interventions and support.
  - b. Continue to reduce the progress gap between PP and non-PP students (our PP students make progress above national average but there is always opportunity for improvement)