



Altrincham College

Equality Objectives 2024 -2027 Statement and Action Plan

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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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.

Our vision is to nurture well-rounded citizens of the future who are knowledgeable, happy and resilient enough to make a valuable contribution to the world in which they live and empowered to make informed and positive life choices.

At Altrincham College we:

- recognise that all learners and staff are of equal value
- recognise and respect difference
- foster positive attitudes and relationships and a shared sense of cohesion and belonging
- observe good equalities practice in staff recruitment, retention and development
- aim to reduce and remove inequalities and barriers that already exist
- consult and involve stakeholders widely
- recognise that Society as a whole should benefit from the strengths of all our staff and students
- base our practices on sound evidence
- set measurable equality objectives

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 based on Department for Education (DfE) guidance: The Equality Act 2010 and schools. It also complies with our Trust funding agreement and articles of association.

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 is Mr Cliff Broom. He will:

- Meet with the designated member of staff for equality annually, and other relevant staff members, to discuss any issues and how these are being addressed.
- Ensure he is familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training.
- Report back to the full Governing Body regarding any issues.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils.
- Monitor success in achieving the objectives and report back to governors.
- The designated member of staff for the Equality Objectives is Mr Daniel Wakefield. He will:
- Support the Headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils.
- 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.

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

Altrincham College 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.

The school has a designated member of staff for monitoring equality issues (Mrs Danielle Taylor), and an equality link governor (Mr Cliff Broom). 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 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 participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school enrichment opportunities)
- 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 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 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.
- 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 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 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 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.

8. Equality Objectives 2024-2027

Equality Objective	Actions	Monitoring/Review/Evidence	SLT lead	Timescale	Expected Impact (RAG)
1) To ensure staff and Governors are trained on equal opportunities, non-discrimination and unconscious bias	<ul style="list-style-type: none"> • Training sessions to be organised/calendared during the academic year. • Share research on this topic from Ofqual, EEF, EOC, etc. • Allocate time in further meetings/INSET for identified training and discussion. • Give feedback to staff and Governors on any student voice undertaken. 	<ul style="list-style-type: none"> • Training evaluations show that 100% of those attending have a good understanding of the legal requirements and needs of our school. • Student Council and Staff Meetings allow all to feel they can raise an equality issue if they have one (minuted) • Governors confidently challenge the Headteacher on issues of equality (minuted) • Long- and Medium-Term planning is adapted accordingly following discussion with SLT link (HoDs) 	<p>DTR</p> <p>CTR/AED</p> <p>Chair of Governors</p> <p>CTR</p>	<p>October 2024</p> <p>and reviewed each year</p>	<p>Training delivered to Governors. Good practice is embedded and systems are fair and transparent; teaching staff plan learning to reflect our diverse society and can empathise with the viewpoints of others.</p>
2) To actively seek to promote our school to underrepresented groups	<ul style="list-style-type: none"> • Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July, and report on this to the Local Governing Body 	<ul style="list-style-type: none"> • Audit of staffing and student intake at Y7/Y12. • Analysis of recent recruitment. • Use information to review current advertising processes and refine for future use. • New staff (past 2 years) voice around fairness and transparency; take any ideas they may have on body 	<p>JUN</p> <p>DTR</p>	<p>July 2025</p> <p>July 2026</p> <p>July 2027</p>	<p>Over the next three years, the staff at school will be more representative of a diverse workforce and will have equal access to opportunities in school.</p> <p>“New Staff” Voice completed at end of each year</p>

3) To ensure appropriate access arrangements are in place to enable students, staff and visitors to access all areas of the school site, including specialist provision	See Accessibility Plan 2024	See Accessibility Plan 2024	NON/KEE/ AKN	Oct 2024 and reviewed each year	Building modified where needed and any new build/refurbishment ensures accessibility going forward
4) To analyse underperformance data for students and ensure differentiation strategies are clearly embedded in teacher planning	<ul style="list-style-type: none"> • Data analysis of groups after each data drop. • Swift, bespoke interventions identified and actioned. • Practice shared across departments. 	<ul style="list-style-type: none"> • Record of specific interventions used by whom and with whom. • Impact of interventions evidenced in improved data Intervention strategies and resources which have had the most impact are shared with staff on INSET days or scheduled meetings. 	CTR	Oct 2024 and reviewed each year	Improved achievement data for identified groups of students. Individual needs are met.
5) To ensure curriculum plans address a range of themes so that no group feels underrepresented or marginalised; all subject areas respond to the need to boost reading/literacy post Covid-19	<ul style="list-style-type: none"> • Review of whole school curriculum and subject planning. Student voice to assess their thoughts/feeling on the curricular offer in each subject. • Staff training for reading/literacy. 	<ul style="list-style-type: none"> • Revised curriculum plans discussed at meetings. • Agreed cross-section of students surveyed, discussion at Student Council meetings (minuted), feedback actioned (HoDs). • Parental communication around reading/literacy drive. 	CTR AED CTR	Summer HT6 2024 and reviewed each year	Improved achievement data for identified groups of students. Improved awareness and tolerance across the student body which is evidenced via a range of data.

<p>6) To remove non-academic barriers to learning, such as poor attendance, to allow full access to our curricular offer including enrichment activities/Cultural Capital</p>	<ul style="list-style-type: none"> • Review of learning in Form Period/assemblies. • Review of attendance strategy and communication with parents/carers. • Update anti-bullying procedures. • Review of PHSCE curriculum to ensure local need is met. • Ensure displays around school, school website/social media information are representative and motivational. 	<ul style="list-style-type: none"> • Review topics and themes are relevant and age-specific; agree a programme of delivery • Analyse attendance data fortnightly and work closely with key staff/families to set high expectations. • Analyse bullying data half-termly and take appropriate actions; share and monitor strategy with staff for consistency of approach; student voice. • Ensure staff delivering are fully trained to deliver the curriculum; amend directed time to support staff as necessary; student voice. • Incorporate opportunities for staff to maintain and refresh. Student/Parent voice on impact of these. 	<p>DWD/SDY</p> <p>SDY/JHK</p> <p>SDY/JHK</p> <p>SDY</p> <p>AED</p>	<p>Dec 2024 and reviewed each year</p>	<p>Students say they feel safe and supported in school.</p> <p>Students say they feel informed about issues which matter to them.</p> <p>There is community cohesion and a sense of belonging (staff, students, parents and carers) which is evidenced via stakeholder voice.</p> <p>Time needs to be set aside for this re displays. Social media is representative and motivational.</p>
<p>7) To ensure equality, equity and diversity are celebrated and promoted across all areas of school life</p>	<ul style="list-style-type: none"> • Ensure PSHCE curriculum encompasses these aspects, extra-curricular drop down days and events, work with our local community 	<ul style="list-style-type: none"> • PSHCE curriculum reviewed with all other subject areas • Head's Community Coffee Mornings • PSHCE calendar to highlight pertinent issues 	<p>SDY</p> <p>KEE/AKN</p> <p>SDY</p>	<p>Dec 2024 and reviewed each year</p>	

<p>8) To address health inequalities via individualised support for students and staff</p>	<ul style="list-style-type: none"> • Pastoral and SEND staff to work closely with families to ensure child's needs are met either in school or via support from external agencies • Leaders at all levels check regularly on team wellbeing and mental health, considering workload but also external factors which may have an impact on their working life. 	<ul style="list-style-type: none"> • Staff know the students they oversee/support • Staff make referrals as necessary • FSM support and regular communication to families to encourage them to apply for FSM • PP funding to support mental health • Regular contact with staff via meetings or 1:1 • Staff Voice surveys • Return to Work Interviews • Counselling telephone line or bespoke sessions via school • LOA requests • Various wellbeing initiatives (see sep list) 	<p>DWD/SDY</p> <p>KEE/AKN</p> <p>KEE</p>	<p>Dec 2024 and reviewed every year</p>	<p>This is happening throughout the school year and underpins the school ethos. Many examples of evidence can be given via Case Studies or HT Reports to Governors.</p>
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9. Monitoring arrangements

The Headteacher and Governing Body will update the equality information we publish at least every year.

This document will be reviewed by the Headteacher and Governing Body at least every 4 years.

This document will be approved by the Governing Body.

10. Links with other policies

This document links to the following policies:

- Accessibility Plan
- Safeguarding Policy
- Teaching and Learning Policy
- Behaviour Policy and Procedures
- SEND Code of Practice
- Academy Improvement Plan 2024-27
- Staff Handbook