



## Equality and Diversity Policy

<b>Author:</b>	<b>Stephanie Shaldas</b>
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## ETHICAL LEADERSHIP

1. Thomas Tallis School Plan 2020-23 has five aims.

1	A powerful curriculum
2	The best teachers
3	Great learning and progress
4	Excellent personal development
5	A model for a better world

As part of aim 5 Thomas Tallis School has adopted the *Framework for Ethical Leadership in Education*. This means that we try to behave in a principled and correct manner in everything we do. Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do. We therefore behave with **selflessness, integrity, objectivity, accountability, openness, honesty and leadership**. We demonstrate **trust, wisdom, kindness, justice, service, courage and optimism**.

## ANTI-RACIST THOMAS TALLIS

At Tallis we believe in *education to understand the world and change it for the better*. Our School Plan is focused on the service we offer to our young people, under five headings.

1. A powerful curriculum
2. The best teachers
3. Great learning and progress
4. Excellent personal development
5. A model for a better world

While our anti-racist work is rooted in all the sections, its action plan is held under section 5 'A model for a better world'.

We know that we cannot solve all the problems of the world, but as ethical professionals with a common aim we can try to solve those we encounter. While there are many forms of injustice in the world, our anti-racist work shines a spotlight on the experience of children and colleagues of colour. Where this highlights inequity, injustice or institutional racism, we will seek to put that right at Thomas Tallis School. As a result of this, all the young people and adults who are part of our community will learn how to build a better world.

The anti-racist process will draw on our reserves of honesty, fairness, respect, optimism and kindness. As well as these Tallis characteristics, we will need to be reflective, responsive and resolute. While it might be painful at times, we will be sustained by our common commitment to model a better world.

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| <ol style="list-style-type: none"><li>A. Policy</li><li>B. Equality Statement</li><li>C. Equality Analysis</li><li>D. Equality Audit</li><li>E. Equality definitions, roles and responsibilities</li></ol> |
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### A. POLICY

1. This policy supports Thomas Tallis in meeting our legal duties in equality legislation. It contains a straightforward explanation of what is required and suggestions about practice. Our duties under legislation are not an extra burden but central to our vision as a school which seeks to understand the world and change it for the better. They support and enhance good practice.
2. Thomas Tallis school aims to help our young people learn in an ethos and atmosphere of dignity and fairness, where they may develop themselves, knowing

that differences are respected and they are encouraged to take responsibility for their actions and become good citizens.

3. The Equality Act 2010 combined nine separate pieces of legislation into one Act. It simplified and strengthened the law to tackle discrimination and inequality.
4. The Act introduced 9 *protected characteristics*:
  - Age
  - Disability
  - Gender Reassignment
  - Marriage and civil partnership
  - Race
  - Religion and belief
  - Sex
  - Sexual orientation
  - Pregnancy and maternity
5. The Act specifies particular areas of protection such as in employment and within education. It sets out general and specific duties which schools must meet. These are called the *Public Sector Equality Duty*. They consist of a *general duty* and some *specific duties*.
6. The **general duty** has three *aims*. It requires public bodies to 'have due regard to the need to:
  - a) eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act
  - b) advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
  - c) foster good relations between people who share a protected characteristic and people who do not
7. **Specific duties** require public bodies to:
  - d) publish relevant, proportionate information demonstrating compliance with the Equality Duty. Subsequently, the information must be published at least annually; and
  - e) set and publish first equality objectives which are specific and measurable. Subsequent objectives must be published at least every four years.
8. Therefore, Thomas Tallis must publish information that shows that we have thought about the three general duties (5 above) as part of our decision-making processes. The information should include the effects that policy and practice have had on

people who share a protected characteristic e.g.

- Effects by race, disability, gender and age
  - What effect a policy might have on matters of sexual orientation or religion
9. Published information can include quantitative and qualitative information. It should be legitimate, proportionate and mindful of data protection. The information needs to be disaggregated and presented according to the protected characteristics.
10. Thomas Tallis School makes every effort to act in accordance with the *Brown Principles*. These were set out in 2008 as a result of a disability-related court case and have since become benchmarks for equality. Therefore
- a. We are aware of our equality duty in all decision-making
  - b. We consider equality issues at the time that decisions are made
  - c. We aim to analyse any decision's impact on equality
  - d. HT and governors understand that while other colleagues may carry out much of the work, we may not delegate this duty
  - e. We exercise this duty continually and pay regard to it in all our work.
  - f. We aim to keep dated records to demonstrate that equality issues have been considered.
11. At Tallis our daily life has fairness, equality and justice at its heart.
- a. We have adopted 5 traits for all that we call 'Tallis Character'. These are kindness, respect, optimism, honesty and fairness. We encourage these traits in all that we do.
  - b. We talk about 'fair chances' rather than 'equal opportunities' to remind us that a meritocracy merely offers the more advantaged an easier swim to the top. Fair equality of opportunity means that an individual should have as effective an equal chance as another of similar natural ability, and be supported where necessary.
  - c. At all times Thomas Tallis seeks to maintain its commitment to social justice, such that no young person's aspiration is limited by the circumstances of their birth. This is deeply embedded in our collective life.
12. As a school we have equality duties towards our children and young people and our adult employees and colleagues. For example, to demonstrate what we are doing at Thomas Tallis to meet **PSED (A) eliminate unlawful discrimination** for our children we publish:
- ✓ Equality Policy
  - ✓ Harmful and Abusive Behaviour Policy
  - ✓ Admissions policy and figures for year 12

- ✓ Behaviour Policy and related figures including exclusions
- ✓ Equality Impact Assessments and other equality analyses
- ✓ Equality Targets Set and progress towards them
- ✓ Progress information, achievement attainment levels of students by group
- ✓ Participation in trips, visits and extra-curricular activities

13. Examples of evidence of **PSED (B)** *advancing equality of opportunity* for our staff include:

- ✓ Staffing information
- ✓ Training records
- ✓ Gender pay gap information

From 2020-21 we have also committed ourselves to scrutinising

- BAME staff shortlisting and recruitment, using best equality principles
- BAME staff career progression
- BAME staff retention and resignations
- BAME representation in communications and media
- BAME staff representation in HR processes
  - formal disciplinary processes
  - bullying and harassment cases
  - attendance procedures
- BAME staff and CPD
  - teacher Appraisal outcomes
  - opportunities for non-mandatory training
  - exposure to learning experiences
  - teaching observations and feedback

This information is in our BAME Action Plan.

14. Examples of how we demonstrate PSED (C) *foster good relations* in our community might be:

- ✓ Curriculum development (decolonisation)
- ✓ Overall pupil profile data
- ✓ Community cohesion activities
- ✓ Evidence of our curriculum covering issues such as prejudice and diversity
- ✓ Information on engagement
- ✓ Parent and pupil surveys

15. Ofsted looks for evidence of how a school meets statutory requirements and how effectively we promote equality of opportunity and tackling discrimination.

- a. In particular they seek evidence of how:
- ✓ equality and diversity are promoted among staff, learners, employers, parents and other partners
  - ✓ the impact of equality and diversity work is assessed and what action is taken in response to findings
  - ✓ effective is training so that people understand their roles and responsibilities in relation to equality and diversity
  - ✓ all learners are protected from harassment, harmful and abusive behaviour and discrimination
  - ✓ we manage incidents and complaints about equality and diversity
  - ✓ targets are set and data used to monitor, analyse and improve performance by different groups of learners
  - ✓ action is taken to reduce significant variation between different groups of learners
- b. Key features for outstanding equality and diversity would include:
- High success rates for all learners
  - Strategic prominence for equality which is integral to school self-assessment and planning
  - An understanding of equality by all, evident in daily activities
  - Clear and decisive evaluation and monitoring of performance and outcomes of different groups of learners with appropriate action taken to narrow gaps
  - Managing attendance and absences and how this has an impact upon achievement
  - A well-planned curriculum that meets the needs of individual learners
  - Good referrals to other providers where necessary for a child's flourishing
  - Consistent, principled and energetic challenging of harmful and abusive behaviour
  - Appropriately strong community involvement
  - Active engagement with and promotion of the benefits of diversity
  - Frequent and effective staff training at all levels
  - Monitoring of staff career development opportunities
  - Equality and diversity embedded across all areas of teaching, training, learning and employment
- c. Inspectors may assess our commitment to equality through
- i. this document,
  - ii. our daily practice in school under all inspection headings
  - iii. our vision and planning documents and evaluations
  - iv. Governors' sub-committee plans and minutes
  - v. the school website
  - vi. conversations with young people, staff, parents and governors

vii. evidence of cultural opportunities presented to young people.

16. Therefore, Thomas Tallis School has the following documents:
- i. An Equality Statement to explain how we will meet the duties of the Equality Act 2010.
  - ii. An Information-gathering and Objective-setting process demonstrating how we collect and analyse equalities information and set objectives.
  - iii. An Equality Audit Tool to enable us to evaluate our systems and processes and identify equality gaps.

## B. EQUALITY STATEMENT

Thomas Tallis School is committed to equality and valuing diversity. We actively promote equality of opportunity for all our young people and staff.

### 1. Introduction

- i. Thomas Tallis School is committed to promoting a positive and diverse culture in which all staff and young people are valued and supported to fulfil their potential irrespective of age, disability, race, religion, belief, sex or sexual orientation.
- ii. We recognise our duties under the Equality Act 2010 and are committed to promoting the equality and diversity of all those we work with. We oppose all forms of unlawful and unfair discrimination, harmful and abusive behaviour and harassment. We will make every effort to comply with the requirements of the Act and its subsequent provisions.
- iii. The following groups of children and young people have been identified as key recipients for the provision of this statement: those who are
  - a. looked after or on the edge of care
  - b. on the Special Educational Need and Disability register, whether in possession of an EHC Plan or not
  - c. excluded or at risk of exclusion
  - d. from a minority ethnic group
  - e. speakers of English as an additional language
  - f. missing from education
  - g. restricted from attendance because of ill health or hospitalization
  - h. not in education, employment or training (NEET)
  - i. suffering from drug or alcohol abuse
  - j. school age or teenage parents
  - k. young carers
  - l. offenders or at risk of offending
  - m. struggling with mental health issues
  - n. in receipt of free school meals

- o. living in areas of deprivation
  - p. gifted and talented
  - q. gender-questioning or going through transition
  - r. Lesbian, Gay, Bisexual or Transgender
- iv. This policy and all associated procedures apply to all staff (including volunteers and students on placement), young people and visitors and should be read in conjunction with the following policies and procedures:
- a. Behaviour Policy
  - b. Harmful and Abusive Behaviour Policy
  - c. Policy for Responding to Prejudice-Related Incidents
  - d. Complaints Policy
  - e. E-Safety Policy
  - f. Health and Safety Policy
  - g. Off-Site Visits Policy
  - h. HR Policies (RBG)
  - i. Safeguarding and Child Protection Policy
  - j. Whistleblowing Policy

## 2. Compliance

- a. Thomas Tallis School does not condone any act of direct or indirect discrimination, harassment or victimisation. All members of staff must comply with the Equality Act 2010.
- b. Any breach of this policy may lead to disciplinary action.
- c. Prejudiced or discriminatory treatment, harmful and abusive behaviour or harassment of staff or young people by visitors will also not be tolerated.

## 3. Definitions

The Equality Act covers nine protected characteristics upon which discrimination is unlawful:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

For further information on types of unlawful discrimination see Section E, part 1.

## 4. Roles and responsibilities

- i. The designated senior member of staff with overall responsibility for all equality and diversity matters at Thomas Tallis School is the

Headteacher. In the Head's absence, the Deputy Headteacher Pastoral is responsible. For further information on the roles and responsibilities of the Designated Person see Section E, part 2.

- ii. It is the responsibility of all staff to:
  - a. Treat colleagues, young people and visitors equally with dignity and respect; and avoid behaving in any manner that may give rise to claims of discrimination, harassment or victimisation;
  - b. Support and participate in any measures introduced to promote equality and diversity;
  - c. Actively challenge discrimination and disadvantage in accordance with their responsibilities;
  - d. Report any issues associated with equality and diversity in accordance with this policy.
- iii. Each employee is personally responsible for their own acts of discrimination, harassment or victimisation carried out during their employment, whether or not the employer is also liable. Any attempt to instruct, cause or induce another person to discriminate, harass or victimise a third person will also amount to unlawful discrimination and any employee doing so will be subject to disciplinary action.

#### 5. Duty to make reasonable adjustments

We will actively seek to make reasonable adjustments, where there is a need to ensure that a disabled person has equal access, as far as is reasonable. We will take positive and proactive steps to remove, reduce or prevent the obstacles faced by a disabled individual, as far as is reasonable. For further information, visit the Equality and Human Rights Commission website at:

[www.equalityhumanrights.com](http://www.equalityhumanrights.com)

#### 6. Admissions policy

Our admissions criteria are defined under the admissions policy and are applied consistently to every young person, irrespective of any protected characteristic. While the Royal Borough of Greenwich is responsible for admissions in years 7 to 11, Thomas Tallis School is responsible for admissions post-16.

#### 7. Curriculum

- i. The curriculum is crucial to tackling inequalities for pupils including gender stereotyping, preventing harmful and abusive behaviour and raising attainment for certain groups. The principles of equality and diversity are embedded in our academic and social curriculum.
- ii. Our curriculum is, as far as is possible given the constraints of examination specifications, built on principles of equality and justice, giving equal weight to global culture and scholarship, and teaching explicitly about inequality and injustice, current or historical.
- iii. Positive and proactive steps will be taken to prevent discrimination

against, or victimisation of, any young person in the provision of education or access to any benefit, facility or service including educational trips, work experience and leisure activities.

8. Exclusion policy

Thomas Tallis Schools tries to avoid excluding children for a fixed period or permanently. Our exclusion criteria are applied consistently to every young person, irrespective of any protected characteristic. Data thereto is reported by group to governors.

9. Recruitment and selection

- i. All employees, whether part-time, full-time, temporary or permanent will be treated fairly and equally.
- ii. We will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy. Selections will be made on the basis of aptitude, ability and merit, where appropriate.
- iii. Where appropriate, Thomas Tallis School will endeavour to make all reasonable and effective adjustments required for equality during recruitment and selection processes. Where recruitment and selection are carried out by a third party, we will take all reasonable steps to ensure they also follow the principles of this policy.

10. Reporting and recording incidents of discrimination and harassment

All incidents of discriminatory treatment, harmful and abusive behaviour and harassment must be reported to senior staff and recorded as soon as is reasonably possible. All harmful and abusive behaviour-related incidents (confirmed or otherwise), will be addressed in accordance with our policy.

11. Complaints and grievances

If an individual believes that they have been discriminated against, harassed or victimised, they are asked to follow our complaints or grievance procedure.

12. Implementation, monitoring, evaluation and review

- i. The designated senior member of staff with overall responsibility for the implementation, monitoring and evaluation of the 'Equality and Diversity Policy' is the Headteacher.
- ii. The designated member of staff is also responsible for ensuring that all young people, staff, parents and carers are aware of our policy. Additional support may be provided to any parent or significant person wishing to know more about the policy and procedures outlined above. A copy of this policy document is available for inspection on the premises during office hours and an electronic copy is posted on our website  
Thomas Tallis

- iii. This policy document will be reviewed and publicised in writing, at least annually and, if necessary, more frequently in response to any significant incidents or new developments in national, local and organisational policy, guidance and practice

## C. EQUALITY ANALYSIS

### 1. The Equalities Steering Group

This group facilitates the equality analysis process and leads information-gathering and objective-setting. It includes:

- i. The HT
- ii. The Deputy Head with responsibility for EDI
- iii. The Chief Operating Officer and/or the HR Manager
- iv. The Assistant Headteacher with responsibility for Co-curricular
- v. A selection of teaching and support staff representing a range of protected characteristics

### 2. Gathering information

Information to be collected will include:

- Management information system (MIS) data
- Community profile in school and locally
- Attainment scores
- Teaching group distribution
- Attendance and absences
- Exclusions and other behaviour data
- Participation in other activities and opportunities
- Prejudice-based harmful and abusive behaviour log
- Staff profile
- Governors and leadership profile

### 3. Organising data

Data will be analysed according to the protected characteristics of the Equality Act. If we do not hold data on all of these characteristics the group will consider the need to collect it in future and make proposals accordingly.

### 4. Examining data

Apparent inequalities between different groups will be established and scrutinised systematically, considering each of the different protected characteristics in turn.

Exemplar questions such as follows should be asked:

- Are certain groups of children overrepresented in exclusions?
- How does boys' achievement compare with that of girls?
- Is attendance at parents' meetings comparable for different ethnicities?
- Do disabled children participate in additional activities?
- Do disabled adults participate in events?
- Who are the victims of harmful and abusive behaviour? Who are the perpetrators?
- Have there been any disability, homophobic, transphobic hate incidents? What about other prejudices, e.g. those based on race or religion?

- Using the equality audit document below, note potential issues regarding equality and examples of measures taken to address inequality.
5. Setting actions and objectives
- Inequalities noted will be interrogated in terms of the three arms of the public sector equality duty.
  - Schools may target interventions designed to alleviate disadvantages experienced by, or to meet the needs of, children with particular protected characteristics. This is Positive Action, such as
    - providing special support for Traveller children or
    - a project to engage specifically with families who are newly arrived in the country.
- Any need for positive action should be proposed to Governors' Inclusion Committee
- When all inequalities have been considered, the attendant actions will form the work programme for the Equalities Steering Group.
6. Prioritising actions
- Identified actions which will have the maximum effect on equality at Tallis will become our annual equality objectives. Equality objectives, by law, need to be specific and measurable. They should therefore be formed in such a way as to make the desired outcome clear, and how progress towards its achievement will be measured.
7. Publishing Equality Objectives
- This Equality information and the objectives should be published, through Governors; Inclusion Committee and the school website and Newsletter.
8. Reviewing progress
- Contextual information and progress towards objectives should be reported at least once a year to Governors Inclusion Committee
  - Published equality information is required by law to be reviewed and updated annually.
  - Objectives need to be updated at least every four years.
  - Whenever a new policy is introduced or existing practice changed, and equality impact assessment should be undertaken.

## **D. EQUALITY AUDIT**

1. The Equality Act imposes a duty of
  - Promoting accessibility
  - Valuing cultural diversity
  - Promoting participation
  - Promoting equality of opportunity
  - Promoting inclusive communities
  - Reducing disadvantage and exclusion

2. An Equality Audit is a self-evaluation of how an organisation delivers and incorporates equality. It should include any aspect of our policies, procedures or services. An Equality Audit might also be used in school planning, reporting to governors, quality management and assessing stakeholder attitudes and perceptions about equalities
3. An audit should include:
  - Assessment – do we meet the duty?
  - Action – how can we improve?
  - Review – have we met our objectives?
4. The checklist below and its traffic light rating will help us assess our institutional health.

Do we have and monitor the following?

Checklist	Yes/ No	Does it include equality strands and is it accessible to all?	Equality analysis undertaken Yes/ No/ Not applicable	red	amber	green
Leadership						
Governance document						
Job descriptions in governing body						
Skills audit for governing Body						
Mission statement						
Strategic plan						
Governing body reflective of community						
Managing hate incidents						
Managing harassment, discrimination, victimisation and harmful and abusive behaviour of staff and pupils						

Checklist	Yes/ No	Does it include equality strands and is it accessible to all?	Equality analysis undertaken Yes/ No/ Not applicable	red	amber	green
Fostering good relations with local organisations and community groups						
Equal Opportunity and Inclusion Policies						
Management of Employees						
Recruitment data						
Training data						
Promotion data						
Exit data						
Grievance data						
Disciplinary data						
Management of pupils						
Admission data						
Overcoming barriers to Learning						
Behaviour including disciplinary action and exclusions						

Checklist	Yes/ No	Does it include equality strands and is it accessible to all?	Equality analysis undertaken Yes/ No/ Not applicable	red	amber	green
Out of school activities						
Accessibility plan for disabled pupils						
Attendance						
Curriculum and learning						
Educational trips and visits accessibility						
Curriculum scrutiny and decolonisation						
Lessons that value and promote diversity						
Adaptive teaching						
Staff trained/ experienced in meeting diverse pupils						
Parent and community involvement						
Parents informed of child's progress						
Parents involved in School						
Links with local groups holiday schemes and after						

Checklist item	Action Required	Lead	Target Date

## E. EQUALITY DEFINITIONS, ROLES AND RESPONSIBILITIES

### 1. Types of unlawful discrimination

- Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation).
- Discrimination by association is direct discrimination against someone because they associate with another person who possesses a protected characteristic.
- Perception discrimination is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.
- Indirect Discrimination occurs when a condition, provision, policy or practice applies to everyone but particularly disadvantages people who share a protected characteristic and it cannot be shown to be a reasonable and proportionate means of achieving a legitimate aim.
- Discrimination arising from disability occurs when a disabled person is treated unfavourably and unjustifiably because of their disability. Discrimination arising from disability is different from direct and indirect discrimination.
- Harassment occurs when a person is subject to “unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual”.
- Third-party harassment occurs where, during the course of their duties, an employee is harassed by an individual or individuals who are not under the direct control of Thomas Tallis School and the harassment relates to a protected characteristic.
- Victimisation occurs when an individual is subject to a detriment because they have made an allegation of, or given evidence about, the treatment of any individual (including themselves) who has been subject to any of the above.
- (Any individual making allegations of a false, malicious or vexatious nature would not be protected against victimisation and will be subject to disciplinary action)

### 2. Roles and responsibilities

The designated senior member of staff with overall responsibility for all equality and diversity matters at Thomas Tallis School is the Headteacher. The role of the Designated Person is to:

- Create an environment in which all members of the community are expected to treat one another with mutual respect, dignity and tolerance.
- Ensure that Thomas Tallis School complies with equality legislation
- Ensure all policies, practices and procedures, associated with equality and diversity, including admissions, curriculum, recruitment and selection are implemented
- To make effective and reasonable adjustments where appropriate to meet the individual needs of staff, young people and others who may have business with Thomas Tallis School

- Ensure that all staff are aware of and follow Thomas Tallis School’s policy and receive appropriate equality and diversity training, in accordance with their roles and responsibilities
- Take all reasonable steps to prevent discrimination, harassment and victimisation from taking place
- Take responsibility for recording, managing and analysing incidents of discrimination, harassment and victimisation in accordance with Thomas Tallis School’s policies, procedures and guidance.
- It is the responsibility of all staff to:
- Treat colleagues, young people and visitors with dignity and respect; and avoid behaving in any manner that may give rise to claims of discrimination, harassment or victimisation
- Support and participate in any measures introduced to promote equality and diversity
- Actively challenge discrimination and disadvantage in accordance with their responsibilities
- Report any issues associated with equality and diversity in accordance with this policy.

## F. USEFUL RESOURCES

<http://www.csie.org.uk/resources/current.shtml#equality2016>

<http://www.equalityhumanrights.com/private-and-public-sector-guidance/education-providers/education-providers-school-guidance>

<http://www.equalityhumanrights.com/private-and-public-sector-guidance/education-providers>

<http://www.stonewall.org.uk/our-work/education-resources>

LGBT guidance and support

<http://www.runnymedetrust.org/projects-and-publications/education.html>

Race guidance and support

[http://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

<http://www.equalityhumanrights.com/private-and-public-sector-guidance/education-providers/schools-guidance/key-concepts/reasonable-adjustments>

Guidance on making reasonable adjustments for pupils with a disability

## APPENDIX 1:

### Equality Objectives 2022

1. To make progress towards teacher staffing reflecting the diversity of the student body.
2. To make progress towards all student groups achieving equally well.
3. To make progress towards removing imbalances in the behaviour and reward points issued to different groups.
4. Continue to strive to recruit and retain governors reflecting the diversity of the student body.

Progress on these targets will be reported in January 2023 using January 2022 as a baseline.

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*End of document*