



Gillingham School, Dorset

United Learning Equality Information and Objectives

Last review:	September 2026
Next review:	November 2026
Signed:	MM/GL
Approval Committee:	Governing Body

1. Introduction

Gillingham School is committed to providing an inclusive environment in which all members of the school community are valued, respected and supported to achieve their full potential.

The school recognises its duties under the Equality Act 2010 and is committed to ensuring equality of opportunity for all students, staff, parents, carers, governors, volunteers, visitors and members of the wider community.

The school will actively seek to:

- eliminate unlawful discrimination, harassment and victimisation;
- advance equality of opportunity between people who share a protected characteristic and those who do not;
- foster good relations between people who share a protected characteristic and those who do not.

The protected characteristics identified within the Equality Act 2010 are:

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

The school believes that diversity is a strength and is committed to ensuring that every member of the school community feels safe, welcomed, respected and able to participate fully in school life.

2. Scope

This policy applies to:

- all students;
- all employees;
- governors;
- agency and supply staff;
- contractors;
- volunteers;
- trainees;
- Parents/carers;
- visitors to the school.

The principles within this policy apply to all aspects of school life, including teaching and learning, admissions, employment, recruitment, training, promotion, behaviour, safeguarding, attendance, curriculum design, educational visits and enrichment activities.

3. Equality Information for Students

The school is committed to ensuring that all students have equal access to high-quality education, support and opportunities.

The school regularly reviews information relating to:

- attendance;
- punctuality;
- behaviour;
- suspensions;
- permanent exclusions;
- attainment and progress;
- access to intervention programmes;
- participation in enrichment and extracurricular activities;
- participation in leadership opportunities;
- student voice;
- bullying and prejudice-related incidents;
- post-16 destinations and progression.

Where appropriate, information is analysed for different groups of students, including:

- disadvantaged pupils;
- pupils with SEND;
- pupils from different ethnic backgrounds;
- looked after and previously looked after children;
- young carers;
- pupils with disabilities;
- pupils with protected characteristics;
- other vulnerable groups identified by the school.

4. Equality Objectives for Students (2025-2029)

Objective 1: Raise achievement for disadvantaged pupils

To continue reducing gaps in attainment and progress between disadvantaged pupils and their peers through targeted academic, pastoral and wellbeing support.

Success Measures

- Disadvantaged student progress is reviewed termly.
- Gaps in attainment reduce over time.
- Increasing numbers of disadvantaged students achieve aspirational outcomes.

Objective 2: Promote inclusive participation

To increase participation in educational visits, enrichment activities, extracurricular opportunities and student leadership programmes among underrepresented groups.

Success Measures

- Participation data is monitored annually.
- Participation rates become more representative of the school population.
- Students report that opportunities are accessible to all.

Objective 3: Improve attendance for vulnerable groups

To improve attendance and reduce persistent absence among groups of students who may face additional barriers to education.

Success Measures

- Attendance figures improve year on year.
- Persistent absence decreases.
- Attendance gaps between groups narrow.

Objective 4: Promote inclusion and belonging

To continue developing a school culture where diversity is celebrated and all students feel safe, respected and valued.

Success Measures

- Positive outcomes from student surveys.
- High levels of student engagement.
- Increased participation in student voice activities.

Objective 5: Reduce prejudice-related incidents

To ensure incidents of discrimination, bullying, harassment and prejudice are tackled swiftly and effectively.

Success Measures

- All incidents are recorded and investigated.
- Trends are reviewed regularly.
- Students report feeling safe within the school environment.

Objective 6: Ensure equitable access to support and opportunities

To remove barriers that may limit participation, achievement or wellbeing for students with protected characteristics, SEND, or other vulnerabilities.

Success measures:

- Support and intervention programmes are regularly evaluated.
- Students can access learning, enrichment and wider opportunities regardless of background or need.
- Stakeholder feedback demonstrates confidence in the school's inclusive approach.

5. Equality in Employment

Gillingham School is committed to providing equality of opportunity in employment and seeks to eliminate unlawful discrimination, harassment and victimisation in the workplace.

The school aims to ensure that all employees, job applicants, volunteers, contractors, agency staff and trainees are treated fairly, with dignity and respect.

Employment decisions will be based on merit, skills, qualifications, experience and professional standards.

The school seeks to:

- promote equality, diversity and inclusion within the workforce;
- ensure fair and transparent recruitment and selection procedures;
- provide equal access to professional development opportunities;

- support staff wellbeing;
- prevent discrimination, harassment, bullying and victimisation;
- make reasonable adjustments where required;
- promote an inclusive culture where all staff are able to contribute fully to school life.

6. Equality Information for Staff

The school monitors employment practices, where appropriate, to ensure equality of opportunity and to identify any barriers to participation or progression.

This may include consideration of:

- recruitment and selection;
- workforce diversity;
- retention of staff;
- applications for promotion;
- access to training and professional development;
- staff wellbeing;
- grievance and disciplinary matters;
- flexible working arrangements;
- pay and reward arrangements.

This information helps the school evaluate its employment practices and identify areas for further development and improvement.

7. Equality Objectives for Staff (2025-2029)

Objective 1: Fair Recruitment

To ensure recruitment and selection processes remain fair, transparent and accessible.

Success Measures

- Recruitment procedures are reviewed regularly.
- Selection decisions are based upon objective criteria.
- Recruitment documentation promotes equal opportunity.

Objective 2: Professional Development

To provide equitable access to professional learning, leadership development and career progression opportunities.

Success Measures

- Staff across all groups have access to development opportunities.
- Participation in training is monitored and reviewed.
- Staff report positive experiences of professional development.

Objective 3: Staff Wellbeing and Inclusion

To maintain a workplace culture that promotes respect, wellbeing and inclusion.

Success Measures

- Positive staff survey outcomes.
- High levels of staff engagement.

- Staff feel valued and supported within the workplace.

Objective 4: Monitoring and Continuous Improvement

To regularly review workforce information and employment practices to identify and address any potential inequalities.

Success Measures

- Relevant workforce data is reviewed periodically.
- Appropriate actions are implemented where necessary.
- Governors receive updates on equality-related matters.

8. Roles and Responsibilities

Governing Body

The Governing Body is responsible for:

- ensuring compliance with equality legislation;
- monitoring the implementation of this policy;
- reviewing equality objectives;
- holding school leaders accountable for promoting equality and inclusion.

Headteacher

The Headteacher is responsible for:

- implementing the policy;
- promoting equality and inclusion across the school;
- ensuring appropriate training is available;
- monitoring equality-related information and outcomes;
- reporting to governors as appropriate.

Staff

All staff are expected to:

- uphold the principles of this policy;
- treat others with dignity and respect;
- challenge discrimination where appropriate;
- promote inclusive practices;
- contribute to a positive and welcoming school culture.

Students

Students are expected to:

- respect others;
- demonstrate tolerance and understanding;
- contribute positively to school life;
- follow the school's behaviour expectations.

9. Monitoring and Review

The school will review relevant equality information annually and equality objectives at least every four years.

Information used to evaluate progress may include:

- attendance data;
- behaviour information;
- exclusion data;
- attainment and progress outcomes;
- participation rates;
- workforce information;
- staff and student surveys;
- records of bullying and prejudice-related incidents.
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The Governing Body will monitor the effectiveness of this policy and ensure that it remains compliant with current legislation and reflects the needs of the school community.