



*Things done well make the best memories*  
**SIR NORTON KNATCHBULL – 1637**

## Progress against Equal Opportunities & Diversity Objectives

Policy Owner	Ben Greene HT
Reviewed by	Education Committee Headteacher
Approved by FGB	15 <sup>th</sup> July 2025
Progress reviewed by Education Committee	Annually
EIA	1 <sup>st</sup> July 2025
Publication	Circulated to all staff Published on School website

## Equality Objectives

### **Objective 1:**

**Gender & Behaviour. The school will work to consciously promote gender equality.**

Why we have chosen this objective

- To ensure that in an overwhelmingly male environment positive attitudes and behaviours towards women are deliberately taught and actively modelled by all male staff
- To ensure that female students and colleagues in the school do not experience negative or discriminatory behaviours

To achieve this objective we plan to

- Ensure that planned curricular deliberately focus on and highlight positive female role models
- Monitor behaviour data to identify trends/patterns which indicate issues related to gender to enable pro-active intervention
- Monitor the progress – quantitatively and qualitatively - of female students in the Sixth Form to ensure smooth transition, positive Sixth Form experience and to remove achievement gaps
- Continue annual survey of female colleagues and students
- Regular attendance of female students at SLT and engagement with female staff voice
- Staff CPD research group

Progress we are making towards this objective

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- Whole school focus day, March 2025 – student sessions and CPD for colleagues
- Female students engage with head of PD to inform curriculum
- Develop ongoing CPD and PD review built into 25-26 academic year
- Introduction of scripted responses to support colleagues in responding to incidents
- Maintain ongoing engagement with female students and colleagues about their lived experience
- Review framework of support and transition for female students joining the Sixth Form
- Revised reporting system on Behaviour Management system – to support monitoring of numbers and levels of incidents.

**Objective 2:**

**The School will monitor and evaluate the attainment and progress of all pupils in all year groups with specific reference to significant groups including ethnicity, special educational needs, disadvantages (pupil premium), free school meals students and gender (Sixth Form)**

Why we have chosen this objective:

- To enable us to identify and take appropriate action to address any underachievement in these groups

To achieve this objective we plan to:

- *Identify significant groups in each year group within the school*
- *Analyse the attainment and progress of these groups at each data drop, ensuring these are built into data summaries which are used by Governors, SLT, HoY and HoD, and Inclusion Manager so that they can take appropriate action necessary to address underachievement and remove barriers to learning.*

Progress we are making towards this objective:

- The progress of all groups is regularly monitored – with data prepared on a consistent basis for HoY, SL and SLT to use with each data drop. Each year group reports to SLT. LM of subjects picks this up with each subject.
- Revise and build this into redesigned common reports for Governors
- Introduction of 'Provision Maps' to provide a '24 hour one stop shop' that details bespoke provision, accessible to staff and parents

**Objective 3:**

**25-26 SIP Objective – Culture – 'This is a school for people like me'**

Why we have chosen this objective:

- Given the growth of 'anti diversity' messages in politics and the media; and the increasing exposure of our students to these views on social media platforms we believe it is imperative to maintain a focus on equality, inclusion and diversity – so that the Norton Knatchbull School is a safe place for everyone; and where opinions and views can be explored appropriately.

To achieve this objective we plan to:

- *Maintain and develop an annual programme of events, speakers and assemblies that celebrate the diversity of our community. (i.e. in relation to ethnicity, culture, sexuality, gender identity)*
- *Ensure that ongoing curriculum review provides opportunities for subjects to increasingly reflect the diversity of the school community in delivery plans.*
- *Explore appropriate external benchmarking/awards to further support this*

Progress we are making towards this objective:

- Curriculum Review ongoing and launched September 2023 – confirms equality of access for all students (with appropriate adjustments and supports for students with particular needs) - reflected in 23 Ofsted Report.

- 3<sup>rd</sup> – extended culture day held in 24; plans in place to develop further community events going forward
- RACE Charter Mark Bronze Award secured Spring 24
- Engaged with Feminista Award 25-26
- Reflect in CPD programme 25-26
- Scripted Responses introduced, and behaviour framework and recording revised to support more informed tracking and monitoring
- Full participation of students with particular and specific needs in trips and visits

## NKS Equality Impact Assessment

The purpose of an Equality Impact Assessment (EIA)

To ensure that policies, functions, plans or decisions do not create unnecessary barriers for people protected under the Equality Act 2010. Where negative impacts are identified these should be eliminated or minimised, and opportunities for positive impact should be maximised.

POLICY STATUS

Review of Progress

Person(s) completing EIA:

Lena Seed. Governance & Compliance Professional

Date completed:

June 2025

### 1. Aim of the policy or practice

The objectives aim to promote equality and diversity actively within the Norton Knatchbull School community. This includes ensuring gender equality, monitoring achievement across protected characteristics, and fostering a culture where every member of the school community feels included, respected, and valued.

### 2. Who will benefit from this policy or practice?

- **Students:** through an inclusive, supportive educational environment promoting equality.
- **Staff:** through professional development, clarity in responsibilities, and supportive frameworks.
- **Governors:** informed oversight on equality and diversity progress.
- **Parents/Carers:** reassurance of equitable treatment and clear reporting of progress.

### 3. Evidence considered

- Equality Act 2010 and relevant statutory guidance
- NKS behaviour and safeguarding data
- Student and staff surveys
- Previous Ofsted reports and external accreditations (RACE Charter Mark Bronze Award)
- School performance and achievement data by protected characteristics.

### 4. Impact Analysis

Protected Characteristic	Potential Impact	Explanation/Detail & Mitigation
Age	None	Objectives focus broadly on student cohorts without disadvantaging any age group specifically.
Disability	Positive	Active inclusion measures, provision mapping, and equal access adjustments specifically benefit students with disabilities.
Gender reassignment	Positive	Objective 3 explicitly addresses gender identity inclusively, promoting positive representation and inclusive curriculum activities.
Marriage & Civil Partnership	None	No specific impact; policy focus is primarily on pupils and school environment.
Pregnancy & Maternity	None	No explicit impact or issues identified relevant to students/staff currently.

Protected Characteristic	Potential Impact	Explanation/Detail & Mitigation
Race	Positive	Active measures to promote racial equality and diversity (e.g., curriculum diversity, external accreditation).
Religion or Belief	Positive	Diverse programme of speakers/events supports positive religious/cultural inclusion.
Sex	Positive	Clear gender equality objectives actively address potential gender biases and promote positive attitudes and behaviours toward females.
Sexual orientation	Positive	Explicit cultural inclusivity efforts, curriculum reviews, and events positively represent different sexual orientations.

### 5. Could any group be excluded or experience disadvantage?

No. Objectives explicitly aim to include and support all protected characteristics. The structured approach to monitoring and intervention ensures identification of potential disadvantages swiftly and effectively.

### 6. Actions to mitigate risks identified

- Regular, detailed data monitoring across protected characteristics.
- Annual surveys to identify concerns proactively.
- Structured and inclusive CPD for all staff.
- Clear reporting mechanisms and support frameworks.
- Continuous curriculum development reflecting diversity and equality goals.

### 7. Conclusion

The Equal Opportunities & Diversity Objectives effectively support equality and inclusion, actively mitigate risks, and provide a comprehensive framework promoting positive impacts across all protected characteristics. Continuous monitoring and proactive interventions ensure equitable outcomes for the entire school community.