



## THE PIGGOTT SCHOOL

‘Go and do Likewise’ Luke 10:25-37, The Parable of the Good Samaritan

We live with love and compassion, seeking help in times of need.

### Equality information and objectives policy

<b>Author:</b>	Headteachers & Governance Professional
<b>Approver:</b>	Local Governing Committee
<b>Date:</b>	11 <sup>th</sup> November 2025
<b>Next review:</b>	November 2026
<b>Category of policy:</b>	Local Governing Committee

#### Changes history

Version:	Date:	Amended by:	Substantive changes:	Purpose:
1	July 2025			New LGC policy since joining Agape Trust

This is a policy delegated to the responsibility of the Local Governing Committee of The Piggott School by Agape Trust Board.

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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, harassment, victimisation 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 a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
  - Age
  - Disability
  - Gender reassignment
  - Marriage or civil partnership
  - Pregnancy and maternity
  - Race
  - Religion or belief
  - Sex
  - Sexual orientation

Our school aims to promote respect for difference and diversity in accordance with our Christian vision and values: love, courage, dedication, honesty and equality. These values permeate throughout our school and are evident in our culture and ethos.

Our vision for equality and diversity is to treat everyone fairly so that all members of the school community are free to learn, work, grow and flourish.

## 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](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

This document also complies with our funding agreement and articles of association.

## 3. Roles and responsibilities

The Local Governing Committee 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/carers
- 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 Headteachers

The Headteachers will:

- Promote knowledge and understanding of the equality objectives among staff, pupils and students
- Monitor success in achieving the objectives and report back to governors
- Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

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 equality and diversity as part of their induction, and all staff receive refresher training at least annually.

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## 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. those with disabilities, or the LGBTQIA+ members of our community who are being subjected to homophobic bullying)
- 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 (e.g. encouraging all pupils to be involved in the full range of school co-curricular clubs)

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

- Provide attainment data each academic year showing how pupils with different characteristics are performing to governors.
- Analyse the data referenced above to determine strengths and areas for improvement and implement actions in response
- Identify improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Identify any issues which could affect our own pupils

Governors will support the school in analysing the data and monitor any areas requiring action particularly looking for impact.

In addition, the Agape Multi Academy Trust publishes its gender pay-gap report on its website: [Diversity & Equality](#)

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

We publish our Local Governing Committee diversity statement on our website.

## 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 in Philosophy and Religious Education and personal, social, health and economic (PSHE) education. Our extensive PSHE curriculum from Year 1 to Year 13 covers, for example, challenging gender stereotypes, accepting differences in people, different families, impact of words, prejudice, racism, cultural differences, disabilities, gender identity and sexual orientation, homophobia, biphobia and transphobia. Please refer to our website for full details of our PSHE curriculum for each year group [The Piggott School - PSHE](#)
- Promoting tolerance, friendship and an understanding of religions and cultures in a wide range of other curriculum areas. For example, as part of teaching and learning in English/reading, pupils and students will be introduced to literature from a range of cultures. In our primary phase, different cultures and festivals are celebrated in our music and art curriculum. In our secondary phase, our

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history curriculum covers a range of non-westernised countries and cultures and the history of women. For more information on all our subjects and how equality and diversity is included please refer to our websites: [The Piggott School - Curriculum](#) (primary phase) [The Piggott School - Curriculum](#) (secondary phase)

- Making pupils and students aware of our behaviour and anti-bullying policies and in the Primary Phase our behaviour charter
- Holding assemblies and workshops dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Informing and discussing with our pupils and students relevant issues through, for example, theme of the week (secondary phase) and sharing assemblies and value days (primary phase)
- Actively listening to our pupil/student voice through School Council, pupil groups such as our neurodiversity group and the carrying out of surveys
- Empowering our pupils/students to be leaders in equity and diversity
- 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, Prefect Teams and Pupil/student Groups have representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils/students are encouraged to participate in the school's activities, such as sports and co-curricular 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. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

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:

- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

## **8. Equality objectives**

We are required to:

- Report and publish pay gap information by 30 March each year. This is done as part of the Agape Multi Academy Trust gender pay gap report
- Publish equality statistical data annually (please see Appendix A)
- Set at least 1 equality objective once every 4 years

The equality objectives we set in October 2022 were to:

*1: Ensure opportunities are offered to skilled and talented staff whilst implementing strategies to retain the breath of appropriate skills and expertise and the stability to ensure high standards are maintained.*

Through robust school improvement planning, we are committed to ensuring high quality continued professional development for all members of staff. The explicit promotion of lifelong learning ensures that personal and professional development nurtures, motivates and secures growth for all of our school community to flourish.

*2. Ensure all staff are aware of their responsibilities to address and report incidents of homophobia, racism, disability harassment, sexual and gender bullying, and religious harassment.*

Safeguarding and inclusion is central to practice across the school. Our Christian vision ensures that all practice in the school promotes the importance love, compassion and kindness for all in our community. The command of 'Love thy Neighbour' teaches us to celebrate diversity and to value all God's children. Safeguarding procedures ensure that all staff are clear how to identify, address and report any discriminatory behaviour.

All staff were given training in the academic year 2024-25 on sexual harassment (in particular how to report it) and equality and diversity. Both sets of training have been added to our new staff starter training package.

*3. Encourage equal participation for all in all aspects of school life by actively promoting opportunities fairly in and out of lessons and through other media to which all students have access.*

Opportunities for personal development are broad at The Piggott School. The strategic aims of the school demonstrate a deep commitment to ensuring that all young people are able to 'learn on a wider map'. Curriculum development and co-curricular opportunities provide multiple pathways for all students to develop their social, moral, spiritual and cultural learning without any barrier.

## **9. Monitoring arrangements**

The Headteachers will update the equality information we publish at least every year Please refer to Appendices A and B.

School-specific equality objectives will be reviewed by the Local Governing Committee at least every 4 years.

This document will be reviewed and approved by the Local Governing Committee annually, to ensure continued compliance with the PSED.

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan and action plan
- Behaviour policies
- SEND information report
- SEND policy

## Appendix A:

### Staff (data as of 2 June 2025)

Figures in red are those from February 2024

Age		
	% aged 18-25	7.6% (5.5%) 18 members of staff
	% aged 26-35	20.8% (24%) 49 members of staff
	% aged 36-45	26.7% (25.7%) 63 members of staff
	% aged 46 – 55	30.5% (30.4%) 72 members of staff
	% aged 56 or over	14.4% (14.4%) 34 members of staff

‘Race’ / ethnicity		
	Our staff profile comprises:	
	White, British	77.1% (79.3%) 182 members of staff
	White, any other White Background	5.9% (4.6%) 14 members of staff
	Did not wish to be recorded	SUPP
	Asian or Asian British, Any other Asian Background	SUPP
	Asian or Asian British, Indian	5.5% (5.5%) 13 members of staff
	Mixed, any other mixed background	SUPP
	Mixed White and Asian	SUPP
	Asian or Asian British, Pakistani	SUPP
	Chinese	3.8% (3.8%) 9 members of staff

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	Any other ethnic background	SUPP
	Black or Black British, African	SUPP
	White, Irish	SUPP
<b>Sex (male/female)</b>	Female 79% 187 members of staff	(79.3%)
	Male 21% 49 members of staff	(20.7%)

The number of staff who have a recorded disability has been suppressed. We ensure reasonable adjustments are made where appropriate.

## Appendix B:

### Students (data correct as of 15<sup>th</sup> May 2025)

<b>Age</b>	Our students range in age from 4 to 19 years.																																																												
<b>Disability</b>	12 pupils have a recorded physical disability, 9 have a visual impairment and 7 have a hearing impairment. Reasonable adjustments are made, where appropriate.																																																												
<b>Gender reassignment</b>	We are committed to supporting any student towards gender reassignment																																																												
<b>'Race' / ethnicity</b>	<p>Our student profile comprises: (Number of pupils in brackets)</p> <table> <tr> <td>White - British</td> <td>67.6%</td> <td>(1270)</td> </tr> <tr> <td>Any other White background</td> <td>5.8%</td> <td>(109)</td> </tr> <tr> <td>Chinese</td> <td>3.7%</td> <td>(69)</td> </tr> <tr> <td>Indian</td> <td>3.3%</td> <td>(62)</td> </tr> <tr> <td>White and Asian</td> <td>2.6%</td> <td>(49)</td> </tr> <tr> <td>Any other Asian background</td> <td>2.1%</td> <td>(39)</td> </tr> <tr> <td>Pakistani</td> <td>2.0%</td> <td>(38)</td> </tr> <tr> <td>Any other mixed background</td> <td>1.9%</td> <td>(36)</td> </tr> <tr> <td>Black - African</td> <td>1.5%</td> <td>(28)</td> </tr> <tr> <td>Any other ethnic group</td> <td>0.5%</td> <td>(9)</td> </tr> <tr> <td>White and Black Caribbean</td> <td>0.4%</td> <td>(8)</td> </tr> <tr> <td>White and Black African</td> <td>0.3%</td> <td>(6)</td> </tr> <tr> <td>White - Irish</td> <td>SUPP</td> <td></td> </tr> <tr> <td>Gypsy/Roma</td> <td>SUPP</td> <td></td> </tr> <tr> <td>Any other Black background</td> <td>SUPP</td> <td></td> </tr> <tr> <td>Black Caribbean</td> <td>SUPP</td> <td></td> </tr> <tr> <td>Bangladeshi</td> <td>SUPP</td> <td></td> </tr> <tr> <td>White - Northern Irish</td> <td>SUPP</td> <td></td> </tr> <tr> <td>White - Irish Traveller</td> <td>SUPP</td> <td></td> </tr> <tr> <td>Refused</td> <td>7.4%</td> <td>(139)</td> </tr> </table>	White - British	67.6%	(1270)	Any other White background	5.8%	(109)	Chinese	3.7%	(69)	Indian	3.3%	(62)	White and Asian	2.6%	(49)	Any other Asian background	2.1%	(39)	Pakistani	2.0%	(38)	Any other mixed background	1.9%	(36)	Black - African	1.5%	(28)	Any other ethnic group	0.5%	(9)	White and Black Caribbean	0.4%	(8)	White and Black African	0.3%	(6)	White - Irish	SUPP		Gypsy/Roma	SUPP		Any other Black background	SUPP		Black Caribbean	SUPP		Bangladeshi	SUPP		White - Northern Irish	SUPP		White - Irish Traveller	SUPP		Refused	7.4%	(139)
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<b>EAL (English as an Additional Language)</b>	<p>8% (155) EAL The languages spoken within our student profile are:</p> <table> <tr> <td>English</td> <td>85.6%</td> <td>(1609)</td> </tr> <tr> <td>Refused</td> <td>6.2%</td> <td>(116)</td> </tr> <tr> <td>Chinese</td> <td>3.4%</td> <td>(64)</td> </tr> <tr> <td>Other Language</td> <td>0.6%</td> <td>(11)</td> </tr> <tr> <td>Urdu</td> <td>0.4%</td> <td>(7)</td> </tr> <tr> <td>French</td> <td>0.4%</td> <td>(7)</td> </tr> <tr> <td>Hindi</td> <td>0.3%</td> <td>(6)</td> </tr> <tr> <td>Malayalam</td> <td>0.3%</td> <td>(6)</td> </tr> <tr> <td>Romanian</td> <td>SUPP</td> <td></td> </tr> </table>	English	85.6%	(1609)	Refused	6.2%	(116)	Chinese	3.4%	(64)	Other Language	0.6%	(11)	Urdu	0.4%	(7)	French	0.4%	(7)	Hindi	0.3%	(6)	Malayalam	0.3%	(6)	Romanian	SUPP																																		
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	Polish SUPP Portuguese SUPP Turkish SUPP Arabic SUPP Greek SUPP Spanish SUPP Panjabi SUPP Bengali SUPP Czech SUPP German SUPP Ukrainian SUPP Russian SUPP Tamil SUPP West-African Pidgin English SUPP Bulgarian SUPP Japanese SUPP Telugu SUPP Hebrew SUPP Luganda SUPP Lithuanian SUPP Kannada SUPP Romany/English Romanes SUPP Sinhala SUPP Akan/Twi-Fante SUPP
<b>Religion and Belief / no belief</b>	Our student profile comprises:  Christian 46.8% (880) No Religion 26.0% (489) Hindu 1.8% (34) Muslim 1.5% (29) Sikh 1.3% (25) Islam 1.1% (20) Other Faith 0.4% (8) Jewish 0.4% (7) Buddhist 0.1% (2) Refused 10.1% (190)
<b>SEND</b>	Students identified with a Special Education Need: <ul style="list-style-type: none"> <li>▪ Education, Health &amp; Care Plan: 3% (53)</li> <li>▪ School support: 17% (314)</li> <li>▪ No Special Education Need: 60% (1,130)</li> </ul>
<b>Sex – male/female</b>	49% (916) Female 51% (963) Male
<b>Sexual orientation</b>	We are committed to supporting all students regardless of sexual orientation

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**Pupil Premium**

Students eligible for Pupil Premium: (112) (6%)