



Public Sector Equality Duty – Published information

1. Equalities Information

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- 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.

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation)

At Lady Boswell's our Christian ethos drives our desire to positively promote equality, ensuring that, subject to our admissions criteria, children of all protected groups, including all faiths, are welcomed and fully supported to actively engage and thrive in all aspects of school life. To ensure all children are able to succeed and progress, details of the attainment of all of our children are analysed according to SEND, Pupil Premium/FSM/Ever6, EAL, Gender and mobility. This analysis is shared with staff and governors to ensure robust systems are in place to promote equality of access and attainment by all. We annually consult with pupils, parents, staff and governors through the analysis of questionnaires.

2. Roles and Responsibilities

<p>The governing board will:</p>	<ul style="list-style-type: none"> ✓ 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 headteacher ✓ Review progress towards the objectives annually via the Steering Committee and report back to the Full Governing Board to discuss any issues and how these are being addressed ✓ Ensure they're familiar with all relevant legislation and the contents of this document ✓ Have "due regard" when decision-making or taking an action to whether it may have particular implications for people with particular protected characteristics
<p>The Co-headteachers will:</p>	<ul style="list-style-type: none"> ✓ Promote knowledge and understanding of the equality objectives among staff and pupils ✓ Plan to strategically meet the objectives identified through the SIP and other mechanisms ✓ Monitor success in achieving the objectives and report back to governors ✓ Have "due regard" when decision-making 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.
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3. 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
- ✓ 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 societies)

4. 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
- ✓ Making pupils aware of our behaviour and anti-bullying policies
- ✓ 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

5. 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:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

6. Pupil data:

Due to the numerically small composition of our vulnerable groups, information about attainment, progress and attendance is rigorously analysed and shared with governors, and published on documents such as our SEF, but not published online in order to ensure confidentiality. Our KS1 and KS2 comparative data is published on our website,

and we use online analysis tools to ensure robust analysis of data trends, in order to best support all pupils, especially those considered to be in vulnerable groups, ongoing.

7. Staff data

As our school has less than 150 staff, the Governing Body will not be required to publish information in relation to our staff. The school will still monitor the characteristics of our workforce to enable us to consider the impact of our policies and practices on particular characteristics and to determine whether objectives need to be set in relation to the workforce.

Other information:

Please see our website <https://www.ladyboswells.kent.sch.uk/> for more details on our school community, including our school policies and values, which evidence the school's commitment to the principles outlined in this policy. De

8. Equality Objectives

We recognise that the public sector equality duty has three aims, to:

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- foster good relations between people who share a protected characteristic and those who do not

We have also involved staff, pupils, parents and others in the following ways:

- parent forums
- parent questionnaires
- involvement of the school councils
- pupil voice
- staff survey
- contact with staff with protected characteristics
- contact with parents representing pupils with particular protected characteristics

The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality objectives at intervals of no more than four years but schools should publish detail on progress towards these objectives on an annual basis and publish this detail on the school's website.

Our equality objectives were last set in **March 2024** and have been reviewed against progress in **February 2026**

Objective 1:	To promote accelerated progress for disadvantaged pupils (those children in receipt of High Needs Funding and Pupil Premium Funding) through provision of additional, targeted support.
How this links to other school improvement priorities	<ul style="list-style-type: none"> • Accessibility Plan • Strategic Pillar: Education • Pupil Premium Strategy • SEND SIP Priorities: building capacity to support high incidence SEND
How we intended to meet this objective	<ul style="list-style-type: none"> • See Pupil Premium Strategy Document, SEND Policy & SIP • High Needs Funding & Pupil Premium will be carefully deployed to optimise attainment and progress, well-being, and inclusion in all aspects of community life, of vulnerable children. • We will use evidence-based approaches to accelerate learning for these groups. This will be carefully planned, implemented and monitored by our Inclusion Manager. • A focus on effective staff CPD will enable us to build capacity to support high incidence SEND

Progress towards this objective – Updated February 2026

- See [Pupil Premium report](#) which details the progress and impact of funding
- See [SEND Information Report](#) which sets out the impact in the last year for our SEND pupils.
- Staff Survey results have been analysed to evaluate staff confidence in supporting vulnerable children and has highlighted areas that require further input. School has put appropriate support in as a result.
- SLT have evaluated training needs and deployed appropriate resource as part of a SIP focus on building capacity for SEND pupils. This includes having a training matrix for all staff to ensure that the needs of high incidence SEND pupils can be met by all. Regular training “nuggets” and updates have been provided for all staff.
- Lunchtime nurture provision has been fully established and is flexible to meet the needs of vulnerable pupils.
- Inclusion Lead has maximised funding streams to ensure that our most vulnerable pupils get access to the support they need.
- Teaching staff INSET from Dr Jamie Galpin on creating an accessible curriculum for all.
- The role of Family Support Worker is now established, with further training as a Thrive Family Worker to ensure that barriers to engagement with School can be diminished.
- The school has utilised the Lady Margaret Boswell’s trust to ensure that no pupil has been excluded from any enrichment opportunity due to financial grounds.
- The school has effective systems for monitoring the progress and wellbeing of vulnerable pupils: Pupil Progress Meetings, SEND reviews, Wellbeing Team Meetings. The Pupil Progress Meeting format has been adjusted to focus more heavily on the monitoring of the attainment and wellbeing of all vulnerable children.
- Support of outside agencies has been maximised, where appropriate. Including school-funded access to professionals such as councillors, Speech and Language Therapists, Specialist Teacher and Educational Psychologist.
- INSET on adaptive teaching approaches, including utilising the School’s developmental observation framework to target feedback around maximising opportunities for all pupils
- The Pupil Wellbeing team meets monthly to review the supportive provision for all vulnerable pupils, ensuring the pupil wellbeing offer is maximised and resources prioritised to the most vulnerable pupils.
- Sports Lead has enabled opportunities for vulnerable pupils to engage in representation of the school for Inclusive Sports.
- An Attendance Team has been established and is now embedded to ensure that vulnerable pupils are carefully monitored and the appropriate support can be quickly targeted to them.

Objective 2:	To increase whole school understanding of discrimination, to recognise equality and fairness and how to be an advocate for others.
How this links to other school improvement priorities	<ul style="list-style-type: none"> • Accessibility Plan • Strategic Pillar: Education & Ethos • SIP Priorities: Curriculum
<i>How we intended to meet this objective</i>	<ul style="list-style-type: none"> • Curriculum (what we teach) will be further developed to ensure children have a sound knowledge of the world around them and how the lives of others are different to their own, uniqueness and respecting difference. • Curriculum approaches (how we teach) will provide children with opportunities to develop skills of courageous advocacy by promoting the school's vision and intent: <ul style="list-style-type: none"> ✓ <i>Develop a positive sense of self and well-being; confident to make the right choices and keep themselves safe in an ever-changing society</i> ✓ <i>Strive for academic excellence, developing a thirst for knowledge and a love of learning</i> ✓ <i>Become effective communicators, collaborators and leaders</i> ✓ <i>Be resilient, resourceful and courageous</i> ✓ <i>Be curious, creative individuals and confident problem solvers</i> ✓ <i>Grow in spiritual awareness and develop a strong moral compass and a deepening understanding of the Christian faith in a multi-faith British society</i> ✓ <i>Become responsible and tolerant global citizens who value diversity, forgive readily, and have concern for the needs of each other, the school, the wider community, and the planet</i> ✓ <i>Curriculum resources will be reviewed and updated to ensure that they are inclusive, promote diversity and enable children to develop understanding beyond their own experience.</i> • All children will be provided with weekly opportunities to reflect on local and global issues linked to discrimination, equality and the rights of the child. Resources will be linked to topical events and Christian Values.
Progress towards this objective – February 2026	<ul style="list-style-type: none"> • Re-working of the curriculum policy and approach to align with the School's Christian Vision (see curriculum policy) • Significant work on humanities and arts curriculum development with active choices around developing an understanding of the wider world – monitored by Curriculum Committee • Development of spirituality policy with dedicated section on courageous advocacy • Key bible story lined to the school's theologically rooted Christian vision has been introduced to the school community with intentional links to advocating for others • Focus on the story of the school's founder, Lady Margaret Boswell, and her legacy as somebody who recognised inequality and advocated for those less fortunate than herself. • Weekly opportunities for all children to reflect on equality, fairness and human rights through the introduction of our Picture News programme. • Whole-staff Anti-Racism training provided in September 2025 and resources regularly shared with staff. • A Sexual Harassment and Staff Dignity Policy has been established and training was provided to staff around its implementation and their protected rights. • The PHSE curriculum review is underway 25/26 with a clear focus in the new curriculum on citizenship and courageous advocacy, in line with the School's Theologically Rooted Christian Vision.