



NORBURY
HIGH SCHOOL
for GIRLS

Equality Information and Objectives

Next review date: Dec 2026

Staff resp. for review: MHN

Date reviewed: Dec 2024



Mission Statement

Norbury High School for Girls, part of The Manor Trust, is a unique, forward-thinking and diverse community dedicated to delivering our key values:

Empowerment – As a single-sex school, we empower the women of the future and support our girls to realise their potential.

Equality – We celebrate the diversity within our community, and our students understand and embrace each other's differences.

Empathy – Our students learn to treat each other with respect and understanding, developing interpersonal skills of empathy and communication during their time at our school.

Excellence – Our students are given the tools and support they need to aim high, become independent learners and achieve their best.

Norbury High provides its students with the support, knowledge and opportunities they deserve, to become **empowered** and **empathetic** individuals, who value **equality** and strive for **excellence**.

Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination 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 it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

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](#) and this document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, students and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and students
- Monitor success in achieving the objectives and report back to governors.

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.

The staff CPD programme is responsive to the needs of staff throughout the year. This means that where necessary, CPD on an area of Inclusion will be delivered.

From September 2024, Norbury High School for Girls is a Hemisphere partner school. Hemisphere is a cutting-edge digital training programme designed to disrupt bias and build racial literacy.

It has been developed on the basis of extensive research and evidence of bias in UK schools, and the effect of that bias on outcomes for Black children.

Hemisphere will help build our cultural awareness, language and confidence, so that we are better equipped to understand, nurture and motivate every student.

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 which are connected to a particular characteristic they have (e.g. students with disabilities, or gay students who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim students to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students to be involved in the full range of school societies) .

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

- Publish attainment data each academic year showing how students with some different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information (see student premium funding strategy)
- Review and provide the governing body with further data about attainment, progress, exclusions and attendance associated with particular protected characteristics, identifying any issues which could affect our own students
- Ensure that interviews are conducted with equality and diversity in mind by asking questions which give candidates the chance to showcase their understanding or needs in this area.

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 through different aspects of our curriculum; this includes teaching in RS, 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, students will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues; students 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 students within the school; for example, our student executive team and student voice has representatives from different year groups and is formed of students from a range of backgrounds; all students 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
- 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.

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 (key events for the school demographic will be on the year plan)
- Is accessible to students with disabilities
- Is accessible for all.

8. Equality objectives

Objective 1: *Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July 2027, and report on this to the staffing and pay sub-committee of the governing board.*

Why have we chosen this objective? In order to review the school's staffing in relation to race, gender and disability and compare with broader national and local data. Should this identify an under representation the school would follow this up with an objective to reflect and address this. e.g., *"Increase the representation of teachers from local black and minority ethnic communities over a four-year period (from this July to July in four years' time), so that this group increases from 10% to 25% of the teaching workforce"*.

To achieve this objective, we plan to: analyse staff information (excluding under race any staff who have chosen to not provide the information).

What progress are we making towards this objective? Recruitment data is being analysed.

Objective 2: *To commit to addressing unconscious bias held by the school community through staff and student regular training to improve racial literacy. This is a three-year process and progress will be reviewed in 2027.*

Why have we chosen this objective? Research shows that unconscious bias is a barrier to better outcomes for many groups in the school community. The main areas of focus of the training in the first two years are the Black and South Asian communities. The third-year training has not been defined yet.

To achieve this objective, we plan to:

1. Ensure that a member of staff is working with our external partner to facilitate the training programme being delivered at school. Make sure there is dedicated time throughout the year to give staff and students updated training and points of reflection.
2. As the training is all online, the school will ensure that the time allocated to student training is organised in a way that they can all access it effectively.

What progress are we making towards this objective? The training for year one has been delivered to staff (June 2024) and students (September 2025). Staff reflection occurred in the Autumn term of 2024.

9. Reviews

The Headteacher will update the equality information we publish (described in sections 4-7 above) at least every two years.

This document will be reviewed by the governing body at least every four years.

This document will be approved by the trust board

10. Links with other policies

This document links to the following:

- Accessibility Policy
- Risk Assessment
- Pupil Premium Strategy
- Code of Conduct