

Equality Information and Objectives Statement

Reviewed by: Community and Wellbeing

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Overview:

This is document 2, part of a suite of Equality, Diversity and Inclusion documents:

- Equality, Diversity & Inclusion (ED&I) Policy (Gloucestershire LA model, adopted March 2025)
- Katharine Lady Berkeley's School Equality Information and Objectives Statement (2025–2029)
- Equality Data Summary (PSED Annual Update) — includes key data on pupil attainment, participation, and representation.

1.0 Introduction

- 1.1 Katharine Lady Berkeley's School (KLB) is committed to providing an inclusive environment where all members of our community are valued and respected. We celebrate diversity, promote equality of opportunity, and challenge all forms of discrimination and prejudice.
- 1.2 This statement explains how KLB fulfils its duties under the Equality Act 2010 and the Public Sector Equality Duty (PSED). It should be read alongside the school's adopted Gloucestershire Local Authority Equality, Diversity and Inclusion (ED&I) Policy, the Accessibility Plan, the Behaviour and Anti-Bullying Policies, and the Safeguarding and Child Protection Policies.

2.0 Our Legal Duties

- 2.1 Under the Equality Act 2010, the school must have due regard to the need to:
 - 2.1.1 Eliminate discrimination, harassment and victimisation.
 - 2.1.2 Advance equality of opportunity between people who share a protected characteristic and those who do not.
 - 2.1.3 Foster good relations between different groups.
- 2.2 The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- 2.3 As a public body, KLB must:
 - 2.3.1 Publish information to show how we meet the PSED (annually).
 - 2.3.2 Publish measurable equality objectives (every 4 years).

3.0 Our School Context

3.1 Katharine Lady Berkeley's School is a large comprehensive school serving a wide rural and semi-rural catchment. We are proud of our diverse community, which includes students from a range of socio-economic, cultural and faith backgrounds. We recognise that students' experiences of equality and inclusion are influenced by factors such as gender, race, disability, socio-economic background, and family circumstances.

3.2 We monitor data on:

3.2.1 Student attainment and progress by gender, ethnicity, SEND and disadvantage.

3.2.2 Behaviour, attendance, exclusions and participation in enrichment.

3.2.3 Representation in student leadership and voice activities.

3.2.4 This information informs our priorities and actions.

4.0 Our Commitment to Equality

4.1 We are committed to:

4.1.1 Building a culture of respect, inclusion and belonging for all.

4.1.2 Removing barriers to participation and achievement.

4.1.3 Promoting understanding of equality and diversity through our curriculum, PSHE/RSHE, and assembly programme.

4.1.4 Listening to pupils and staff and responding to concerns swiftly.

4.1.5 Ensuring that staff recruitment, professional development and promotion are fair, transparent and inclusive.

5.0 Equality Information (2025)

5.1 Based on internal monitoring and consultation, the school has identified the following key considerations:

5.2 An attainment gap between boys and girls in several subjects and across key measures, and between disadvantaged and non-disadvantaged students in several subjects.

5.3 Students with SEND achieve well but can experience social barriers that affect participation in leadership and enrichment activities.

5.4 Continued focus is needed to ensure curriculum representation reflects diversity in modern Britain.

5.5 Staff and students value our inclusive ethos but report that occasional discriminatory language requires consistent challenge.

6.0 Equality Objectives (2025–2029)

6.1 To fulfil our duties, we have set the following measurable objectives:

Objective	Actions	Measures of Success
Reduce the attainment gap between disadvantaged and non-disadvantaged students.	Targeted teaching and mentoring; Pupil Premium review.	Progress and attainment measures show disadvantaged students are making similar progress and have similar outcome to non-disadvantaged students.
Track representation of groups in student leadership and enrichment activities.	Audit participation; introduce inclusive recruitment for student leaders.	Leadership cohort reflects overall school demographics by 2026.
Strengthen staff and student understanding of equality and inclusion.	Annual CPD on ED&I and unconscious bias.	Positive response (≥90%) in annual student/staff surveys.
Continued curriculum content review to ensure it reflects diverse voices and experiences	Subject leaders to audit and update schemes of work.	Clear map showing how each subjects include equality and diversity themes by 2026.
Promote socio-economic inclusion across school life.	Review financial barriers and widen participation in trips and clubs.	Increased participation of disadvantaged students in enrichment activities by 2027.

7.0 Monitoring and Review

7.1 Progress against these objectives is monitored through:

7.1.1 Annual review by the Senior Leadership Team and Governing Board.

7.1.2 Publication of equality information each year on the school website.

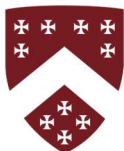
7.1.3 Feedback from students, staff and parents through surveys and consultation.

7.2 This statement will be reviewed annually, with objectives refreshed every four years.

8.0 Publication

8.1 This statement and related data are published on the school's website.

KLB



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