



# Equality information and objectives policy



Crisp Vocational Provision Ltd  
**Building futures for tomorrow**

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Next review due by:	Before 4 years- as/when appropriate.	

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## 1. Aims

At Crisp Vocational Provision, we are committed to championing equality, diversity, and inclusion in every aspect of our work. We strive to create an environment where everyone feels valued, respected, and able to achieve their full potential.

- Our Provision meets its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:
- **Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010:**  
We actively challenge and address all forms of discrimination, harassment, and victimisation. Our policies, procedures, and staff training ensure that everyone in our community is protected from unfair treatment and that incidents are dealt with promptly and effectively.
- **Advance equality of opportunity between people who share a protected characteristic and people who do not share it:**  
We identify and remove barriers to participation and achievement, ensuring that all learners and staff have equal access to opportunities and resources. We use data to monitor progress and target support where it is most needed, so that everyone can thrive regardless of background or identity.
- **Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it:**  
We promote understanding, respect, and positive relationships through our curriculum, assemblies, and enrichment activities. We celebrate diversity and encourage dialogue, helping our community to appreciate and learn from each other's differences.

### How we champion equality, diversity, and inclusion:

- Embedding inclusive values in our curriculum, teaching, and daily practice.
- Providing regular training and development for staff on EDI issues.
- Listening to and acting on the voices of students, staff, and families.
- Celebrating diversity through events, displays, and learning opportunities.
- Monitoring and reviewing our policies and practices to ensure they remain effective and relevant.

## 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](#).

### 3. Roles and responsibilities

Equality should be first and forefront in what we do at Crisp Vocational Provision, we are a diverse provision where everyone staff and students alike deserves a chance to advance and improve themselves in a safe supportive environment.

The Proprietor 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
- 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
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the accountability partner regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and students
- Monitor success in achieving the objectives and report back to Proprietor
- Ensure practice reflects the Equality, Diversity and Inclusion Policy.

Staff will:

- Champion inclusion
- Celebrate diversity
- Challenge and record incidents of discriminatory language and behaviour, including bullying.

### 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 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 provision has a designated member of staff for monitoring equality issues, and an equality champion. They regularly liaise regarding any issues and make senior leaders aware of these as appropriate.

## 5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the provision 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. students 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 (e.g. enabling Muslim pupils 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 activities)

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

- Share data with leaders during termly meetings. Additionally, our duty as an alternative provision allows frequent opportunity to share specific data with referrers, both through our communication systems and through the rigorous Quality Assurance meetings and assessments.
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

## 6. Fostering good relations

The provision 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 life skills, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of delivering the Duke of Edinburgh Award and Outdoor Education in a range of settings.
- Working with our local community. This includes organising school trips and activities based around the local community and also inviting visitors in from a range of backgrounds with varied experiences.
- 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 students from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports, promoting physical health and mental wellbeing, competitiveness etc. 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 objectives

See appendix i

## 8. Monitoring arrangements

This document will be approved by the Proprietor and reviewed by the headteacher and other staff at least every four years.



Objective:	Intent:	Implementation:	Timescale:	Impact:
1: Increase Representation and Visibility of Diverse Groups Across the Curriculum	To ensure all students see themselves reflected in the curriculum, promoting a sense of belonging and fostering good relations between different groups.	Audit curriculum materials for representation of protected characteristics.  Introduce inclusive resources that reflect diverse cultures, identities, and experiences.  Provide CPD for staff on inclusive curriculum planning.	Audit completed by December 2025; inclusive resources embedded by April 2026.	Improved student engagement and sense of identity.  Positive feedback from student voice activities.  Evidence of inclusive content in lesson observations and planning.
2: Close Attainment Gaps for Vulnerable and Underrepresented Groups	To ensure all learners, especially those with protected characteristics or from disadvantaged backgrounds, achieve their full potential.	Use data to identify gaps in attainment and progress.  Implement targeted interventions and mentoring.  Monitor impact through Provision Map and regular reviews.	Baseline data analysis by October 2025; interventions in place by November 2025; review progress termly.	Narrowed attainment gaps.  Increased progress rates for targeted groups.  Improved confidence and aspirations among students.
3: Promote Inclusive Recruitment and Staff Development	To ensure recruitment, retention, and promotion practices are inclusive and reflect the diversity of the wider community.	Review recruitment materials and processes for bias.  Provide training on inclusive hiring and equal pay.  Monitor staff diversity and progression.	Policy and process review by January 2026; training delivered by March 2026.	Increased diversity in staff recruitment and leadership roles.  Staff survey shows improved perceptions of fairness and inclusion.  Compliance with Equality Act in employment practices.
4: Strengthen Student Voice and Participation in EDI Initiatives	To empower students to contribute to shaping an inclusive school culture and challenge discrimination.	Establish EDI as a standing item on the student council agenda.  Include EDI topics in PSHE and tutor time.  Provide training for students on rights, respect, and advocacy.	EDI student council launched by November 2026; student-led initiatives underway by Spring 2027.	Increased student-led activities promoting inclusion.  Reduction in prejudice-related incidents.  Stronger student engagement in school life.



5: To reduce the incidence of the use of discriminatory language and prejudice-based bullying by students in the provision.	To create a safe, respectful, and inclusive environment where all students feel valued and protected from discriminatory language and prejudice-based bullying.	<p>Deliver regular assemblies and PSHE sessions on respect, diversity, and the impact of language.</p> <p>Provide staff training on identifying and challenging discriminatory language.</p> <p>Promote positive role models and inclusive language throughout the curriculum and displays.</p> <p>Encourage student-led initiatives (e.g., peer mentors, EDI council) to promote respectful behaviour.</p>	Launch awareness campaign and staff training by November 2025; ongoing monitoring and reinforcement throughout the academic year.	<p>Reduction in reported incidents of discriminatory language and bullying.</p> <p>Improved student survey results on feeling safe and respected.</p> <p>Positive feedback from staff and parents.</p> <p>Evidence of inclusive language in school culture and communications.</p>
6: To ensure the consistent recording, reporting and action by staff following incidents of discriminatory language and behaviour, including bullying.	To guarantee that all incidents of discriminatory language and behaviour are addressed promptly and consistently, ensuring accountability and support for those affected.	<p>Standardise procedures for recording and reporting incidents using a central system.</p> <p>Train all staff on the correct processes and their responsibilities.</p> <p>Monitor incident logs regularly to identify patterns and inform interventions.</p> <p>Share anonymised data and actions taken with staff and leadership to ensure transparency.</p>	New procedures and staff training in place by December 2025; termly reviews of incident data.	<p>All incidents are recorded and addressed consistently.</p> <p>Increased confidence among students and parents in the school's response.</p> <p>Data used to inform further preventative work and policy updates.</p> <p>Demonstrable reduction in repeat incidents.</p>