



PUDSEY GRAMMAR SCHOOL

EST.1905

Equality Information and Objectives Policy 2025 - 2026

This policy has been agreed by the Governing Body of
Pudsey Grammar School

Ratified: Student Support

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1. 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.
- We seek to improve the life chances for children by:
 - increasing participation in our provision.
 - providing clear data to track access and engagement in key areas.
 - improving attainment through quality personal development achievement.

We wish to widen aspiration, to enable students to reach destinations that are attainable and fulfilling.

Our ethos, values and policies across the school ensure that we meet these criteria. The following report provides further details of our school characteristics and our equality objectives.

Pudsey Grammar School is a large 11-18 secondary school, located in Pudsey with 1361 students. A summary profile of students can be seen below.

	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13		Total		Y7-11 Only	
Total	221		227		226		212		228		149		98		1361		1114	
Female	101	45.70%	95	58.15%	110	48.67%	106	50%	108	47.37%	69	46.31%	51	52.04%	640	47.02%	520	46.68%
Male	120	54.30%	132	41.85%	116	51.33%	106	50%	120	52.63%	80	53.69%	47	47.96%	721	52.98%	594	53.32%
FSM	64	29%	51	22.47%	49	21.68%	58	27.36%	54	23.68%					276	20.28%	276	20.28%
EAL	14	6.33%	20	8.81%	31	13.71%	46	21.70%	34	14.91%	30	20.13%	20	20.41%	195	14.33%	145	13.02%
Service Children			1						1				1		3		2	
CLA	1		2		2		2		1		2				10		8	
PCLA	2		4		4		2		1						13		13	
Young Carer			1				4		3		2				10		8	
EHCP	5		8		2		2		5		1				23		22	
SEN Status (E/K)	41	18.55%	41	18.06%	42	18.58%	35	16.51%	41	17.98%	11	7.38%	6	6.12%	217	15.94%	200	17.95%
	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13		Total		Y7-11 Only	
PP Eligible	68	30.77%	55	24.23%	56	24.78%	61	28.77%	58	25.44%					298	21.90%	298	26.75%
FSM and PP Eligible apply to Year 7-11 only. The 16-19 Bursary is available for students in Year 12 and Year 13 who are eligible for this support.																		

Staff data

	Whole school	Middle Leadership	Senior Leadership
Male	44	9	7
Female	88	16	6

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

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, pupils and parents (website), and that they are reviewed and updated at least once every four years.
- Equality information will be reviewed yearly on the website to ensure it is accurate and reflects the current school context.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.

The equality link governor will:

- Meet with the designated member of staff for equality and other relevant staff members every **term** to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The Headteacher will:

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

There is designated member of staff for equality and they will:

- Support the Principal in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Liaise with the equality link governor every term to raise and discuss any issues
- Support the Principal in identifying any staff training needs, and deliver training as necessary

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.

Staff will be required to read the most recent school Equality Policy, alongside Safeguarding, Child Protection and GDPR documents. They will sign a register to confirm they have done this.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

The school fosters equality and aims to eliminate discrimination by taking every opportunity to promote the school values. This is done in lessons, form time and assemblies. Since September 2021, the school values have been an integral part of the school house system, with students being awarded for demonstrating values and houses competing every year for the five values cups. House competitions are open to all cohorts and are accessible irrespective of characteristic (disability, sexuality, age, need).

Our school values

Respect

Resilience

Integrity

Compassion

Ambition

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 (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 (e.g. enabling Muslim pupils to pray during Ramadan and enabling students of all abilities to access the curriculum and every area of the school building)
- 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 activities)
- Encouraging students of all ages to play an active role in school events, celebrations and organised workshops.
- Ensuring that all students in our school community are treated fairly and equally irrespective of gender, sexuality or race.

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

- Update and make reference to the school Equal Opportunity Policy
- Publish attainment data each academic year showing how pupils with different characteristics are performing (OBT)
- Analyse the above data 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) - e.g. our participation in HBSC and My health, My School surveys.
- Monitor data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

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 RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas.
- Ensuring assemblies take place every week (virtually when appropriate) which promote fostering of good relations and which deal with associated issues. This will also be linked to school values and the role they play in ensuring continued good relations.
- Working with our local community. This includes inviting leaders of local groups to speak at assemblies and PSHE days (when appropriate) It may also involve organising 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. We also have a School Council who aim to encourage positive relationships within peer groups. All pupils are

encouraged to participate in the full range of the school's co-curricular activities (when appropriate to do so) and these are made accessible to all.

- Training staff on how to deal with specific incidents of inequality e.g. Racism, Hate Crimes, Manosphere and Sextortion.
- Provide opportunities to teach students about good relationships with external speakers such as Talk Consent, theatre performances and experts.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach
- We are aware of the diverse range of student groups and use this data to inform planning to meet these students' needs. See table below:

Ethnicity

Pudsey Grammar School welcomes and celebrates having students from all cultures and ethnicities.

In **year 7** there are 221 students, 172 students identified as White British, 9 as White English. The other three largest ethnic groups were other Pakistani, Indian and white Eastern European.

In **year 8** there are 227 students, 168 students identified as White British, 11 as White English. The other three largest ethnic groups were other White British, other Pakistani and Indian.

In **year 9** there are 226 students, 161 students identified as White British, 16 as White English. The other three largest ethnic groups were White and Black Caribbean, other Pakistani and White Eastern European.

In **year 10**, there are 212 students, 158 students identified as White British, 10 as Pakistani. The other three largest ethnic groups were Indian, White and Black Caribbean and White and Asian.

In **year 11**, there are 228 students, 173 students identified as White British, 8 as other Pakistani. The other three largest ethnic groups were Indian, White and Black Caribbean, Black African.

In our **P16 cohort**, there are 247 students, 169 students identified as White British, 15 as White English. The other three largest ethnic groups were other Pakistani, Indian and Black African.

English as an additional language (EAL)

- SJC leads on EAL and drives initiatives as well as supporting students.
- Since 2018 there has been a continued growth in EAL students attending PGS.
- As of our current cohort, we have 195 on roll. This is a reduction from a high of 234 (17.5%) in 2023.
- We have 41 different languages spoken, other than English spoken in school.
- Aside from English, the three most commonly spoken languages are Urdu, Punjabi and Polish.

- EAL students are Identified on ClassCharts seating plans to support teaching and learning.
- SJC leads on support groups and sessions with students depending on proficiency scales.(A being new to English, E being fluent.)
- Students are supported to complete exams in their home language subject. SJC oversees a year round action plan, linked to assessment and intervention when required.

Correct as of May 2025.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
EAL	14 (6.3%)	20 (8.8%)	31 (13.7%)	46 (21.7%)	34 (14.9%)	30 (20.13%)	20 (20.4%)	195 (14.3%)

Gender

In year 7: There are more males (54.3%), than females (45.7%).

In year 8: There is an uneven distribution of males (58.1%) and females (41.9%).

In year 9: We currently have 51.3% males and 48.7%.

In year 10: A distribution of 50% females and 50% males.

In year 11: We currently have 52.6% males and 47.4% females.

P16: There are more males (51.4%), than females (48.7%)

Overall in Pudsey Grammar School there are:

47% female students.

53% male students.

Disabilities

Students with additional needs including those who could be classed as disabled are identified at transition from primary school and are monitored closely by the SENCO, Director of Studies and Year Leaders. We have a designated SEND library area and access to a number of accessible toilets and lifts. The student support register and individual pupil profiles contain specific advice and guidance to staff about the needs of these students. We currently have one student in school in a wheelchair.

Sexual Orientation and Gender reassignment

The school does not collect information on the sexual orientation of students. Were it to be communicated to the school regarding a pupil, it would be recorded in the child's file and confidentiality would be maintained. No data is collated by the school about gender reassignment.

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 activity or sale of resources is being planned, the school considers whether this:

- Impacts on any religious holidays

- Is accessible to pupils with disabilities
- Has equivalent access for boys and girls
- Is accessible to all pupils, regardless of cost

The school keeps a record to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips (Evolve system) and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

The school is aware of the different groups of students who may be affected by decisions taken by the school and we use this information to inform planning and implementation of any school activity or when resources are made available for purchase. Please see table below:

Free School Meals

276 students (20.3%) are known to be eligible for free school meals. The school has a fund to provide financial support for families for items such as uniform, trips and equipment.

Pupil Premium

298 students (26.8% of Year 7-11 students) are known to be eligible for Pupil Premium (at 01 May 25)

	Year 7		Year 8		Year 9		Year 10		Year 11	
PP Eligible	68	31%	55	24%	56	25%	61	29%	58	25%

Attendance

Student Group ↑	Present R/C	Auth. Absent R/C	Unauth. Absent R/C	Late R/C	AEA
	Marks (%)	Marks (%)	Marks (%)	Marks (%)	
Year 7	93.47%	3.62%	2.9%	2.65%	0.08%
Year 8	92.53%	4.34%	3.13%	2.4%	0.06%
Year 9	91.01%	4.74%	4.24%	4.42%	0.83%
Year 10	90.92%	3.97%	5.11%	4%	0.35%
Year 11	84.72%	7.96%	7.33%	4.89%	1.82%

Whole school (KS3&4)

Student Group ↑	Present R/C	Auth. Absent R/C	Unauth. Absent R/C	Late R/C	AEA
	Marks (%)	Marks (%)	Marks (%)	Marks (%)	
All Students	90.55%	4.93%	4.52%	3.66%	0.63%

There is a team of attendance officers who monitor this daily. Additionally, in Post-16, attendance is a focus – weekly attendance reports.

For non-attenders/students off school; work is available to them on google classrooms, through our class charts systems and in accessing Oak National Academy. This enables them to continue with their learning.

SEN

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
EHCP	5	8	2	2	5	1	0
SEN Support	37	33	40	33	36	10	6
% SEN	19%	18%	19%	17%	18%	7%	6%

CLA/Previously looked-after

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
In Care	1	2	2	2	1	2	0
Previously Looked After	2	4	4	2	1	0	0

8. Equality objectives

In accordance with the Equality Act (2010), we adhere to a series of Equality Objectives to build upon our achievements year on year. Our current Equality Objectives (2025-2026) include the following key objectives:

1. To continue to embed and improve our PSHE offer and the **curriculum-based work** on **discrimination** linked to race, faith, sex, gender identity, sexual orientation, disability and socio-economic disadvantage.
2. To continue to train staff and educate the wider school community (including parents and staff) on the rise of misogynistic content being accessed and shared online.
3. To utilise the school council in our work to increase **student and community engagement** in our work related to equality, diversity, social justice and local charity support.
4. To continue to **narrow the gap** in achievement between students from different backgrounds and contexts.

9. Monitoring arrangements

In consultation with the designated members of staff for equality, will update the equality information we publish, [described in sections 4-7 above] every year.

This document will be reviewed by the governing body annually.

10. Links with other policies

This document links to the following policies:

- Accessibility plans
- Risk assessments
- Equality Policy
- Equal Opportunities Policy