

Katherine Warington School

Single Equality Scheme

Approved By Trust Board - December 2025



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Introduction

Katherine Warington School is committed to the highest ideals in pursuing equality, including:

- Enabling every student to achieve their full ability and equipping them for adult life as valued and valuable members of the community.
- Treating every student with respect and valuing their individual worth.
- Ensuring that each gender and every minority group and individual enjoys full and equal access to opportunities for advancement and fulfilment.
- Taking the opportunities that diversity affords to enrich the experience of both individuals and the whole school community.
- Identifying and addressing any evidence of inequality or negative attitudes.

Purpose and scope of this policy

The essential purpose of this policy is to help the school achieve its ideals in offering an excellent education to every student regardless of background and personal characteristics, actively minimising potential disadvantage to any individual or group and thereby ensuring that the school complies fully with the requirements of the law.

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation 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 a relevant protected characteristics
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
 - disability
 - sex (gender)
 - age
 - ethnicity and race
 - gender reassignment
 - religion or belief
 - sexual orientation
 - pregnancy and maternity
 - marriage/civil partnership

Age and marriage/civil partnership are protected characteristics only in relation to employment and are thus not applicable to students in school. Although not designated as a protected characteristic, Katherine Warington School regards socio-economic circumstances as a further issue that might give rise to de facto discrimination, in particular in relation to students whose circumstances meet the criteria for payment of the pupil premium.

Legal framework

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](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

Special issues relating to the protected characteristics

Key points regarding application of the Act in relation to particular protected characteristics are summarised below.

Sex:

Schools must ensure that one sex is not treated less favourably than the other. Katherine Warington School will check that there are no practices which could result in unfair, less favourable treatment of boys or girls.

However, it is not necessarily unlawful to have single sex lessons in a mixed school, provided that this does not unfairly place the students of one sex at an advantage or disadvantage relative to the other. Positive action, for example remedial classes, to help one sex or the other would not necessarily be unlawful, provided that this was a proportionate response to a specific disadvantage connected to the sex of the students concerned.

Single sex sports are permitted where the physical strength, stamina of physique of the average girl would put her at a disadvantage or at unreasonable risk of injury in competition with the average boy. Whilst this exception may exist, a school would still allow girls equal opportunity to participate in comparable sporting activities.

Race:

The definition of race includes colour, nationality and ethnic or national origins.

Katherine Warington School will ensure that no students, of any race, are treated less favourably than students of other races. Segregation by race is direct discrimination, Katherine Warington School will take positive action to deal with particular disadvantages suffered by

children of a particular racial or ethnic group, where it can be shown to be a proportionate response to dealing with such issues.

Religion or belief:

The school is supportive of religious observance. The definitions of “religion” and “belief” in the Act are fairly broad and the concepts must be construed in accordance with the European Convention on Human Rights and case law. This means that to benefit from protection under the act a religion or belief must:

- Have a clear structure and belief system, and
- have a sensible level of cogency, seriousness and cohesion, and
- be compatible with human dignity.

In practice this covers:

- All the major faith groups.
- Distinct denominations, sects or other strands within a religion.
- Non-religious world views, such as humanism, although this does not extend to political beliefs.

Sexual orientation

Katherine Warington School will ensure that gay, lesbian or bi-sexual students are not singled out for different and less favourable treatment, similarly the children of parents who are gay, lesbian or bi-sexual. Katherine Warington School will check that there are no practices which could result in unfair, less favourable treatment of such students.

Gender reassignment

Protection against discrimination on account of gender reassignment now matches protection against discrimination on account of sexual orientation. The Act defines gender reassignment as applying to anyone who is undergoing, has undergone or is proposing to undergo a process, or part of a process of reassigning their sex by changing physiological or other attributes. In brief, in order to be protected under the Act a student will not have to be undertaking a medical procedure but must be taking steps to live in the opposite gender, or proposing to do so.

Pregnancy and maternity

Katherine Warington School will not treat a student less favourably because she becomes pregnant, has recently had a baby or is breastfeeding. This is in addition to a school's existing specific responsibilities to such students, for example as covered in government guidance issued in “Absence and attendance codes: guidance for schools and local authorities”, January 2009.

Disability

While the overriding principle of equality legislation is generally one of equal treatment, the provisions relating to disability differ. Schools are able to treat disabled students more favourably than non-disabled students and may have to make changes to their practices to

ensure that, as far as reasonably practicable, a disabled student can benefit from what a school offers to the same extent as a student without that disability.

The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities'.

Reasonable adjustments

Katherine Warington School can make reasonable adjustments for disabled students which may be summarised as follows:

- Where something the school does places a disabled student at a disadvantage it must take reasonable steps to avoid that disadvantage
- Schools are expected to provide an 'auxiliary aid' or service when it would be reasonable to do so and it would alleviate any substantial disadvantage. These may be provided under the SEND route but if not must be considered as part of the reasonable adjustment duty. Detailed guidance on the auxiliary aids duty is published by the Equality and Human Rights Commission.

The reasonable adjustment duty to make alterations to physical features is considered as part of the school's accessibility planning duties (see below).

The Act does not suggest criteria for determining what is reasonable, this is for the school to consider in the circumstances of each case, although it is acknowledged that cost will inevitably play a major part.

Roles and responsibilities

The Trust 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/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

The equality link Trustee will:

- Meet with the designated member of staff for equality and other relevant staff members, 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 Trust board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to trustees
- Have "due regard" when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics
- Collect and analyse monitoring information

Equality strategy

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.

The school recognises that vigilance is needed at all levels, with a considered strategy in place to maintain equality of opportunity in all aspects and to ensure that discrimination has no place in the life of the school. Essentially it comprises securing 'buy in' to the Single Equality Scheme by the whole school community by:

- Maintaining an awareness within the whole school community of the importance of equality considerations, the school's legal obligations and the need to act in accordance with them
- Including due consideration of equality implications when taking key decisions and in reviewing school policies. All policies are subject to an equality impact assessment and include an equalities statement.
- Undertaking 'light touch' monitoring and reporting
- Investigating apparent instances of discrimination or lack of equal opportunity or achievement and as necessary drawing up focused action plans to rectify the situation
- Having in place a clear framework of responsibilities.

The school will ensure that all members of its community understand the school's obligations at a level appropriate to their role and act accordingly, not just as a matter of complying with the law but as good moral practice. Measures will include:

- Issuing a copy of the scheme to new staff in the course of their induction, affirming the importance of realising its objectives
- Reminding staff at the September staff meeting of their individual responsibility to seek to realise the objectives of the scheme
- Posting a copy of the scheme on the website
- Putting it on the agenda for our student council for information and question and answer
- Hold regular EDI forums with parents & carers

These measures will be coordinated with the school's obligation to publish information to demonstrate its compliance with the Public Sector Equality Duty, together with preparing and publishing equality objectives.

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

The school collects, analyses and responds to information regarding incidents of harassment and bullying including those relating to racism, homophobia, disability and gender.

The school's monitoring procedures include consideration of the progress of different groups of students, including students with protected characteristics. The following reports, which include analysis by gender, ethnicity and disability are produced on an annual basis:

- Annual Report to Trustees on Examination Results (report to Education Committee and the Trust Board)
- Periodic Reports on Attendance to the Trust Board

- Periodic Reports on Behaviour Exclusion figures to the Trust Board

The school, with the Trust Board, will ensure that equality is included in the decision making process in areas where disparity of opportunity is likely to arise. Responsibility for ensuring that equality is taken into account when appropriate will lie with those responsible for taking the decision making process through to completion.

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 will always consider the impact of significant decisions on particular groups. A formal Equality Impact Assessment (EIA) is conducted for all new major policies, contracts, or significant changes to school services.

Accessibility planning

The school Accessibility Plan is reviewed every three years. Katherine Warington School will implement the accessibility plan to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment to enable disabled students to take better advantage of what the school offers
- Improve the availability of accessible information to disabled students.

Katherine Warington School will also:

- Have regard to the need for resources to implement the plans
- Regularly review them

Related policies and procedures

This scheme should be read in conjunction with the following:

- Special educational needs / disability (SEND) inclusion policy, in relation to:
- Procedures for dealing with a racial incident
- Accessibility plan
- Children looked after policy
- Student discipline (Behaviour for learning) policy
- Medical conditions in schools policy
- Curriculum Policy
- Behaviour Policy
- Anti-Bullying Policy
- Attendance Policy

Monitoring and reporting

- The Trust Board will update the equality information we publish at least every year.
- Equality objectives will be reviewed by the Trust Board at least every 4 years.
- This document will be reviewed by the Trust Board biannual, to ensure continued compliance with the PSED.
- This document will be approved by the full Trust Board

KWS EQUALITY OBJECTIVES

- 1) Ensure that our curriculum is broad and represents all aspects of diverse groups with particular regard to a variety of positive representations of protected characteristics within each subject area. Each department will review their curriculum, consider its diversity and breadth of protected characteristic representation and expand the subject curriculum, where required. Introduce this to 'curriculum dashboard' meetings with line management. Each department in partnership with the Equality TLR/SLT Lead will review the language used within the curriculum materials and ensure that it is adjusted, if required, to be inclusive and appropriate.

Review December 2025 - The curriculum has been reviewed by all subject leaders over the past two years. Each department has assessed the diversity and breadth of representation, specifically regarding protected characteristics. Where necessary the curriculum has been modified or expanded to include a variety of positive representations of all protected groups, ensuring visibility and challenging stereotypes within the context of each subject. As a school we have led CPD training on language that is inclusive, appropriate, and free from bias, making necessary adjustments to align with inclusive best practices

- 2) Identify and reduce prejudice motivated bullying - establish, maintain and present a bullying log, detailing the bullying motivation where it stems from an identified protected characteristic. Monitor the identified perpetrators, where a pattern can be observed, and identify an action plan intended to reduce and eradicate such future behaviour. Regularly review the action plan to see if measurable goals are being achieved and adapt intervention, where required. Present this to trustees annually.

Review December 2025 - The successful implementation of our anti-prejudice strategy is clearly demonstrated by the significant reduction in repeat offenders and incidents recorded in the Bullying Log over the last academic year. Through the systematic maintenance of this log, which accurately details the motivation (e.g., race, sexual orientation, disability) for each reported incident, we have been able to make resources to support educating students as part

of the restorative justice sessions. The log has also supported identification of students who may need additional support from outside agencies. The bullying log is used as part of the review of the PSHE curriculum to identify trends in behaviour and ensure content is embedded into PSHE lessons to tackle any rising concerns.

3) Advance equality of opportunity between students, staff and trustees who share protected characteristics with people who do not share them and reduce any differences in student performance or participation, perceived to result from any protected characteristics. Gather data on participation and academic achievement and analyse using protected characteristics as a group identification. Implement actions intended to reduce any disparity if the analysis reveals gaps in equal achievement and participation.

Review December 2025 - The school implements robust data analysis to identify disparities in student achievement in external exams and participation in extra-curricular activities. Analysis of gathered data, segmented by protected characteristics (including race, disability, and sex), reveals gaps in attainment for students eligible for Free School Meals. In response, the school improvement plan addresses this area and provides a strategy to reduce the gap.

The school has also advertised the county initiative of the '28% club' to promote females to become senior staff and headteachers in schools. Currently three staff members have joined the group and attend regular events..

APPENDIX 2: Key information regarding school 2025/26

*Figures updated 17th Dec 2025

Characteristic	Total	Breakdown (number and %)
Number of pupils	1119	505 Female - 45% 614 Male - 55%
Pupil premium eligible	141	
Number of staff	154	112 Female - 72% 42 Male - 28%
Number of trustees	13	Female - 8 Male - 5

Religious character of students	1031	No Religion - 478 Christian - 265 Christian (Ecumenical) - 2 Anglican/Church of England - 98 Roman Catholic - 64 Muslim - 58 Hindu - 15 Jehovah's Witness - 1 Jewish - 10 Other Religion/Faith - 9 Methodist - 5 Greek Orthodox - 6 Not Provided - 2 Romanian Orthodox - 4 Sikh - 4 Buddhist - 4 Bulgarian Orthodox - 1 Orthodox Catholic - 1 Pentecostal - 1 Protestant - 1 Serbian Orthodox - 1 Seventh Day Adventist - 1
Ethnicity of staff	144	88 Not Recorded - 40% 87 White - British - 39.55% 12 Any Other White Background - 5.45% 7 Pakistani - 3.18% 5 Indian - 2.27% 4 Any Other Mixed background 1.82% 3 White – Irish - 1.36% 3 White and Black Caribbean - 1.36% 2 Any Other Asian Background - 0.91% 2 Any Other Ethnic Group - 0.91% 2 Black Caribbean - 0.91% 2 Chinese - 0.91% 1 Bangladeshi - 0.45% 1 Black – African - 0.45% 1 White and Asian - 0.45%
Students from ethnic and minority groups / backgrounds (Formerly BAME)	319 - 28.5%	775 White British 25 White - English 45 White Other 38 Any Other Mixed Background 29 White and Black Caribbean 20 Indian 21 Black - African 21 White and Asian 14 White and Black African 18 Pakistani 10 Black Caribbean 5 Black British 9 Hong Kong Chinese 7 Any other Asian Background

		5 Any other Black Background 6 Bangladeshi 4 Chinese 1 Chinese and Any Other Ethnic Group 7 White Irish 6 White European 5 Black - Nigerian 7 Not recorded 4 Other White British 2 Any other Ethnic Group 3 Any other White Background 2 Black - Ghanaian 3 White and Any Other Asian Background 1 Asian and Chinese 2 Kashmiri Other 3 Other Mixed Background 3 Other Pakistani 1 Arab Other 1 Asian and Any other Ethnicity 1 Egyptian 1 Iranian 1 Italian 1 Latin / South / Central American 1 Portuguese 1 Turkish 3 Kashmiri Pakistani 1 Kurdish 1 Other Asian 1 Other Black 1 Other Chinese 2 White and Chinese 1 White Eastern European
Staff from ethnic and minority groups / backgrounds (Formerly BAME)	23.61%	5 Any Other Asian Background - 3.9% 2 Any Other Ethnic Group - 1.6% 2 Any Other Mixed Background - 1.6% 1 Bangladeshi - 0.8% 3 Black - African - 2.3% 5 Black Caribbean - 3.9% 1 Chinese - 0.8% 5 Indian - 3.9% 1 White and Asian - 0.8% 1 White and Black Caribbean - 0.8%
Pupils who speak English as an additional language	84	7.51%

Significant partnerships, extended provision, etc		Roundwood Park School, St George's School and Sir John Lawes School, University of Hertfordshire and Rothamsted Research Centre, together they form Harpenden Secondary Education Trust. Links Academy Harpenden Plus Haven
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