



Equality, Diversity and Inclusion Objectives

Author	Rob Skelton	Source	Model Policy
Approved By	Local Governing Body	Status	Statutory
Last Review	November 2025	Next Review	November 2026

Public Sector Equality Duty Statement – 2026

Our Commitment to Equality:

At North Star 265, we are dedicated to fostering an environment where all individuals are treated fairly and have equal opportunities. We take proactive steps to promote diversity, prevent discrimination, and advance inclusivity across our school community.

How We Comply with the Public Sector Equality Duty:

- Policies are reviewed to ensure compliance.
- Ongoing staff training on diversity and inclusion.
- Ensuring that all school activities are accessible to all pupils.

Our Equality Objectives:

As a school, we are required to publish equality information every year:

We must report on at least 1 equality objective once every 4 years – we've chosen July 2026 to be our deadline for this.

Objective 1

Undertake an analysis of recruitment data and trends in regard to race, disability and any gender pay gap by July, and report on this to the staffing and pay sub-committee of the governing board.

Why we have chosen this objective: As a new school we are undergoing sustained recruitment throughout the period of growth for the school. We want to ensure that our recruitment reflects our pupil demographics and the wider demographics of Bristol.

Undertaking this analysis will ensure the school meets its duties under the **Equality Act 2010** to eliminate discrimination, advance equality of opportunity, and foster good relations.

This will ensure that all applicants, regardless of race, disability, or gender, have equal access to opportunities. Understanding these trends will help us identify barriers to entry or progression for underrepresented groups. A diverse workforce enriches teaching and learning, offering pupils role models from varied backgrounds.

To achieve this objective, we plan to: The school will meet this objective by systematically collecting and analysing recruitment and pay data to identify any disparities related to race, disability, and gender. Using anonymised HR and payroll records, the school will calculate representation rates across recruitment stages and review pay structures to highlight any

gaps. Findings will be benchmarked against national guidance and best practice, and an action plan will be developed to address identified issues. Progress will be monitored three times within the year and reported to the Staffing and Pay Sub-Committee by July, ensuring transparency and compliance with the Equality Act 2010.

Progress we are making towards this objective: Posts are advertised widely to attract the widest range of candidates. Visits are facilitated to the school prior to application and any queries are responded to before shortlisting. Shortlisting is undertaken by the senior leadership team separately and then benchmarked by the Trust HR team. During recruitment shortlisting of candidates is undertaken using strict adherence to the shortlisting criteria and completed on a blind basis to ensure fairness and equity. The Headteacher is safer recruitment trained and during selection undertakes interviews ensuring all processes are followed. Successful candidates are selected based on how well they have met the selection criteria when undertaking tasks and interviewing. When considering this the senior leadership team consider the needs of the school as a whole.

Objective 2

Increase the representation of teachers from local Black and minority ethnic communities over a 4-year period (from this July to July in 4 years' time).

Why we have chosen this objective: In line with the first objective we want to ensure our pupils have role models from their own backgrounds who share their cultural experiences. Having staff from diverse backgrounds will benefit the school as a whole so pupils can explore, understand and build links with people from different backgrounds. The school has a strong anti-bullying and anti-discriminatory stance. This can only be successful when pupils have the opportunities to build relationships with people from all backgrounds.

To achieve this objective, we plan to: The school will achieve this objective by implementing inclusive recruitment strategies that actively engage local Black and minority ethnic communities. This will include targeted outreach through community networks, local universities and school employers, and teacher training providers, as well as promoting vacancies on platforms that reach diverse audiences. Recruitment materials will highlight the school's commitment to equality and representation, and selection processes will be reviewed to ensure fairness and reduce bias. Additionally, the school will develop mentoring and career progression opportunities to support retention and advancement of staff from underrepresented groups, with progress monitored annually and reported to the governing board.

Progress we are making towards this objective: North Star 265 has manage to recruit some staff from local Black and minority ethnic communities, but this is not yet reflective of the pupil cohort. This outcome is reflected in the whole Trust outcome of ensuring our

workforce across the Trust is more representative of the population of the City. The Trust wide equality and diversity policy makes clear the Trust's commitment to progressing this outcome.

Objective 3

To increase the overall attendance of students across the trust, in particular those receiving pupil premium & those who have attendance of less than 90%.

Why we have chosen this objective: Attendance data is not as we would wish it to be, and we want those students to be engaged with us in order for us to deliver their educational outcomes and for them to achieve their potential as a result of being engaged in education. Many students are at North Star 265 for a short period and so it is of critical importance that during their placement with us we ensure their attendance is as high as possible to be able to achieve the aims of the placement.

To achieve this objective, we plan to: We will build on the initial work undertaken and to have a coherent plan for each student or cohort of students who are of concern and to be working actively to re-engage them. We wish to monitor progress towards the outcomes in these individual / cohort plans and to be seeing long term engagement with us as an outcome. For some this may mean coming into school fulltime and for others it may be consistent engagement building with the agreed curriculum package in a more bespoke manner. We will use a member of staff to build relationships with students who are hard to reach and plan small step objectives to improve engagement and attendance.

Progress we are making towards this objective: We now have one member of staff who is responsible for attendance across the Trust, part of this role is to encourage non-attenders to engage with the school. Our Assistant Headteacher has responsibility for attendance and the school has a fortnightly safeguarding, attendance and welfare meeting with the senior leadership team to examine issues holistically for each pupil and identify suitable solutions. The school has an overall attendance of 80% for the year to date (25-26) and we aim to target hard to reach pupils with bespoke solutions to improve attendance.

Our objectives are based on the following:

Equality Act 2010 <http://www.legislation.gov.uk/ukpga/2010/15/contents>

The Equality Act 2010 and Schools May 2014

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality%20Act%20Advice%20Final.pdf

Public Sector Equality Duty Guidance for Schools in England

http://www.equalityhumanrights.com/sites/default/files/psed_guide_for_schools_in_english.pdf

Keeping Children Safe in Education

[Keeping children safe in education 2025](#)

Children and Families Act 2014

<http://www.legislation.gov.uk/ukpga/2014/6/schedule/3/enacted>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/359681/Young_Person_s_Guide_to_the_Children_and_Families_Act.pdf

SEND Code of Practice: 0-25 years – January 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Prevent Strategy 2023

[Prevent duty guidance: Guidance for specified authorities in England and Wales](#)

Related Policies:

NSAT Behaviour and Relationships Policy

NSAT Safeguarding and Child Protection Policy

NSAT Physical Intervention Policy

NSAT Touch Policy

NSAT Recruitment and Selection Policy

NSAT Code of Conduct