



Policy for Equality



Document Detail	
Category	Statutory
Department	Academies within the Trust
Responsible Officer	Chief Executive Officer
Approved by:	<p>Directors</p> <p>Resources, Risk and Audit committee</p> <p>Chief Executive Officer</p> <p>Academy Committee</p>
Status	Approved 21.5.25
Reviewed on:	Term 3 - 2025
Next review:	Term 3 - 2026

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1. Aims

Our Trust 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 characteristic.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
 - Age
 - Disability
 - Gender reassignment
 - Marriage or civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation

Our Trust aims to promote respect for difference and diversity in accordance with our values, such as:

Respect and inclusion – We respect one another’s right to safety and dignity; all pupils are welcome in our Trust. We work in partnership with others to meet the needs of our pupils.

Compassion and kindness – We care for one another, are concerned about the suffering of others, and want to act to make a better world.

Cooperation – We want everyone to learn and succeed, and this requires us to work together, compromise, and share, in order to succeed.

High Expectations and excellence – We have high expectations of ourselves and strive for excellence in our curriculum and all other areas.

Integrity – We are both honest and driven by a clear moral compass.

Restorative – We take responsibility for our actions and put things right when something has gone wrong.

Courage – We are a Trust that boldly faces challenges and support each other through difficult moments in our learning and life.

Appreciation – We show appreciation for one another whenever possible.

Reflective and embrace change – We are not afraid of change and believe it can be a positive opportunity for creating a better self, Trust, and society.

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](#), 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](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The Board of Directors will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the Trust, 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 Director is Mike Douglass. Their role is to:

- Meet with the designated member of staff for equality annually, 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 Board of Directors regarding any issues.

The headteacher in each academy will:

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

The designated member of staff for equality is the CEO. Their role is to:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils.
- Meet with the equality link Director annually to raise and discuss any issues.
- Support the headteacher in identifying any staff training needs, and procure training as necessary.

All Trust 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 Trust 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, Directors and Academy Committee members 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually.

The CEO is the designated member of staff for the Trust for monitoring equality issues, and an equality link Director. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the Trust 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. 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.
- 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 academy activities).

In fulfilling this aspect of the duty, academies in the Trust will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing.
- 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).
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics. As a Trust, we share the following information with the Board of Directors:

- The make-up of our workforce, with breakdowns of staff at different grades, levels and rates of pay (including any patterns of occupational segregation and part-time work).
- Gender pay-gap reporting and other pay equality issues.
- The profile of staff at different stages of employment including recruitment, training, promotion and leavers.
- Grievances and disciplinary issues and complaints of discrimination and other prohibited conduct.
- Policies and programmes in place to address equality concerns from staff.
- Information from staff surveys and/or trade unions.

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

6. Fostering good relations

The Trust 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. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
- Making pupils aware of our behaviour and anti-bullying policies.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the academy. For example, our pupil council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the academy's activities, such as sports clubs. 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 considerations in decision-making

The Trust ensures it has due regard to equality considerations whenever significant decisions are made. 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 Trust and its academies always consider the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the academy considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The academies keep a written record (known as an Equality Impact Assessment Appendix 1) 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 and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

As a Trust, we are required to publish equality information every year. We must report on at least 1 equality objective once every 4 years.

Objective 1 - to eliminate all forms of prejudice-based incidents towards people who share a protected characteristic* and implement an open culture of understanding, acceptance and positivity.

**race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment*

Why we have chosen this objective:

The Equality Act 2010 introduced a single Public Sector Equality Duty, which applies to all schools, including both LA maintained and Academies. It requires that the academy must have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.
- Foster good relations between people who share a protected characteristic* and people who do not.

Furthermore, the Education Act requires academies ‘as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils and of society’

It is vital that all children are encouraged to notice the many aspects of diversity and difference across society. A positive approach to inclusion will support all children's development and learning across their lifetime and will have an impact on society as a whole.

To achieve this objective, we plan to:

- Positively reinforce and promote inclusion, understanding and acceptance through PSHE and Religious Education lessons, in addition to assemblies that will focus upon protected characteristics.
- Positively reinforce and promote it through implementation of the academies' Inclusion and Behaviour policies, in addition to focused interventions, aimed at addressing and educating prejudice/discriminatory behaviour.
- Continued review and development of the curriculum to ensure positive attitudes are developed in pupils and their families towards disabled people including those with social, emotional and mental health needs; between groups and communities that are different to each other in terms of ethnicity, age, culture, religious affiliation, national origin or national status.
- Continued promotion of differences through our academies and Trust communication channels and through conversations to support the development of positive attitudes to pupils with additional needs.

Objective 2 - to narrow any attainment gaps between pupils based on gender, language, additional need or context group

Why we have chosen this objective: The Equality Act 2010 introduced a single Public Sector Equality Duty, which applies to all schools, including both LA maintained and academies. It requires that the academy must have due regard to the need to advance equality and opportunity between people who share a prohibited characteristic and people who do not share it.

The attainment gap develops in the early years and is already measurable by age 5, increasing throughout a pupil's school years. Ultimately, the attainment gap results in many 19-year-olds underperforming and leaving education without qualifications in English and maths. This greatly limits their options for future work.

To achieve this objective, we plan to:

- Demonstrate high expectations and operate consistent routines and protocols.
- Deliver a powerful, knowledge and skills-rich curriculum for all.
- Have an unwavering focus on outcomes and overcoming the barriers to achieving them.
- Offer the very best teaching and support.
- Use the Pupil Premium effectively for closing identified gaps.
- Detailed analysis of pupil's attainment throughout the year using all assessment data.
- Regular discussions with staff to understand the barriers to pupil's progress.
- Implementation of interventions for pupils who need additional support.
- Purchase of resources to support the progress of pupils in need of additional support.

Objective 3 – to ensure that all pupils have access to at least one extra-curricular activity per week.

Why we have chosen this objective:

The Equality Act 2010 introduced a single Public Sector Equality Duty, which applies to all schools, including both LA maintained and Academies. It requires that the academy must have due regard to the need to foster good relationships across all characteristics, between people who share a protected characteristic and people who do not share it

Research indicates that participating in after school programmes improves performance on measures of academic achievement. There is also evidence that there are wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers (Education Endowment Foundation).

Approximately 28% of our pupils are from low-income families and so qualify for the pupil premium. Children from disadvantaged backgrounds are less likely to be encouraged to participate in extra-curricular activities.

To achieve this objective, we plan to:

- Offer pupils a range of activities which take place at lunchtime or after school
- Use a proportion of our pupil premium funding to help cover the costs associated with delivering extra-curricular activities
- Look to expand the programme and pay for coaches and experts to deliver sessions outside of the interests and expertise of our staff body.

9. Monitoring arrangements

The CEO will update the equality information we publish, described in sections 4 to 7 above, at least every year.

Trust-specific equality objectives will be reviewed by the CEO at least every 4 years, described in section 8.

This document will be reviewed by the Board of Directors annually, to ensure continued compliance with the Public Sector Equality Duty.

10. Links with other policies

This document links to the following policies:

- Trust Accessibility Plan
- Trust statutory and non-statutory risk assessments
- SEN information report
- SEND policy
- Academy Inclusion and Behaviour policies

Appendix 1 - Equality Impact Assessments

Are we using them for any new initiatives?

Date	Title of policy, project or practice being reviewed	Aims and purpose (including any positive impact on those with protected characteristics)	Does it/could it have an adverse effect on members of a protected group? Yes/No	If yes, outline potential issues	Outline ways to remove or mitigate the negative impact while still achieving the aim	Who is responsible	Deadline