Equality Policy, Equality information and objectives statement

We are an education Trust that is committed to running dynamic, ever-improving schools. We work to make sure that every child feels they belong in their school where they feel safe and inspired by learning. For us, learning is an adventure. It is a privilege and a responsibility for all who work with us to ensure that the journey through school is exciting, challenging, caring and enriching, and that every child experiences joy, wonder, calm and success.

Approval Level	Board
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Approval Date	December 2025
Trust/Template/School level	Trust
Review cycle	Biannual

"The purpose of governance is to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance". (DfE)

Approval History

Committee Approval	**Status**	**Next Review Date**
R&A 20th Oct 25 Board 8th Dec 25	Review in progress Submitted for Ratification Live Policy	December 2027

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1. Aims

Our trust 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

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

Altruistic- **Doing good things whenever, however and to whoever you can**

Pioneering- **Striving to discover new things and exceed expectations**

Ethical- **Making conscious decisions to be kind and fair**

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 the Department for Education (DfE) advice for schools on the Equality Act, 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.

https://www.schoolsforeverychild.org.uk/about-us/tdp-and-sdps/finance-and-hr

3. Roles and responsibilities

3.1 The board of trustees

The board of trustees will:

- Ensure that the equality information as set out in this statement is published and communicated throughout the trust, including to LSBs, 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 daily to the Headteachers and LSBs.

3.2 The Headteacher & Head of School

The Headteacher will, for their school:

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

3.3 All staff across the trust

All staff across the trust 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.

Trustees, LSBs and all 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.

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

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 which are connected by 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 (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 pupils to be involved in the full range of school societies)

5.1 Publishing information about pupils

In fulfilling this aspect of the duty, the trust will, for every school:

- Publish attainment data for each school 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.

Relevant information about each school will be published on their individual websites.

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 the 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.
- 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.
- Making sure schools work with their local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within each school. For example, school councils have representatives from different year groups and are formed of pupils from a range of backgrounds. All pupils are encouraged to participate in their schools' activities, such as sports clubs. Schools also work with parents to promote knowledge and understanding of different cultures.
- Developing links with people and groups who have specialist knowledge about characteristics, which helps inform and develop how they implement their approach.

7. Equality considerations in decision-making

The trust ensures it has due regard to equality considerations whenever significant decisions are made.

In all our schools, we will always consider the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for all pupils irrespective of their gender

The trust encourages all policy writers to undertake a dynamic equalities impact assessment when compiling policies. Equalities training is rolled out annually at snapshots to support this.

8. Equality objectives

Our objectives	What this means in practice

1a. Promote the use of gender neutral language and practice, and eliminate gender stereotyping within Trust schools. 1b. Commit to becoming more aware of differentiated treatment and judgements that are a result of gender difference	● Introduce uniform principles that reflect our commitment to gender equalities and gender neutral approaches ● Deliver training sessions, awareness and audit tools to enable individuals to reflect on gender segregating practice (e.g. girls and boys groups, toilets, teams etc) ● Respond actively and constructively to gendered language and stereotyping (e.g. 'I need some strong lads…') ● Ensure there is discussion at every level (pupils through to staff, to volunteers, LSB members and trustees) of equal opportunities in relation to gender and consider policies that may discriminate and '*other'* people because of their gender. ● Review curriculum resources that stereotype gender and proactively work with curriculum providers, publishers, coaches etc when we identify issues.
2. To actively seek to increase the diversity of our staff bodies over a 4 year period.	● Work towards gaining the Disability Confident badge (Gov.uk Disability Confident scheme) ● Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by December 2026. ● Ensure recruitment drives and advertisements appeal to - and are appropriate for - all and that equitable protocols are followed when recruiting. ● Include clear support, openness to and guidance for reasonable adjustments in recruitment documentation ● Review all publication materials on school and trust websites to ensure there is representation of diversity in images ● Reach out to diverse groups to encourage breadth in governance and volunteers
3. Promote understanding and awareness of different religious beliefs including those who identify as having no faith.	● Develop a bespoke Trust RE curriculum that incorporates a 'World Views' approach and allows the lens of RE to show the children the rich diversity of the human race ● Ensure workshops/visits/talks happen in practice from people of differing faiths and those who identify as having no faith ● Provide opportunities for children to feel safe to share their own lived faith with their school communities. ● Review whether certain faiths are overrepresented and adjust programmes and plan accordingly. ● Evaluate resources carefully to make sure that certain religious groups are not stereotyped but accurate