Equality Information and Objectives

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Full Trust Board	**Yes**
Trustees' Sub Committee	
Statutory Policy	**Yes**

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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: collaboration, equity, aspiration and trust.

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.

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 local governors, 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 across the schools in our Trust on a daily basis to the headteacher and local governing body.

3.2 The link equality trustee

The link equality trustee will:

- Meet with the designated member of staff for equality in each school at least once every year, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full board of trustees regarding any issues

3.3 Headteachers and local governing bodies (LGB)

The headteacher / LGB will, for their school:

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

3.4 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, local governors 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 each year.

Each school's headteacher and local governing body have a responsibility for monitoring equality issues. They make the Trust's CEO and trustees aware of any issues or concerns.

4.1 Intersectional Disadvantage

Our Trust recognises that pupils and staff may experience disadvantage in multiple, intersecting ways. For example, a pupil may face barriers due to a combination of socio-economic background, disability, gender, ethnicity, English as an additional language, or other protected characteristics. These overlapping factors can compound challenges and affect access to learning, wellbeing, and opportunity.

We are committed to addressing intersectional disadvantage by:

1. Identifying and monitoring pupils and staff who may experience multiple barriers, using data to inform support and interventions.
2. Providing targeted support that considers the cumulative impact of intersecting disadvantages, ensuring equity in achievement, participation, and wellbeing.
3. Embedding inclusive practice across teaching, learning, and Trust culture, so that all individuals can thrive regardless of the combination of challenges they may face.
4. Evaluating policies and procedures to ensure they do not inadvertently disadvantage individuals with overlapping protected characteristics.
5. Raising staff awareness through training and professional development, fostering understanding of intersectionality and promoting an inclusive environment.

By taking an intersectional approach, our Trust seeks to ensure that every pupil and staff member can fully participate, succeed, and feel valued in our community.

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 specific 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 school societies)

5.1 Publishing information about pupils

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

- Publish attainment data for each academic year showing how pupils with different characteristics are performing

- Analyse the data referenced above to determine strengths and areas for improvement, and implement actions in response
- Report on evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Using data to identify any issues which could affect our pupils

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

5.2 Publishing information about staff

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 will:

- Analyse and report on 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)
- Publish gender pay-gap reporting and other pay equality issues
- Analyse and report on the profile of staff at different stages of employment including recruitment, training, promotion and leavers
- Analyse and report on applications for flexible working and their outcomes for staff with different protected characteristics
- Analyse and report on applications for learning and development opportunities and their outcomes for staff with different protected characteristics
- Analyse and report on grievances and disciplinary issues and complaints of discrimination and other prohibited conduct
- Report on policies and programmes in place to address equality concerns from staff
- Analyse and consider information from staff surveys and/or trade unions
- Repot on records weighing the equality outcomes of important decisions including evidence used to make decisions

We will make sure that with any data we report on or publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may not report on or 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 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
- 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
- Making sure schools work with their local community. This includes each school inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the 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/carers to promote knowledge and understanding of different cultures

- Developing links with people and groups who have specialist knowledge about particular 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. 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.

In all of 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 school keeps a record (known as an Equality Impact Assessment) 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 gender pay gap information by 30th March each year
- We will update the equality information we publish, at least every year, and review our 4- year equality objectives annually to identify any amendments
- Undertake an analysis of recruitment data and trends in regard to race, disability or any gender pay gap annually and report on this to the Trust's Operations Committee.

Objective	Actions	Success Criteria	Monitoring / Review
Inclusive Curriculum Development	• Audit curriculum materials for representation and bias • Provide staff training on inclusive teaching practices • Integrate diverse authors, historical figures, and global perspectives	• Annual curriculum audit completed in all schools • 100% of teaching staff receive training • Increased representation in curriculum content • Positive feedback from pupils and parents	• LGB termly meetings • Link governor and trustee visits • Planned school, Trust and eternal QA activities each term • School stakeholder survey feedback
Staff Diversity and Representation	• Review recruitment practices • Implement inclusive career development programs	• Increased staff diversity • Inclusive recruitment panel • Positive staff survey results	• Agenda item at termly OC meetings • Analysis of survey data and exit surveys at OC meetings
Governance and Staff Training on Equality and Diversity	• Policy development • Equality and diversity training	• All staff and governors/trustees increased awareness of legislation and responsibilities	• CPD overviews and records • Agenda item at LGB and trust board meetings • Annual skills audit analysis
Student Equity and Achievement	• Identify achievement disparities • Implement targeted interventions • Monitor and evaluate impact	• Reduced attainment gaps • Improved progress scores • Increased participation in enrichment activities	• Termly LGB meetings • Termly EPC meetings • Planned school, Trust and external QA activities each term
Embed equality into the trust's governance and strategic planning.	• Set measurable equality targets and report progress annually. • Conduct regular equality impact assessments. • Provide equality and diversity training for governors and trustees.	• Annual equality report published and shared with stakeholders. • All governors and trustees complete equality training. • Equality impact assessments conducted for all major policy changes.	• Agenda item in the autumn term for the trust board • EIAs presented alongside major policy changes to relevant committees • Trust and LGB training records reviewed annually

9. Monitoring arrangements

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

This document will be reviewed by the Trust's Operations Committee annually to ensure compliance with the public sector equality duty, and monitored throughout the year as outlined in the objectives table above

This document will be approved by the Trust's Operations Committee.

Any school-specific equality objectives will be reviewed by the headteacher every year.

Any school-specific equality objectives will be approved by local governing body.

10. Links with other policies

This document links to the following policies for each school in the Trust:

- Accessibility plan
- Risk assessment policy
- SEN information report
- SEND policy