



# Equality Statement & Objectives

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23.1	Feb 2023	New policy	Director of Inclusion
23.2	July 2024	Objectives updated	Director of Inclusion
26.1	Jan 2026	Document review Objectives updated	CEO

# 1. Aims

1.1 Our Trust and schools aim 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

1.2 We understand the principle of the Equality Act 2010 and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age
- disability
- ethnicity
- gender
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual identity
- marriage and civil partnership

# 2. Ethos and values

2.1 We strive to be an equity-based Trust. Our schools celebrate diversity, individuality and respects each child's identity and that of their family equally.

2.2 We aspire for all of our schools to be Unicef Rights Respecting Schools, and this education is to be embedded in all interactions and explicitly taught. This supports and underpins our unique, ethical Learn Together Curriculum that is taught throughout our schools.

2.3 Our schools' work is reflective of their communities and their policies and practices should make all members of their communities feel like they belong.

2.4 Feedback from stakeholders is used to inform how schools work in line with our drive for being equity-based, in line with the Equality Act 2010.

### 3. Legislation and guidance

- 3.1 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
- 3.2 This document is also based on Department for Education (DfE) guidance
- The Equality Act 2010 and schools.
- 3.3 In line with our ethos, we aim for all our schools to be Unicef Rights Respecting schools. This document advocates the following rights from the UN convention of the rights of the child: Articles: 2, 4, 12, 13, 14, 23, 28, 29 and 30

### 4. Roles and responsibilities

- 4.1 The Trust Board will ensure that the equality information and objectives as set out in this statement are published and communicated to all local governing boards and headteachers in the Trust and that they are reviewed and updated at least once every four years.
- 4.2 Local governing boards 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
- 4.3 Local governing boards will delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher
- 4.4 The headteacher will ensure that the equality objectives are made specific to their school setting, with an action plan in place to achieve the objectives.
- 4.5 The headteacher will promote knowledge and understanding of the equality objectives amongst staff and pupils
- 4.6 The headteacher will monitor progress in achieving the objectives and report back to local governing boards
- 4.7 All school staff are expected to have regard to this document and to work to achieve the objectives.

## 5. Eliminating discrimination

- 5.1 The Trust is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Our policies include reference to the importance of avoiding discrimination and other prohibited conduct.
- 5.2 New staff are expected to read the staff code of conduct, which points them to relevant policies outlining our stance on application of the Equality Act as part of their induction.
- 5.3 All staff are expected to read and understand the whistleblowing policy, which outlines how they can raise concerns.
- 5.4 Line managers are expected to take appropriate action when discrimination comes to their attention.
- 5.5 Our recruitment processes are in line with Keeping Children Safe in Education.
- 5.6 Headteachers in school act as a designated point of contact where concerns around discrimination can be raised. For the central team, and for concerns about the headteachers, the CEO can be contacted. For concerns about the CEO, the Chair of Trustees can be contacted.
- 5.7 All new Trust policies have an equality impact assessment completed to check for potential discrimination.
- 5.8 The Trust has an anti-racist framework, which all schools are expected to adhere to.

## 6. Advancing equality of opportunity

- 6.1 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 who are connected to a particular characteristic they have
  - 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
- 6.2 In fulfilling this aspect of the duty, the Trust will:
  - Publish attainment data each academic year showing how pupils with different characteristics are performing

- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils
- Ensure transparent and accurate reporting through its governance structure to ensure scrutiny of evidence

## 7. Fostering good relations

7.1 The Trust aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting acceptance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in Learn Together, 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 part in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This could include 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 the school. For example, our pupil voice forums across our schools have representatives from different year groups and are formed of pupils from a range of backgrounds. All pupils are encouraged to participate in our schools' activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

## 8. Equality considerations in decision-making

- 8.1 The schools in the Trust ensure they have due regard to equality considerations whenever significant decisions are made.
- 8.2 Our schools 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 boys and girls
  - Is affordable for all pupils
  - Avoids activities that may exacerbate anxiety for individual or groups of children
  - Considers buddy systems to ensure inclusion
  - Provides appropriate communication for all pupils, regardless of need

## 9. Equality objectives

### 1. Strengthen cultural understanding, religious literacy and inclusion across our school communities

**Objective:** Develop a culturally literate, respectful and inclusive school culture where pupils and staff of all protected characteristics, including race, religion or belief, sex, sexual orientation, disability, gender reassignment, age, pregnancy/maternity, and marriage/civil partnership, feel seen, valued and represented. This includes ensuring that pupils with English as an Additional Language (EAL) experience high levels of belonging, confidence and participation in school life.

**Rationale:** A diverse school community thrives when students feel understood and respected. Misunderstandings about culture, identity and religion can contribute to stereotyping, tension and discriminatory behaviour. Strengthening cultural and religious literacy reduces prejudice, builds respectful relationships and creates a safe, cohesive learning environment where all pupils can participate confidently.

**Success Indicators:**

- Pupil voice reflects a strong sense of belonging across all protected groups.
- Curriculum, displays and resources reflect cultural, linguistic and religious diversity.

- Increased participation and confidence in class discussion and group work, particularly for EAL pupils.

## 2. Increase equitable participation in extra-curricular and enrichment activities

**Objective:** Ensure that pupils from all protected characteristics, as well as those who are disadvantaged or vulnerable (including SEND and Pupil Premium pupils), participate equitably in enrichment, leadership and wider opportunities that build confidence, wellbeing and personal development.

**Rationale:** Participation in enrichment is strongly linked to improved wellbeing, attendance and long-term outcomes. National evidence shows that pupils with SEND, Pupil Premium pupils and other vulnerable groups often access these opportunities less frequently. Removing barriers strengthens belonging and supports the development of wider skills needed for adulthood.

### **Success Indicators:**

- Attendance for pupil premium pupils improves over time.
- Reduction in behaviour incidents involving Pupil Premium pupils.
- Participation data shows equitable access across all protected groups.
- Pupil voice indicates positive attitudes towards school, learning and enrichment.

## 3. Reduce gaps in attainment and achievement for disadvantaged and under-represented groups

**Objective:** Secure high-quality, adaptive teaching and targeted support that reduces attainment gaps for pupils from all protected characteristics and vulnerable groups, including Pupil Premium, SEND, EAL, looked-after children and minority ethnic groups, ensuring every pupil achieves ambitious outcomes in reading, writing and maths.

**Rationale:** Attainment gaps remain a persistent national issue and limit future life chances. Closing these gaps is both a statutory duty and a moral imperative. High-quality teaching, strong reading provision and targeted interventions are essential to ensuring equity of opportunity.

### **Success Indicators:**

- Adaptive teaching strategies observed consistently across classrooms.
- Increased proportion of pupil premium pupils working at age-related expectations.

- Improved reading outcomes for pupil premium and EAL pupils, including phonics and fluency.
- Reading for pleasure evident through library use and pupil surveys.

## 4. Ensure strong accessibility and inclusion for pupils, staff and visitors with disabilities

**Objective:** Create an accessible physical, digital and curricular environment that enables pupils, staff and visitors with disabilities to participate fully and independently in school life, in line with the Equality Act 2010 and the school's SEND core offer.

**Rationale:** Accessibility is essential for inclusion. Without deliberate planning, individuals with disabilities can face barriers that restrict participation and independence. Ensuring accessibility promotes dignity, autonomy and full engagement in school life.

**Success Indicators:**

- Annual accessibility audits completed and acted upon.
- Reasonable adjustments implemented consistently across classrooms and wider school life.
- Parent and pupil feedback confirms that accessibility needs are met.

## 5. Embed pupil-led school values to promote inclusion, respect and positive behaviour

**Objective:** Embed co-created, pupil-led values across the curriculum, behaviour systems and wider school culture to promote respect, inclusion and positive relationships. This includes ensuring that inclusive classroom practice, particularly for SEND, EAL and disadvantaged learners, is consistently embedded through adaptive teaching, scaffolding and reasonable adjustments.

**Rationale:** Values-driven cultures create safer, more cohesive schools. When pupils co-create and engage with shared values, they develop ownership, agency and responsibility. Embedding these values reduces discriminatory behaviour and strengthens a consistent, positive ethos.

**Success Indicators:**

- Inclusive teaching strategies (scaffolding, pre-teaching, adaptive approaches) evident in planning and practice.
- Reduced reliance on adult support over time for SEND and EAL pupils.



- Pupil voice indicates improved understanding, engagement and sense of agency.
- Behaviour data reflects respectful, values-aligned conduct.

## Appendix one: UNCRC Rights of the child

**Article 2** Every child has these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

**Article 4** Governments must do all they can to make sure every child can enjoy their rights.

**Article 12** Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

**Article 13** Every child must be free to say what they think and to seek and receive information of any kind as long as it is within the law.

**Article 14** Every child has the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights.

**Article 19** Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

**Article 23** Children who have any kind of disability should receive special care and support so that they can live a full and independent life.

**Article 27** Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs.

**Article 28** Every child has a right to primary education, which should be free. Discipline in schools should respect children's human dignity.

**Article 29** Education must develop each child's personality, talents and abilities to the full. It must encourage children to respect their parents, and their own and other cultures.

**Article 30** Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

**Article 31** Children have the right to relax, play and to join in a wide range of leisure activities.

**Article 39** Children who have been neglected or abused should receive special help to restore their self-respect