

Equality Information and Objectives Policy

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1. Aims

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

'Underpinning our vision and mission statement are our core values, defined by our workforce and trustees - Inclusive; Child Centred; Community Focused; Passionate; Nurturing; Enriching; Empowering. We bring these high expectations to everything we do, and we are really excited to work with partners who share this ethos.'

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 agreements and articles of association.

3. Roles and responsibilities

The governing board 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/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 governor is Matthew Fuller. They will:

- Meet with the designated member of staff for equality at least 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 governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- 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 will:

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

All Trust/school 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/school 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 and governors 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 year.

The Trust/school has a designated member of staff for monitoring equality issues, and an equality link governor/trustee. 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 school 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 school societies)

In fulfilling this aspect of the duty, the school 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

6. Fostering good relations

The Trust/school 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 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 school 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 school'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/school 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 school always considers 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

The school keeps a written 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/school, we are required to publish equality information every year:

- We must report on at least 1 equality objective once every 4 years

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: To ensure there is equality of opportunity throughout the trust/school for all, regardless of race, disability or gender.

To achieve this objective, we plan to: ensure all candidates applying have an equitable opportunity to employment and that any decision made is based on merit and not race, disability or gender

Progress we are making towards this objective: recruitment data analysis is reviewed and will now be presented to the pay sub-committee for evaluation.

Objective 2

Have in place a reasonable adjustment agreement for all staff with disabilities by July, to meet their needs better and make sure that any disadvantages they experience are addressed.

Why we have chosen this objective: It is essential all staff who have the ability to engage and inspire children are fully supported, regardless of need are afforded the opportunity to enhance learning.

To achieve this objective, we plan to: ensure all staff are aware how to seek support and that any request will be positively received.

Progress we are making towards this objective: Currently all staff requiring reasonable adjustments have their needs fully met. We aim to ensure staff new to the trust/school also understand our responsibility and willingness to support.

Objective 3

Aim to address and where possible eliminate all forms of discrimination within the trust/school whether that be staff, pupils or support for the parental community

Why we have chosen this objective: Due to schools within the trust residing in a predominantly White British area it is important that as the demographic changes those from ethnic minorities are fully welcomed into the school community and are provided with equity of offer.

To achieve this objective, we plan to: Ensure staff and leaders are provided with training pertaining to the equality act, that our curriculum promotes and positively reflects on society, celebrating diversity and that parents are made aware of our expectations, values and belief that all ethnicities should be celebrated. We will address those not sharing our core values.

Progress we are making towards this objective: Our new curriculum and training on diversity has already demonstrated a positive influence on the inner school community.

9. Monitoring arrangements

The Inspires MAT Board of Trustees will update the equality information we publish, (described in Sections 4 to 7 above) at least every year.

School-specific equality objectives will be reviewed by Board of Trustees and Headteacher at least every 4 years.

This document will be reviewed by The Board of Trustees annually, to ensure continued compliance with the PSED.

This document will be approved by The Board of Trustees.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND Policy
- Behaviour Policy
- Individual school improvement plan
- Trust three-year strategic plan