

EQUALITY POLICY

DOCUMENT INFORMATION – FRONT SHEET

Please note - this policy cannot be changed and will be published on the Trust website with a link published on the School Website. Physically printed copies of this policy may be out of date. For the most up to date policy please go to the Trust website [here](#)

POLICY DETAILS

POLICY OWNER/AUTHOR	NEW POLICY	CURRENT POLICY - REDRAFT/AMENDMENTS	
TRUST OPERATIONS MANAGER	NO	YES	<i>If Yes please provide brief details of changes below in the version history section and highlight changes in yellow.</i>

VERSION HISTORY

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VERSION DETAIL & CHANGES	UPDATED POLICY INCORPORATING RECOMMENDED CONTENT REFORMATTING OF CONTENT				
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APPROVAL INFORMATION

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UNION CONSULTATION REQUIRED	No	IF YES, PLEASE STATE DATE OF CONSULTATION	

Equality information and objectives policy



Approved by:	Board of Trustees	Date: 31 March 2025
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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:

Vision

We have a compelling desire to provide high quality, personalised and rounded education for everyone, right in the heart of our local community. We believe that no school can be deemed successful unless all those around it are also successful, popular and flourishing. Hence we believe that dynamic, mutually accountable collaboration and challenge between local schools as members of the LiFE MAT is the cornerstone of our future success.



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 on a daily basis to the headteachers

3.2 The headteacher

The headteacher 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 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

3.3 The Trust Equity Groups

The Trust Equity Groups will:

- Support the headteachers in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet as formal groups every half-term to raise and discuss any issues relating to equity
- Support the headteachers in identifying any staff training needs, and deliver training as necessary

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.

All staff receive training on the Equality Act annually.

The Trust has Equality Groups and each school has a designated member of staff for monitoring equality issues, and an equality link local governor. They regularly liaise regarding any issues and make senior leaders and local governors aware of these as appropriate.

As a Trust we work to the following principles:

- All learners are of equal value.
- All Staff are of equal value.
- We recognise and respect difference
- We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.
- We observe good equalities practice in staff recruitment
- We aim to reduce and remove inequalities and barriers that already exist.
- We consult and involve widely
- Society as a whole should benefit from our work
- We base our practices on sound evidence and information.

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 Collecting information about pupils

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

- Collect 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 report this information
 - Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Collect further data about any issues associated with particular protected characteristics, identifying any issues which could affect our pupils

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

5.2 Collecting 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 collect information to show:

- 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
- Applications for flexible working and their outcomes for staff with different protected characteristics
- Applications for learning and development opportunities and their outcomes for staff with different protected characteristics
- 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
- Records weighing the equality outcomes of important decisions including evidence used to make decisions

We will make sure that with any data we collect to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may not report 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
- Embedding membership of our staff Equity Groups in all schools and teams.
- Making staff and 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 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, we are required to publish equality information every year:

- We must report on at least 1 equality objective once every 4 years – we've chosen Jul 2025 to be our deadline for this

Objective 1

To close the attainment gap between boys and girls at all key stages.

Objective 2

To close the gap in performance of all pupils with special educational needs or disabilities.

Objective 3

To close the gap in performance between disadvantaged and non-disadvantaged groups.

Objective 4

To work towards Race Equity, LGBTQIA+ Equity. To promote cultural development, understanding and celebration through a rich range of experiences both in and beyond the curriculum. To be a proudly and actively, anti-racist organisation.

Objective 5

To prevent, respond and challenge all hate incidents and prejudice-based bullying.

Objective 6

To prevent and respond to all incidents linked to sexual violence and harassment.

9. Monitoring arrangements

The Chief Executive Officer will ensure updates to the equality information we collect, described in section 5 is undertaken at least every year.

This document will be reviewed by board of trustees annually to ensure compliance with the PSED.

Trust equality objectives will be reviewed the board of trustees every 4 years.

This document will be approved by board of trustees.

10. Links with other policies

This document links to the following policies:

- Equality Objectives 2022-2026
- Accessibility plan
- Risk assessment policy
- SEN information report
- SEND policy
- Anti-Bullying and Harassment Policy
- Staff Code of Conduct