The Public Sector Equality Duty Equality Information

Genesis 16:13 You are the God that sees me.

Responsibility for review of Equality Information – CEO – Reviewed annually
Date of Last Review: October 2025

Responsibility for review of Equality Objectives – Local Academy Committee – Progress reviewed annually, then objectives updated every four years
Date of Last Review: October 2025

Summary of Changes from Previous Version

Version	Date	Author	Note/Summary of Revisions
V1	September 2023	Nicky Bailey	Written using a template from 'the Key'
V1.1	October 2024	Nicky Bailey	Addtion of 'protected characteristics' information in staff publication list.
V1.2	October 2025	Nicky Bailey	List of protected characteristics added.

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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

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.

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
- 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 oversight of equality to the local academy committee.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher and academy committee.

3.2 The Academy Committee

The Academy Committee will, for their schools:

- Ensure they are familiar with all relevant legislation and the contents of this document
- Review the equality objectives annually and update at least every 4 years
- Attend appropriate equality and diversity training
- Report back to the full board of trustees regarding any issues

3.3 The Headteacher

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

3.5 All staff across the trust

All staff are expected to have regard to this document and to work to achieve the Academy objectives.

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,Academy Committees 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.

The protected characteristics are:

- Age (for staff)
- Disability
- Gender reassignment
- Marriage and civil partnership (for staff)
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

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

- 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 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 publish information to show:

- Gender pay-gap reporting and other pay equality issues
- Policies and programmes in place to address equality concerns from staff
- Information relating to staff with protected characteristics
- Equality impact statements
- Equality and Diversity training

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may suppress 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
- 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 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.

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 to show we have actively considered our equality duties and asked ourselves relevant questions.

8. Equality objectives

Within the LAAT, each school sets their own objectives depending on their circumstances and context, whilst keeping in-line with the overall approach to equality set out in this document.