



# **Equality Objectives Statement 2025**

## Revision History

Date	Document Version	Document Revision History	Document Author / Reviser	Document Approver
March 2020	1.0	<b>Draft</b> Circulated to Headteachers for distribution to staff. Policy on GovHubs.	Michelle Murray, CEO/Executive Principal	Ratified by Trust Board 21/04/20 and
May 2021	1.1	Annual Review. Circulated to staff, AGBs and & added to websites.	J Jones HR and Compliance Manager	Approved by Trust Board 19/05/2021
May 2022	1.2	Annual Review. No changes Circulated to staff, AGBs and & added to websites 18/05/2022	J Jones HR and Compliance Manager	Approved by Trust Board 18/05/2022
January 2025	2.0	Review of statements to complement new policy	C Cawley V McManus	Approved by Trust Board 29/01/2025

## **INTRODUCTION**

At Education Learning Trust, we are committed to promoting equality, diversity and inclusion across all aspects of our educational provision. We believe that every member of our school community should feel valued, respected, and supported in achieving their full potential.

Education Learning Trust welcomes its duties under the Equality Act (2010). The Equality Act established 9 protected characteristics which apply to academies:

- disability
- race
- sex
- gender reassignment
- pregnancy and maternity
- religion or belief
- sexual orientation
- marriage and civil partnership
- age

## **Public Sector Equality Duty (2011)**

Specific Duties under the Public Sector Equality Duty are to:

- publish information which demonstrates our compliance with the need to have due regard for the three aims of the General Duty
- prepare and publish specific and measurable objectives which we will pursue over the coming years to achieve the three aims

Our Equality Objectives are guided by the principles of fairness, dignity and respect in accordance with the Equality Act 2010.

**Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.**

Actively challenge and prevent discrimination, harassment and victimisation across the Trust.

**Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.**

Ensure all pupils, regardless of their backgrounds or protected characteristics, have access to high quality education and opportunities to succeed academically, socially and personally

**Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.**

Promote an inclusive and respectful culture where differences are celebrated and every member of the Trust community feels safe and empowered.

### **Curriculum Diversity**

Embed a curriculum that represents a diverse range of voices, cultures and perspectives, promoting understanding and respect for all.

### **Staff Development and Inclusion**

Support and develop staff at all levels to promote diversity in leadership and professional growth.

### **ELT CURRENT OBJECTIVES**

Our Equality Objectives reflect our mission to promote fairness, celebrate diversity and eliminate barriers to success:

#### 1.1 Objective 1 - Collaborate

The Trust will:

- build strong partnerships with pupils, parents, staff and the wider community to foster a culture of mutual respect, understanding and inclusion

#### 1.2 Objective 2 - Empower

The Trust will:

- ensure that all students and staff, regardless of background or protected characteristics, feel empowered and valued to contribute fully to school life and achieve personal and academic success

#### 1.3 Objective 3 - Achieve

The Trust will:

- close attainment gaps by providing targeted support for under-represented or disadvantaged groups, ensuring all students have equal opportunities to succeed

#### 1.4 Objective 4 – Curriculum and Representation

The Trust will:

- develop a curriculum that reflects and celebrates the diversity of our community, promoting awareness and respect for different cultures, identities and experiences both inside and outside of the school day

#### 1.5 Objective 5 – Staff Development

- promote inclusive recruitment and professional development to support diversity within leadership roles and staff teams across the Trust

We will regularly review and monitor these objectives as part of our Trust and school improvement evaluation systems to continue fostering an environment where everyone can collaborate, feel empowered and achieve their best.

### **Equality Impact Assessment**

#### **Lead Member of Staff:**

**Vanessa McManus (Acting CEO) & Carole Cawley, Trust Senior HR Advisor**

**Other Staff Involved: (*Informed by the Consultation Process*)**

#### **Main stakeholders**

- Trust Board and Academy Governing Bodies
- CEO/Trust Staff
- Headteachers/Senior Leadership Teams
- Staff
- Pupils/Parents/Carers
- Third Party Contractors/Sub-contractors/Agency Workers
- Secondees
- Volunteers
- External agencies which the Education Learning Trust serves
- Trade Unions

Any legislation or guidance that informs the proposals.

#### **The Equality Act 2010.**

The Equality Policy represents the Trust's commitment to creating a positive learning and working environment, where individuals are not allowed to discriminate, harass, or victimise another person because they have any of the nine 'protected characteristics.

There is also protection against discrimination where someone is perceived to have one of the protected characteristics, or where they are associated with someone who has a protected characteristic.

The Trust Equality Policy is seen as being positive as it supports all groups by promoting equality of opportunity and proactively eliminating discrimination.

### **Equality Act – Public Sector Duty**

The Policy seeks to advance the three aims of the Public Sector Duty, namely:

- **Elimination of unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010 – this entails**

- Actively challenging and preventing discrimination, harassment and victimisation across the Trust
- The Trust will not tolerate bullying, or cyberbullying for any reason including:
  - bullying relating to race, religion, belief or culture
  - bullying related to SEN, learning difficulties, or disabilities
  - bullying related to appearance, or health conditions
  - bullying relating to sexual orientation
  - bullying of young carers, or looked after children, or otherwise related to home circumstances
  - Sexist, or sexual bullying, or bullying related to gender reassignment

- **Advancing equality of opportunity between people from different groups. This involves considering the need to:**

- removing or minimising disadvantages suffered by people due to their '*protected characteristics*'
- meeting the needs of people with '*protected characteristics*'
- ensuring all pupils regardless of their backgrounds, or '*protected characteristics*,' have access to high quality education and opportunities to success academically, socially and personally.
- ensuring that equality, diversity and inclusion influences the Trust/Academy School Decision Making processes, and informs all policies and procedures.

- **Fostering good relations between people from different groups. This involves tackling prejudice and promoting understanding between people from different groups – this involves:**

- Promoting an inclusive and respectful culture where differences are celebrated and every member of the Trust community feels safe and empowered.

### **Curriculum Diversity**

- Embedding a curriculum that represents a diverse range of voices, cultures and perspectives, promoting understanding and respect for all.

### **Staff Development and Inclusion**

- Supporting and developing staff at all levels to promote diversity in leadership and professional growth

### **Public Sector Reporting**

The Public Sector Duty requires the Trust to prepare and publish every four years its attainment and progression of its *'specific and measurable equality objectives'* and to publish under the Public Sector Duty new equality objectives to proactively pursue over the coming years to achieve the three aims of the duty.

The new Equality Policy ensures that all *'protected groups'* provided by the Equality Act 2010 are included within the Policy framework, thereby embedding and advancing a culture of *'fairness and equality'* in all that the Trust does and progressing each of its equality objectives:

- Collaborate
- Empower
- Achieve
- Curriculum and Representative
- Staff Development

The activities to achieve this are set out in the Trust's Strategic Plan. Each plan reflects the Trust's mission to promote fairness, celebrate diversity and eliminate barriers to compliance.

### **Other legal statutes and guidance:**

- **Data Protection Act 2018 & General Data Protection Regulation**
- **Employment Rights Act 1996**
- **Health and Safety at Work Act**
- **Trust Equality Policy, Trust Equality Statement and Equality Action Plan**
- **School SEND Policies**
- **School Accessibility Plans**

- **Relationships, Sex and Health Education Policy**

**Is the proposal likely to have an adverse impact on compliance with the Equality Duty?**

- Eliminating unlawful discrimination, harassment and victimisation **Y/N**
- Promoting equality of opportunity between people from different groups **Y/N**
- Fostering good relations between people from different groups **Y/N**

**Please explain**

The Trust Equality Policy does not have an adverse impact for any stakeholders, it clearly defines the Trust's aims for complying with its duties under the Equality Act.

**Consultation Process**

With whom do you plan to consult? How? Where is the evidence of the consultation?

The new Equality Policy has been shared with each of the trade unions recognised by the Trust:

*(National Education Union, National Teachers Union, ASCL, NAHT, NASUWT with a two-week period to provide feedback.)*

Each of the Academy School Headteachers are consulted with in respect of the content of the Policy, to ensure appropriateness. They separately communicate with all members of their School community to ensure full understanding and engagement. This is undertaken over a two-week period and provides facility for feedback on its content.

The Policy and Equality Impact Assessment are formally received and consider by the Trust Board.

The revised policy will be shared with all of the Trust's stakeholders. To complement the Policy all Trust staff will be required to undertake the certified mandatory equality, diversity and inclusion training and attend any appropriate training for professional development, both as individuals and as groups, or teams to advance the Trusts commitment to the three aims of the Public Duty and Equality Act.



**Potential Issues:**

Characteristic	Impact of proposal (specify if impact is to student, parent/carers, staff, governor, other)	Positive Negative Neutral	Can barrier be removed? Y/N
Age	Members of the Trust community are not treated less favourably because of their age.	Positive	N/A
Disability	Members of the Trust community with disabilities and special education needs are not treated less favourably.	Positive	N/A
	Each Academy Schools curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone. School Accessibility Plans/ SEND Policies are available on the website.	Positive	N/A
	Reasonable adjustments for students advising of a disability, or who have special educational needs are in compliance with appropriate guidance applied. Examples include: provision of accessible sports activities, provision of examination papers in larger print to support pupils with visual impairments, the provision of auxiliary aids and the wearing of school uniform.	Positive	N/A
	Reasonable adjustments during the recruitment process are applied to ensure that no candidates suffer any disadvantages during the selection process.	Positive	N/A

	<p>Staff health and well-being is supported by the services of Occupational Health, and an independent Employee Assistance Programme which offers free confidential well-being services including counselling.</p> <p>In respect of visitors to the Trust and its academy schools, where possible and proportionate, steps are taken to improve the access for disabled users and kept under review to ensure appropriateness.</p>	Positive	N/A
Gender Re-assignment	Members of the Trust community are not treated less favourably because of their gender re-assignment	Positive	N/A
Marriage/civil partnership	Members of the Trust community are not treated less favourably because of their marriage/civil partnership	Positive	N/A
Pregnancy/Maternity	<p>Staff risk assessments are completed for all expectant mothers and mothers returning from leave to ensure the appropriate supportive measures are in place to support their health and well-being in the working environment. The reviews are kept under regular review to ensure appropriateness and apply following their return from leave.</p> <p>The services of the Trust's OH provider is also provided to support staff health and well-being.</p>	Positive	N/A
Race	The Trust is committed to ensuring that all learning support for pupils from an	Positive	N/A

	<p>ethnic background is appropriate. Home links are made to involve parents, carers and third party agencies directly in the work of each school.</p> <p>Interpretation and translation services are made available as quickly as possible.</p> <p>Staff as appropriate to their role work effectively with local service providers.</p>		
Religion or Belief	<p>Special diets are an important part of the catering provision. Catering will accommodate alternative diets for individuals with food intolerances, or who require an alternative due to their religion, or beliefs.</p> <p>Academies use the opportunity of assembly and the curriculum to reflect the philosophy of inclusion and understanding of different cultures</p> <p>Symbols of faith including the Kara bangle and the wearing of certain items of headwear, such as the turban and headscarves when manifesting religious, or racial beliefs, or identities are permissible. (subject to considerations of Health and Safety and the School Uniform colours.)</p> <p>The Trust is committed to ensuring that each Schools Admission Policy and arrangements reflects the Trusts approach to equality</p>	Positive	N/A

	<p>opportunities for prospective pupils</p> <p>All recruitment information is written to ensure that there are no discriminatory practice and no potential candidates are excluded on the grounds of their protected characteristics.</p>		
Sex	<p>Members of the Trust community are not treated less favourably because of their sex.</p> <p>All pupils/staff have equal access to all benefits, services, facilities, classes and subjects, irrespective of their sex, gender reassignment, sexual orientation or any of the other protected characteristics</p>	Positive	N/A
Sexual Orientation	<p>Members of the Trust community are not treated less favourably because of their sexual orientation</p>	Positive	N/A

**Other (See below)**

Each of the Equality Act 2010 '*protected characteristics*' are recognised under the policy.

The Trust will continue to monitor and review this policy to ensure ongoing assessment of potential impacts on people with protected characteristics.

Analytics collated will allow collation of data related to use and accessibility of the policy, in addition to workforce data gathered across the Trust.

Trust/ signatory:

Date: 28 January 2025