Public Sector Equality Duty Policy and Published Objectives 2025 - 2028

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Last review date:		October 2025		
Next Review date:		October 2028		
Review Cycle:		3 Years		
Owner:		CEO		
Date	**Version**	**Reason for change**	**Overview of changes made**	**Source**
03.11.21	1.0	New document	Objectives for 2021-24 set	SCC
10.11.22	1.1	Annual review of objectives	Objectives updated with progress to date	
23.09.25	1.2	Internal Review	Objectives for 25-28 set	
30.09.25	1.3	Board Lead Review		
03.10.25	2.0	Board Review	Ratified	

Our policy aim is based upon 'the Christian message of love, joy and the celebration of our humanity without exception or exclusion' Valuing All God's Children.

Policy

Since the Equality Act 2010 came into effect in April 2011 there is no longer a requirement that we should draw up and publish equality schemes or policies. It is still good practice however, for us to make a statement about the principles according to which we review the impact on equalities of our policies and practices, and according to which we gather and publish information, and decide on specific objectives.

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. We have used a variety of documentation to support the development of this policy including Valuing All God's Children 2, guidance for Church of England Schools on challenging homophobic, bi-phobic and transphobic bullying (Church of England Education Office Second Edition Autumn 2017).

This policy should be read in conjunction with the Trust's Equality Policy.

We see *all* (pupils, staff, families, community members and anyone who is part of our schools - local and global) as of equal value:

- whether or not they are disabled or have additional needs
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity and/or orientation.
- whatever their family status.

This current policy is reflective on all protected characteristics even though this may not, at all times, reflect the schools' demographics.

We recognise and respect difference:

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities do not and will not discriminate, but nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability and additional needs, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds are celebrated, and experiences of prejudice are recognised and addressed
- gender, so that the different needs and experiences of all, regardless of gender, or gender identity, are recognised
- religion, belief or faith background
- sexual identity or orientation
- family status.

We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.
We intend that our policies, procedures and activities should promote positive attitudes towards all, good relations, mutual respect and dialogue between all, and an absence of harassment of all.

We observe good equalities practice in staff recruitment, retention and development
We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Please refer to our Recruitment Policy for further details.

We aim to reduce and remove inequalities and barriers that already exist
In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between all.

We consult and involve widely
We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We have consulted and involved pupils, staff, parents and Directors, some of whom represent one or more of the protected characteristic groups.

We base our practices on sound evidence
We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

Objectives
Every 3 years we formulate and publish specific and measurable objectives, based on the evidence we have collected and published. The objectives which we identify take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

The curriculum
We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect our expectations.

Ethos and organisation
We ensure the above principles apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusion
- working in partnership with parents, carers and guardians
- working with the wider community

Addressing prejudice and prejudice-related bullying
The Trust is opposed to all forms of prejudice.

Our behaviour and anti-bullying policies provide guidance on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We keep a record of prejudice-related incidents in our schools on our specific discrimination forms which identifies the detail of an incident. These are always presented to the headteacher and investigated thoroughly. We also provide annual reports to the Board about the numbers, types and seriousness of prejudice-related incidents at our schools and how they are dealt with.

Roles and responsibilities
The Board is responsible for ensuring that our schools comply with legislation, and that this policy and its related procedures and action plans are implemented.

A named member of the Board has a watching brief regarding the implementation of this policy and annual reporting.

The headteacher is responsible for implementing the policy and the day to day coordination of this - for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom and the schools as a whole
- deal with any prejudice-related incidents that may occur immediately, complete the correct documentation and inform the headteacher
- plan and deliver curricula and lessons that reflect our expectations
- keep up-to-date with equalities legislation
- support all pupils according to individual needs

Staff development and training
We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the policy
Breaches of this policy will be dealt with in the same ways that breaches of other Trust policies are dealt with.

Monitoring and review
We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. The policy and objectives will be reviewed on an annual basis and new objectives will be written, whenever it is appropriate but at least every 3 years.

Published objectives
The objectives chosen will support our main aims by:
1. Promoting equality of opportunity for members of identified groups
2. Eliminating unlawful discrimination, harassment and victimisation
3. Fostering good relations between people who share a protected characteristic and those that do not
4. Developing, implementing and evaluating skills based, creative curriculum that promotes the understanding and celebration of difference, diversity and inclusivity.
5. Developing our individual schools' and community cultures that promotes the understanding and celebration of difference, diversity, inclusivity and positive ethos, so that we all understand that everyone can achieve their potential regardless of their background or ability.

How we devised our equality objectives:
Our equality objective setting process has involved gathering quantitative evidence about each schools' individual context from a range of characteristics such as Pupil Premium pupils, including looked after, pupils with SEN including physical disabilities, ethnic minority and children with English as an additional language, traveller families, faiths, summer birthdays, those with child protection plans or agency support for mental health, emotional and behaviour support needs etc. and children from within and out of catchment. We also use data; local, county and National Raise online (where available and appropriate) on all protected characteristics. We also review discrimination and anti-bullying logs.

Objectives	Actions	Leaders	Cost / Resources	Time Scale	Outcomes/ Success Criteria	Monitoring/ Evaluation
Objective 1 – To reduce the use of prejudice-related derogatory incidents and use of derogatory language, specifically aimed at race, gender and homophobic terms	SLT to organise and provide training to raise awareness of identities and the language associated with this. Set non negotiables for language for both staff and pupils. Access to training and language materials for staff to use. Following staff training, to ensure staff feel supported to challenge derogatory behavior.	CEO/Heads	Resource material and training costs.	To be embedded at the onset of the academic year.	Staff knowledge is developed and culture and expectations understood.	
Objective 2 - Improve staff understanding and knowledge of the needs of specified children	Ensure all staff have access to the information from agencies. Ensure all staff have access to care plans and risk assessments. Involve staff in creating these care plans and risk assessment. Ensure staff have training in the types of disabilities the children have – either	HT / Staff.	£300	Summer term	Do staff have sufficient knowledge to support children effectively?	Discussion with staff. Evaluations of training and support.

	with external agencies or in house training.					
	Ensure the physical needs of pupils are considered in meetings with parents and staff such as consultation evenings.					
	Ensure resources (physical and staffing) allow children to access all areas of the curriculum.					
	Ensure we have wheelchair access for venues visited and transportation to visit sites.					
	Review dare to be different action planning and ensure our curriculum and values and approaches ensure an understanding and respect for disability.					