



# Equality Information and Objectives Policy

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### 1. Aims

Our schools aim to meet their 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 schools aim to promote respect for difference and diversity in accordance with our values, which are underpinned by the Nolan Principles of Public Life.

## 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 agreement and articles of association.

## 3. Roles and responsibilities

The trustees and local governing boards 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

Our headteachers will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

All 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

Our schools are aware of their obligations under the Equality Act 2010 and comply with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff, trustees 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.

## 5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, our schools aim 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, our schools will:

- Analyse in-school data to determine strengths and areas for improvement, and implement actions in response to this
- Make evidence available identifying improvements for specific groups, where relevant

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
- Information from staff surveys

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 not publish some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

## 6. Fostering good relations

Our schools aim 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 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 councils have 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 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

Our schools ensure they have 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

## 8. Equality objectives

Our schools are required to publish equality information every year:

- We must report pay gap information by 30 March each year (done by the Trust's CFOO)
- We must report on at least 1 equality objective once every 4 years – we've chosen 31<sup>st</sup> January 2026 to be our deadline for this.

### Objective

Have in place a reasonable adjustment agreement (i.e. risk assessment) for all staff with disabilities, to meet their needs better and make sure that any disadvantages they experience are addressed.

Why we have chosen this objective: [It aligns with the Trust's values.](#)

To achieve this objective, we plan to: [Ensure all schools have these agreements in place by 31<sup>st</sup> January 2026.](#)

## 9. Monitoring arrangements

The Trust's Policy Support Administrator will update the equality information we publish, at least every year.

The Trust-wide equality objective will be reviewed by the Trust's Executive Board at least every year.

This policy will be reviewed by the Trust's Executive Board annually, to ensure continued compliance with the PSED.

This policy will be approved by the Trust Board.

## 10. Links with other policies

This document links to the following policies/documents:

- Accessibility plan
- Risk Assessment
- Code of Conduct
- Equality Policy
- Harassment & Bullying Policy
- Whistleblowing Policy
- Wellbeing at Work Guidance

## Appendix 1 – [insert school name]

### OUR SCHOOL COMMUNITY

There are currently xx pupils on roll xx% are female and xx% male

#### Ethnicity

The main ethnic groups at xxxxxx School are as follows (taken from School's Enrolment Statistics Report extracted from Arbor):

	Actual Number	% of Total
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#### Learners with Special Educational Needs

xx% of our pupils have an EHC Plan for SEND

#### Entitlement to Pupil Premium Funding

xx% (xx of xx) of our pupils are entitled to Pupil Premium Funding

#### Disability

The range of needs within the school is wide and varied.

Pupils are recorded as having one or multiple areas of need and this is how the population is represented by primary area of need:

- Autism Spectrum Condition xx
- Moderate learning Difficulty xx
- Physical Difficulty xx
- Profound and Multiple Learning Difficulty xx
- Speech and Language Communication Difficulty xx
- Severe Learning Difficulty xx
- Social, Emotional Mental health Difficulty xx
- Specific Learning Difficulty xx
- Multi-sensory impairment xx
- Other Difficulty xx
- HI xx
- VI xx

### Local Authority Care

We have xx pupils under the care of the LA.

In addition:

We have xx pupil who have left care through special guardianship

We have xx pupils who are adopted

### PUBLIC SECTOR EQUALITY DUTY OBJECTIVE

Have in place a reasonable adjustment agreement (i.e. risk assessment) for all staff with disabilities, to meet their needs better and make sure that any disadvantages they experience are addressed.