



Equality Information & Objectives Policy

Our Vision

Achieving More Together

Our Mission

Working together passionately to achieve the best outcomes for our SEND & AP children and young people

Reviewed by:	Director of Operations
Ratified by:	Achievement, Support & Outreach Committee
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Review Frequency: <i>Annual, Bi-Annual</i> (Subject to Academy Trust or national policy change)	4 years but objectives updated annually
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Related Policies:	

Contents

1.	Aims.....	1
2.	Legislation and guidance	1
3.	Roles and responsibilities	2
4.	Principles	2
5.	Eliminating discrimination.....	3
6.	Advancing equality of opportunity.....	3
7.	Fostering good relations.....	3
8.	Equality considerations in decision making	4
9.	Equality objectives.....	5
10.	Report on previous objectives	6

Version	Amendments	Date
1.0	Adoption of policy	May 2021
2.0	Updated in line with template from The Key and support from South Glos Ethnic Minority & Traveller Achievement Service (EMTAS). New objectives set.	June 2025

1. Aims

Enable Trust aims to meet its obligations under the Public Sector Equality Duty (PSED) 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.

To achieve our aims, we will adopt the following methods:

- Embedding equality, diversity and inclusion within teaching and resources
- Using key data, such as measures of wellbeing, to monitor the progress of pupils.
- High quality parental engagement on equality matters.
- Investing in regular staff training in inclusive and diversity practices.
- Regularly reviewing our policy to ensure it reflects current trends.
- The protected characteristics are:
 - Age
 - Disability
 - Gender reassignment
 - Marriage or civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation

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 Board of Trustees will ensure that:

- The equality information and objectives as set out in this statement are published and communicated throughout the Trust
- The published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Equality information is regularly monitored at Board level
- Responsibility for monitoring the achievement of the objectives on a daily basis is delegated to the CEO

The CEO will ensure that:

- Knowledge and understanding of equality objectives are promoted among staff and pupils
- Success is monitored and reported to the Board of Trustees
- Decision-making has due regard to implications for people with protected characteristics

4. Principles

Enable Trust is committed to equality. As a specialist SEND and AP Trust, we promote an inclusive ethos, which means all staff, pupils and parents work together to ensure that everyone can thrive. Our core principles for equality are based on our Trust values:

Collaboration: we involve and consult with different groups within the Trust community to create a democratic process for decision making.

Inclusion: everybody's needs are different, and we understand that we should not treat everybody the same, as this may cause a disadvantage to some, we therefore treat them equally. We therefore take into account individual needs and circumstances.

Relationships: we aim to ensure a respectful environment where nobody should receive less favourable treatment because of their, colour, ethnicity, origin, age or sexual orientation.

Challenge & advocacy: we work with partners in education, health and social care to promote the voice of our SEND and AP pupils

Learning: we provide additional targeted, and timely support for those students who require extra help.

Excellence: we do our best to ensure that everyone is treated respectfully and fairly.

5. 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. All staff receive regular equalities refresher training.

6. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school 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 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 activities)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data 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 own pupils
- In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics.

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.

7. 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 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.
- Working with our local community. This includes 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 the school. For example, our school council has 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 also work with parents to promote knowledge and understanding of different cultures

We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

8. 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.

The Trust 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 all pupils
- Has equivalent facilities for boys and girls

9. Equality objectives

Objective	Why have we chosen this objective?	How will we achieve this objective?	How will we monitor our progress?
Increase applications and successful recruitment from diverse backgrounds	To foster a diverse and inclusive workforce that reflects our commitment to equality, ensuring all pupils and staff feel a strong sense of belonging in our community.	Analyse our workforce data alongside our pupil demographic data to identify gaps and opportunities and develop targeted strategies to enhance diversity within our staffing.	Staff equalities data monitoring. Pupil & Staff surveys.
Implement a programme of equalities and diversity training for all staff	To foster a culture of inclusion and belonging for all pupils and staff across the Trust, where everyone feels proud of their identity and is able to participate fully in school life.	Design and deliver a training programme in 2025-26 for all staff on equality, diversity, and inclusion, ensuring that they are equipped to promote these values in their teaching and interactions with pupils, colleagues and partners.	Staff training records Pupil and staff surveys.
Embed Pupil Voice in Trust decision-making processes	To ensure that Trust decision-making processes are informed by pupil voice.	Actively seek the views and experiences of our pupils by establishing an inter-school Equality and Diversity <u>Pupil Panel</u> supported by <u>staff</u> , <u>surveys</u> , and <u>discussion groups</u> , to ensure that all voices are heard and considered in our decision-making processes.	Pupil surveys. Trustee reports and meeting minutes.
Improve the induction process for newly arrived pupils from diverse backgrounds	We have students from different cultural and linguistic backgrounds joining our schools, both from other countries and from within the UK. Our goal is to ensure that newly arrived pupils and their families feel welcomed and integrated into the community of all schools in the trust.	Review the current practices, including parental and pupil voice and adapt where appropriate. Carry out further training for staff to update on any changes. We have been working with the EMTAS team from the local authority to improve our Induction practice.	Pupil and parent surveys

10. Report on previous objectives

Objective	Progress
Reasonable adjustment agreements in place for staff with disabilities	Staff Absence Policy updated to reflect enhanced pro-active support arrangements. New HR provider ensures high quality advice and training for line managers to support staff with disabilities. New Occupational Health provider ensures high quality support for staff health needs. In-house training for senior managers ensures staff risk assessments and adaptation arrangements are in place where necessary.
Train at least one member of every recruitment panel in safer recruitment, equal opportunities and non-discrimination.	Complete.
Monitor the curriculum to ensure it meets the needs of the pupils.	2 schools in the Trust achieved Outstanding Ofsted grades (New Siblands April 2024 & Culverhill July 2024). Our new free school, Two Bridges Academy opened in September 2024, based on New Siblands curriculum model. The curriculum is regularly monitored by the Board of Trustees, Local Governing Bodies, School Improvement Partner, Trust Leadership Team and school Senior Leadership Teams. Additional support is provided by the Trust Assessment Group.
Regular analysis of recruitment trends with regard to race, gender and disability	In progress.