Equality Information and Objectives

This is a Trust Statement - objectives specific to individual schools and their procedures are in *a separate document.* (*For a copy of the school objectives – see the individual school website).*

Date	Revision & Amendment Details	By Whom
September 2023	Review and updated	Executive
May 2026	Updated / Reviewed and Approved	Education Committee

PDET

CONTENTS

1	Aims	3
2	Legislation and Guidance	3
3	Roles and Responsibilities	3
3.1	Board of Directors	3
3.2	Headteacher / Principal	4
3.3	All Staff	4
4	Eliminating Discrimination	4
5	Advancing Equality of Opportunity	4
5.1	Publishing of Information about Children by Schools	4
5.2	Publishing of Information about Staff by the Trust	5
6	Fostering Good Relations	5
7	Equality Considerations in Decision-Making	6
8	Equality Objectives	6
9	Monitoring Arrangements	6
10	Links with Other Policies	6

This policy sets out Peterborough Diocese Education Trust's (the Trust) approach to equality.

1. Aims

The Trust aims to meet its obligations under the Public Sector Equality Duty 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

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*.

This document also complies with the Trust's funding agreement and articles of association.

3. Roles and Responsibilities

3.1 The Board of Directors will:

- Ensure that the equality information as set out in this statement is published and communicated throughout the Trust, including to staff, children 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 four years
- Delegate responsibility for monitoring the achievement of the objectives in each school on a daily basis to the headteacher / principal.

3.2 The Headteacher / Principal will, for their school:

- Promote knowledge and understanding of the equality objectives among staff and children
- Monitor success in achieving the objectives and report back to the central team who in turn report back to the Board's Education Committee.

If a school has a designated member of staff for equality, they will:

- Support the Headteacher / Principal in promoting knowledge and understanding of the equality objectives among staff and children
- Support the Headteacher / Principal in identifying any staff training needs, and deliver training as necessary.

3.3 All Staff

All staff are expected to have regard to this document and school staff to work to achieve the objectives referred to in section 8.

4. Eliminating Discrimination

The Trust is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

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

Directors 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 every September.

Each school has a designated member of staff for monitoring equality issues, and an equality. They regularly liaise regarding any issues and make senior leaders aware of these as appropriate.

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 that are connected to a particular characteristic they have (e.g. children / staff with disabilities, or gay children 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 children to be involved in the full range of school clubs).

5.1 Publishing of Information about Children by Schools

In fulfilling this aspect of the duty the Trust will, for every school publish attainment data each academic year showing how children with different characteristics are performing. Relevant information about each school will be published on their individual websites.

Each school will make sure that with any data published to show how it meets its equality duties, individual children will not be identifiable. This means it may not publish some data if it relates to a very small number of children to preserve their confidentiality.

5.2 Publishing of Information about Staff by the Trust

In addition to the information about children, the Trust will consider how its activities as an employer affect staff with protected characteristics. The Trust will publish information to show gender pay-gap reporting and other pay equality issues.

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 e.g. English
- Making children aware of the Trust / school's behaviour and anti-bullying policies
- Incorporating relevant issues into the school's collective worship. Children will be encouraged to take a lead in such worship, and schools 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 visit, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of children within each school. For example, school councils have representatives from different year groups and are formed of children from a range of backgrounds. All children are encouraged to participate in their schools' activities, such as sports clubs. Schools also work with parents / carers 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 schools implement their approach.

7. Equality Considerations in Decision-Making

The Trust ensures it has due regard to equality considerations whenever significant decisions are made. It considers equality implications before and at the time that it develops policy and makes decisions and continues to review these on an ongoing basis.

In all of the Trust's schools, the school 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 children with disabilities
- Has equivalent facilities for all children irrespective of their gender.

The schools undertake an Equality Impact Assessment to actively consider their equality duties. This is completed by the member of staff organising the activity.

8. Equality Objectives

The Trust expects each school to set their own objectives depending on their circumstances and context, whilst keeping in-line with the Trust's overall approach to equality set out in this Policy.

Individual school's Equality Objectives are set out in a separate document entitled [*name of* school] Equality Objectives.

9. Monitoring Arrangements

The Board of Directors, acting through the Education Committee, will update the equality information it publishes, described in sections 4 to 7 above, at least every year and this whole document will be reviewed by the Education Committee annually to ensure compliance with the Public Sector Equality Duty.

The Headteacher / Principal will review and agree their school specific equality objectives every four years.

This document will be approved by the Education Committee on behalf of the Board of Directors, and the Equality Objectives will be approved by the relevant Headteacher / Principal.

10. Links with Other Policies

This document links to the following policies:

- Accessibility plan
- SEND
- SEND Information Report.

Towcester C of E Primary School Equality Objectives

Objective 1: To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns (girls)

Objective 2: To raise levels of attainment in core subjects for vulnerable learners (SEND, Disadvantaged)

Objective 3: To ensure all pupils and parents are given the same opportunities to be involved in school life and learning and to support all to engage.

Objective 1: To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns (girls)

Why have we chosen this objective:
Recent data analysis shows that female learners across the school underperformed in core subjects compared to their male peers.

To achieve this we plan to:

Monitor the performance of girls termly – tracking progress through termly data. Ensure that girls are a focus for questioning in lesson time. Monitor the number of girls that progress to challenge tasks in lessons – ensure that girls are expected to challenge themselves. Ensure that feedback in girls books uses ABC marking to build on and challenge next steps in learning. Consider making the curriculum of interest and relevance to girls wherever possible (e.g; texts with female central characters, studies of female pioneers and significant female figures).

Progress we are making towards achieving this objective:
Girls' data is discussed at Pupil Progress Meetings Girls who are not on track to meet their targets are identified for additional support and challenge Staff training in strategies to ensure that girls are supported and challenged in lesson times.

Objective 2: To reduce the gap in levels of attainment in core subjects between vulnerable learners (SEND, Disadvantaged) and their non-disadvantaged peers.

Why have we chosen this objective:
The performance data in core subjects of Disadvantaged Pupils (particularly SEND and Pupil Premium children and those with multiple disadvantages) is significantly below that of their Non-disadvantaged peers

To achieve this we plan to:
• Ensure that all staff are aware of their Disadvantaged Pupils, especially those with multiple disadvantages. • Track and analyse the performance data of vulnerable pupils in Pupil Progress meetings, discuss strategies for support and challenge • Ensure that disadvantaged pupils are a focus for questioning in lessons, enabling gaps and misconceptions to be identified and addressed within and between lessons. • Ensure that appropriate scaffolds are in place to enable all Disadvantaged learners to access ARE learning. • Training for teachers in strategies to plan effective support for disadvantaged pupils • Termly class provision plan reviews for Disadvantaged pupils • Individual Learning Plans in place and regularly reviewed • Learning walks and book looks feedback on how the provision for Disadvantaged pupils can be enhance.

Progress we are making towards achieving this objective:
Staff meetings on provision for Disadvantaged Pupils are planned Pupil Progress Meetings identify and discuss disadvantaged pupils QFT strategies are in place, the amount of focus on Disadvantaged pupils now needs to increase

Objective 3: **Embed a culture of understanding and tolerance of other races, religions and beliefs**

Why have we chosen this objective:
Our community is largely from one ethnic and religious group (White British, Christian or no faith). Children have limited experience living alongside people of different races or religious beliefs. To ensure that they are prepared for life in modern Britain, their understanding and tolerance of the diversity within British culture must be enhanced at all opportunities (planned and incidental)

To achieve this we plan to:
To achieve this objective, we plan to: • Deliver effective RE programmes; • Visit the places of worship of different religions; • Invite speakers to support understanding through lesson presentation and collective worship; • Challenge stereotypes through positive selection in curriculum provision • Inviting speakers to foster engagement between protected groups

Progress we are making towards achieving this objective:
• RE Agreed Syllabus is in place and identified world religions are taught • Understanding Christianity Scheme is in place • Various places of worship have been attended, visitors from other faiths • RE Quality Mark being undertaken this academic year • Safeguarding training with all staff eg to challenge stereotyping and to be addressed with pupils via curriculum delivery/RHSE/PHSE units.

Reviewed by the Headteacher / Head of School: January 2026