

## Policy:

# Equality Information Policy

(Read in conjunction with the Equality Objectives Action Plans)

Approved by:	Board of Trustees
Date:	Summer 2025
Review Date:	Summer 2026
This policy applies to:	 

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## Links with other policies:

This Policy is linked to:

- Accessibility Plan
- Admissions Arrangements
- Climate for Learning and Attendance Policy
- Data Protection Policy
- Disciplinary Policy
- Recruitment and Selection Policy
- Safeguarding (Child Protection Policy)
- Special Educational Needs and Disability Policy
- Teaching, Learning and Assessment Policy

# 1. Policy Introduction and Purpose Statement

- 1.1. Our Trust aims to meet its obligations under the Public Sector Equality Duty 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 relevant protected characteristic and people who do not share it.
  - 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 Trust aims to promote respect for difference and diversity in accordance with our Vision: Our Trust prioritises excellence in teaching and learning, recognising the uniqueness of each student in celebration of diversity and inclusion. Working collaboratively, we embrace expertise and innovation, contributing to the North of England through the cultivation of lifelong learners.
- 1.2. This Policy applies to all students, staff, Governors, Trustees and users of Trust facilities.
- 1.3. As set out in the DfE guidance on the Equality Act, we aim to advance equality of opportunity by:
- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have.
  - 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.
- 1.4. We welcome the opportunity to be transparent and accountable and publish our equality information and equality objectives. We aim to make the information accessible, easy to read and easy to find and so publish information on our Trust and school websites. It is also made readily available to all staff, Governors and Trustees.

# 2. Legislation and Guidance

- 2.1. This Policy 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.
- 2.2. This Policy 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](#).
- 2.3. This Policy also complies with our Funding Agreement and Articles of Association.

### 3. Roles and Responsibilities

- 3.1. The Trust Board will:
- Ensure that the Trust and its academies comply with legislation.
  - Ensure that the equality information as set out in this statement is published, communicated and implemented throughout the Trust, including to the Local Governing Board, Trust Board, staff, students 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 school Principal and Local Governing Board or Chief Executive Officer for Trust related objectives.
- 3.2. The Local Governing Board will:
- Ensure that they are familiar with all relevant legislation and the contents of this document.
  - Attend appropriate training, where appropriate.
  - Report to the Board of Trustees regarding any issues.
- 3.3. The Principal will:
- Ensure that the Policy is implemented, ensuring that all staff in the school are aware of their responsibilities and that they are given appropriate training.
  - Promote knowledge and understanding of the equality objectives amongst staff and students.
  - Monitor success in achieving the objectives and report back to the Local Governing Board.
  - Have due regard when making a decision or taking an action to whether it may have implications for people with particular protected characteristics.
- 3.4. All staff across the Trust are expected to:
- Have regard to this Policy and to work to achieve the objectives.
  - Promote an inclusive and collaborative ethos throughout the school.
  - Respond to prejudice-related incidents that may occur.
  - Incorporate the principles of this Policy into their work.
  - Keep up-to-date with equalities legislation relevant to their work.

### 4. Staff Development and Training

- 4.1. Staff receive appropriate training and opportunities for professional development around equalities. All staff receive training on promoting equality, diversity and inclusion, safeguarding and SEND as part of their induction training programme. Governors and Trustees are made aware of appropriate training opportunities and it is ensured that there are appropriately trained members of both the Local Governing Board and the Trust Board.

### 5. Eliminating Discrimination

- 5.1. The Trust is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.
- 5.2. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.
- 5.3. Trustees, the Local Governing Board and all staff are regularly reminded of their responsibilities under the Equality Act, for example during meetings.
- 5.4. The Disciplinary Policy outlines that unacceptable behaviour or attitudes and unlawful discrimination and harassment are examples of misconduct. The Policy outlines the process that will be followed, should incidences of this behaviour occur, noting the stages of investigation and possible outcomes. Staff are

signposted to this Policy via the Staff Handbook.

- 5.5. We take seriously the importance of recording the numbers, types and seriousness of prejudice-related incidents at our Trust and how they are dealt with. We also investigate potential patterns and trends of incidents.

## 6. Advancing Equality of Opportunity

- 6.1. The Trust and its academies will not discriminate against anyone by treating them less favourably because of their:
- Disability.
  - Gender reassignment.
  - Pregnancy or maternity.
  - Race.
  - Religion or belief.
  - Sex.
  - Sexual orientation.
  - Age.
  - Marriage or civil partnership.
- 6.2. 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 which are connected by a particular characteristic they have (e.g. students with disabilities).
  - Taking steps to meet the particular needs of people who have a particular characteristic (e.g. providing access to a prayer room, where requested).
  - Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students to be involved in the full range of enrichment activities. This is something that is monitored and proactively encouraged).

### Information About Students

- 6.3. In fulfilling this aspect of the duty the Trust will:
- Scrutinise and publish attainment data for the school, inspecting how students with different characteristics are performing.
  - Analyse the data referenced above to determine strengths and areas for improvement, working with the school to ensure actions are implemented in response and ensuring practices and policies are updated where appropriate.
  - Ensure that our objectives are kept under review and that they remain appropriate.

## 7. Fostering Good Relationships

- 7.1. The Trust aims to foster good relationships between those who share a protected characteristic and those who do not share it. Examples include:
- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of the curriculum. Each curriculum subject/area is kept under review in order to ensure that teaching and learning reflect this Policy. This includes all subjects completing a Fundamental British Values and Extremism Audit, which all teachers contribute to.
  - All students attend one session per week of CORE which is a compulsory programme and part of the student experience aimed at supporting personal development and wellbeing, as well as progression to next steps. Students tackle a broad range of topics relating to the aforementioned fields, developing their oracy and bringing transferable skills to the forefront of their minds. Discussion is key to CORE sessions, with students encouraged to show respect for the views and values of their peers. Principles of equality, diversity and inclusion are interwoven throughout the CORE programme. There are dedicated equality, diversity and inclusion sessions included in the

CORE curriculum and values of respect and tolerance are aligned with school and Trust-wide policy for practitioners to follow in classrooms.

- Annual training for staff includes training on equality and diversity, British Values, PREVENT and appropriate language.
- Each classroom has Fundamental British Values published and presented on the wall.
- Students are made aware of our Climate for Learning Policy, which outlines expectations regarding behaviour and contains a statement on bullying and harassment, during the enrolment process. All students are required to sign the Climate for Learning Agreement to show their agreement to adhere to the expectations outlined in the Policy.
- A Bullying Log is maintained, including recording any incidences of bullying in regards to protected characteristics. The Log is regularly scrutinised at a senior level and any incidences of prejudice-motivated bullying are taken seriously and dealt with equally and firmly.
- International and national awareness days and cultural and religious events and festivals are celebrated via enrichment events and activities which are often led by students or external people/groups who have specialist knowledge about particular characteristics. Students and staff are educated about their significance via CORE and the weekly Briefing Notes.

## 8. Equality considerations in decision-making

- 8.1. 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.
- 8.2. 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:
  - Is financially accessible.
  - Cuts across any religious holidays.
  - Is accessible to students with disabilities.
  - Has equivalent facilities for all students irrespective of their gender.
- 8.3. In addition, the school has appropriate risk assessments in place.

## 9. Breaches of the Policy

- 9.1. Breaches will be dealt with in line with the Trust's Disciplinary Policy.

## 10. Monitoring

- 10.1. We maintain confidentiality and work to data protection principles. We publish information in a way so that no student or staff member can be identified.
- 10.2. This Policy will be reviewed and approved by the Trust Board annually.
- 10.3. School-specific equality objectives will be reviewed by the Local Governing Board and the Trust Board at least every 4 years.

APPROVED



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