

EQUALITY INFORMATION AND OBJECTIVES POLICY



The People's Learning Trust: Equality Information and Objectives Policy

Policy Title:	Date Approved:	Approved by:	Review Date:
Equality Information and Objectives Policy	20.10.2025	Board of Trustees	20.10.2027

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1. Aims

Our trust aims to meet its 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 trust aims to promote respect for difference and diversity in accordance with our values, such as Inclusivity, Collaboration, Respect, Trust, Community.

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](#).

3. Roles and responsibilities

3.1 The board of trustees

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The board of trustees will:

- Ensure that the equality information as set out in this statement is published and communicated throughout the trust.
- 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/Principal of each school.
- Appoint an equality link Trustee at Trust level.

3.2 The link equality trustee will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed.
- Ensure they are familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training.
- Report back to the full board of trustees regarding any issues.

3.3 The Headteacher/Principal

The Headteacher/Principal will, for their school:

- Promote knowledge and understanding of the equality objectives among staff and pupils.
- Monitor success in achieving the objectives and report back to governors.
- Have “due regard” when deciding or taking an action to whether it may have implications for people with particular protected characteristics

3.4 All staff across the trust

All staff across the trust are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

All colleagues are responsible for upholding the standards outlined within this policy. If you are unsure about a situation, incident or relationship which may be covered by this policy, please speak to our Director of People or Chief Finance & Operating Officer.

The following are suggestions only and will need to be adapted depending on our approach

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

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- Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.
- Trustees, local governors 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 annually.
- Each school has a designated member of staff for monitoring equality issues. They regularly liaise regarding any issues and make senior leaders and local governors 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. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the specific 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)
- 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).

5.1 Publishing Information about pupils

In fulfilling this aspect of the duty the trust will, for every school:

- Publish attainment data for each school 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.

Relevant information about each school will be published on their individual websites.

5.2 Publishing information about staff

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 (this is a statutory requirement for trusts with 250 or more employees)

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- Successful number of applications for learning and development opportunities for staff.
- Policies in place to address equality concerns from staff
- 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

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. 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.
- Making sure schools work with their local community. This includes each school 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 each school. For example, school councils have representatives from different year groups and are formed of pupils from a range of backgrounds. All pupils 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 characteristics, which helps inform and develop how they implement their approach.

7. 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, make decisions, and continue to review these on a continuing basis.

In all our schools, we 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.

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- Is accessible to pupils with disabilities.
- Has equivalent facilities for all pupils irrespective of their gender.

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Objective 1 – Increased Diversity across our Board and Local Governing Bodies

We will proactively look to increase diversity on our Trust board and across our Local Governing Bodies to ensure they are reflective of our communities. To enable this we will monitor progress through quantitative and qualitative data. Key metrics include demographic representation across characteristics such as race, ethnicity, gender, age, disability, sexual orientation (where voluntarily disclosed), and socioeconomic background. These metrics will be compared over time to assess progress. **We will achieve this by September 2029.**

Objective 2 – Training for all staff on Equity and Diversity

We will ensure that all staff across the Trust will complete Equity, Diversity and Inclusion training annually. By the end of the E,D,I training program, 100% of staff will have completed the training module. A post training survey assessment will be used which we hope will indicate an increased understanding of key equity, diversity, and inclusion principles compared to their pre-training baseline scores. **This will be done annually with the first Trust wide training completed by 2025.**

Objective 3 - Develop a better understanding neurodiversity

We will work with our staff and to ensure that we gain a greater understanding of Neurodiverse conditions such as ADHD, Autism, Dyslexia and Dyspraxia. Whilst we have good practices and environments for our pupils, we want to gain a better understanding of these conditions. On better understanding we will improve our working conditions and processes for our staff

The Trust will update the equality information we publish, at least every year.

The Board of Trustees will review this document annually to ensure compliance with the PSED.

School-specific equality objectives will be reviewed by the Headteacher / every 4 years.