



**THIS POLICY COVERS ALL ACADEMIES/SCHOOLS WITHIN  
ARDEN MULTI-ACADEMY TRUST**

<b>Name of Policy</b>	<b>Equality Information &amp; Objectives Policy</b>	
<b>Lead</b>	Martin Murphy, CEO	
<b>Governor Committee</b>	Business & Personnel Committee	
<b>Policy Status</b>	Draft	March 2020
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<b>Version No.</b>	1	
<b>Next Review</b>	Autumn Term 2026	
<b>Amendments</b>	Dec 24 – in line with amendments to the Equalities Act	



## 1. Aims

Our schools/academies aim to meet their 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 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.

## 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 our funding agreement and Articles of Association.

## 3. Roles and responsibilities

The Local Governing Board of each Trust school/academy 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, and that they are reviewed and updated at least once every four years;
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Associate Headteacher/Head of School.

The LGB will appoint an equality link governor (a member of the BSII sub-committee) who 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 governing board regarding any issues.

The Associate Headteacher/Head of School will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils;
- Monitor success in achieving the objectives and report back to governors.

The designated member of staff for equality will:

- Support the Associate Headteacher/Head of School in promoting knowledge and understanding of the equality objectives amongst staff and pupils;
- Meet with the equality link governor every term to raise and discuss any issues;
- Support the Associate Headteacher/Head of School in identifying any staff training needs, and deliver training as necessary.

All school/academy 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**

The Trust schools/academies 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training at the start of every new academic year.

The schools/academies have a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and 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 which 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 (e.g. enabling Muslim pupils to pray at prescribed times);
- 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, the Trust schools/academies will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing;
- Analyse the above data 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.

## 5. 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

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 suppress some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

## 6. Fostering good relations

The Trust schools/academies 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;
- 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 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.

## 7. Equality considerations in decision-making

The Trust schools/academies ensure they have due regard to equality considerations whenever significant decisions are made.

The Trust schools/academies 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 pupils with disabilities;
- Has equivalent facilities for boys and girls.

Each school/academy 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

### Henley in Arden School

#### Equality Objectives 2025 - 2026

1. **To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity.**
  - We have chosen this objective because: We believe that our school curriculum should at every opportunity educate students about the importance of equality and diversity, ensuring that identity and heritage is celebrated. Our curriculum should take opportunity to embrace learning linked to all aspects of SMSC
  - To achieve this objective, we will: Audit our existing provision, using best practice to support wider staff training. We will work with our middle leaders to help identify areas of their curriculum where SMSC and issues of equality and diversity can be taught, discussed and explored
  
2. **To promote cultural development and understanding through a rich range of experiences both in and out of school.**
  - We have chosen this objective because: We believe that the broader the range of experiences a child has, the greater their education is. We place great value in the learning that occurs away from the classroom and actively seek opportunities to enrich children's learning through educational visits and co-curricular clubs and activities.
  - To achieve this objective we will: Audit our existing provision and establish an overarching aim that we ensure all students have the opportunity to access. In doing so we will seek to remove existing barriers that prevent some children or cohorts of children from accessing the full breadth of our offer.
  
3. **To promote cultural understanding between different ethnic groups within our school community.**
  - We have chosen this objective because: We firmly believe in inclusion and wish to have a culture that celebrates diversity within our school community and in our wider community.
  - To achieve this objective we will: Ensure that our pastoral and character curriculum is robust in its construction and delivery, particularly with a focus on race, culture and ethnicity. We will engage with our students and our staff to seek out further ways to develop our education in this area and we will continue to celebrate diversity.
  
4. **To increase the extent to which pupils, including in particular those with protected characteristics and children who may be affected by discrimination and lack of equal opportunity as defined by the Equality Act, feel valued and confident, and in consequence more likely to achieve their potential and make good progress.**
  - We have chosen this objective because: We want all students to feel a sense of inclusion, regardless of background.
  - To achieve this objective we will: Raise student awareness and promote a culture of belonging through the removal of barriers and provision of opportunity.
  
5. **To increase staff's understanding of equality and its implications on a day-to-day basis, and in this way help to reduce and remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the Equality Act.**

- We have chosen this objective because: It is essential that all staff act as champions and advocates for children. Awareness of students' individual challenges enables a personalised response that allows staff to best support students to fulfil their potential
- To achieve this objective we will: Provide staff with relevant and important information relating to children's additional needs and identified barriers. The sharing of information will be supported with staff training on best practice ways of overcoming barriers and specific training on the support required for individual students.

**6. To narrow the gap at Key Stage 4 for pupils between those with and without protected characteristics as defined by the Equality Act and between low income and non-low income pupils.**

- We have chosen this objective because: We are aware that students from disadvantaged backgrounds do not make as much progress as their non-disadvantaged peers. We seek in our school to ensure that this gap is closed and if possible eradicated
- To achieve this objective, we will: Ensure that barriers to learning are identified. We will work with a designated team of staff who will in turn work with our wider staff body to remove existing barriers and provide support and opportunities for our students within this cohort to excel and reach their potential.

### **9. Monitoring arrangements**

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

This document will be reviewed by the Board of Trustees at least every 4 years.

This document will be approved by the Board of Trustees.

### **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment