
Equality Information and Objectives Policy

Review September 2026



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In terms of employment legislation, the procedure is for guidance only and does not form part of an employee's contractual rights. The contents may be subject to revision from time to time

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1.0 Legislation

1.1 The Equality Act 2010 ("the Act") provides a modern, single legal framework with three broad duties:

- Eliminate discrimination.
- Advance equality of opportunity; and
- Foster good relations.

1.2 The Diocese Hereford Multi-Academy Trust ("Trust") and its schools fully understands the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- Age;
- Disability;
- Race, colour, nationality, ethnic or national origin;
- Sex (including transgender);
- Gender reassignment;
- Maternity and pregnancy;
- Religion and belief;
- Sexual orientation; and
- Marriage and civil partnership (for employees).

1.3 In order to meet our general duties listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties.

These are to:

1.3.1 Publish equality information – to demonstrate compliance with the general duty across its functions - We will not publish any information that can specifically identify any child.

1.3.2 Prepare and publish equality objectives - to do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a Trust. This will include the following functions:

- Admissions.
- Attendance.
- Attainment.
- Exclusions; and
- Prejudice related incidents.

- 1.4 Our objectives will detail how we will ensure equality is applied to the services listed above; however, where we find evidence that other functions have a significant impact on any particular group we will include work in this area.
- 1.5 We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
- 1.6 We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

2.0 The Policy

- 2.1 The Trust's Equality Information and Objectives Policy draws together all previous equality legislation and details how the Trust and its schools are fulfilling the requirements of the Act.

3.0 Our Ethos

- 3.1 This is a place where:

- learning is fun.
- children are prepared for their future.
- all efforts are acknowledged and celebrated.
- everyone is valued and respected as an individual.
- we will educate our children about equality and diversity and where we pledge to meet the needs of all our individuals.
- everyone is encouraged to be part of, and contribute to, the community; and
- encourage everyone to make healthy life choices.

4.0 Addressing Prejudice Related Incidents

- 4.1 The Trust and its schools is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur, we address them immediately and report them to the Trust's HR provider using their guidance material. The Trust's HR provider may provide some support.

5.0 Objectives

5.1 In achieving compliancy with the Act, objectives are set annually. Detailed below are the Trust and its schools current set of overriding objectives.

Objective Group	Objective
Pupil Achievement	<ul style="list-style-type: none"> • All pupils are assessed, monitored and tracked through Arbor MIS system. • Under-achievement is identified, and appropriate intervention is applied. • Pupils are able to participate in a full range of extra-curricular opportunities.
Behaviour and Safety	<ul style="list-style-type: none"> • Pupils respect one another. • Pupils feel safe and valued. • Pupils, staff and parents know that misconduct and gross misconduct will be challenged.
Teaching	<ul style="list-style-type: none"> • All pupils experience 100% 'good or better' lessons.
Leadership and Management	<ul style="list-style-type: none"> • The staff and Local Governing Board reflects the diversity of the school community. • No pupils (or their families) are disadvantaged academically, socially or emotionally. All staff are mindful of the academic and social needs of all children, especially potentially vulnerable children. • A nominated member of the SLT Asha Begley is responsible for the collection, analysis and publication of equality data, including the recording of prejudice-related incidents.

5.2 The Trust and school will make reasonable adjustments to meet the needs of disabled pupils and implement an accessibility plan aimed at:

- (a) increasing the extent to which disabled pupils can participate in the curriculum.
- (b) improving the physical environment of academies to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- (c) improving the availability of accessible information to disabled pupils.

5.3 The Trust and school leaders accept and welcome their responsibility to have due regard in decision-making and actions to the possible implications for pupils with particular protected characteristics. They will consider equality implications before and at the time that they develop policy and take decisions.

6.0 Responsibility

6.0 We believe that promoting equality is the whole Trust and its school's responsibility.

6.1 How does the Trust and school eliminate discrimination and other conduct that is prohibited by the Act, advance equality of opportunity between people who share a protected characteristic and people who do not share it, and foster good relations between people who share a protected characteristic and people who do not share it?

6.3 The Trust and school does this by measures that include:

- (a) for pupils - implementation of policies on equal opportunities (including race and gender equality, special needs, behaviour and anti-bullying).
- (b) for staff - implementation of policies on equal opportunities, recruitment and selection, pay and anti-harassment policy.
- (c) PSHCE, SRE, RE and other elements within the curriculum that promote friendship and understanding about cultures and lifestyles.
- (d) employing specialist staff to support pupils with special needs or disabilities and implementing the school's disability access plan.
- (e) monitoring of welfare, with intervention and support where required.
- (f) taking steps to meet the particular needs of pupils or staff that have a particular characteristic.

School Community	Responsibility
Trust and School / Local Governing Board of each school	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.
Headteacher	<p>As above including:</p> <p>Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day-to-day duties.</p> <p>Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.</p>
Senior Leadership Team	<p>To support the Headteacher as above.</p> <p>Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.</p>
Teaching Staff	<p>Help in delivering the right outcomes for pupils.</p> <p>Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.</p> <p>Design and deliver an inclusive curriculum</p> <p>Ensure that you are aware of your responsibility to record and report prejudice related incidents.</p>
Support Staff	<p>Support the school and the Local Governing Board in delivering a fair and equitable service to all stakeholders.</p> <p>Uphold the commitment made by the Headteacher on how pupils and parents/carers can be expected to be treated.</p> <p>Support colleagues within the school and Trust community.</p> <p>Ensure that you are aware of your responsibility to record and report prejudice related incidents.</p>

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Parents	<p>Take an active part in identifying barriers for the school's community and in informing the Local Governing Board of actions that can be taken to eradicate these.</p> <p>Take an active role in supporting and challenging the school to achieve the commitment given to the school's community in tackling inequality and achieving equality of opportunity for all.</p>
Pupils	<p>Supporting the school to achieve the commitment made to tackling inequality.</p> <p>Uphold the commitment made by the Headteacher on how pupils and parents/carers, staff and the wider community can be expected to be treated.</p>
Local Community Members	<p>Take an active part in identifying barriers for the school community and in informing the Local Governing Board of actions that can be taken to eradicate these</p> <p>Take an active role in supporting and challenging the school to achieve the commitment made to the community in tackling inequality and achieving equality of opportunity for all.</p>

7.0 Requirement to have equality objectives

7.1 Our schools will set their own objectives (all of them specific and measurable), wherever possible directly drawing on aspects of their Self-Evaluation Summary, School Development Plan, Visual Learning plans and/or Pupil Premium action plans/statements. Headteachers and Senior Leadership Teams will discuss proposed objectives with their Local Governing Board who should approve the final objectives and be directly involved in reviewing progress against them at least annually. Ideally, the objectives themselves should not be changed every year, in order to assess/demonstrate progress over time – though changes can of course be made where new school improvement or wider priorities emerge, including where these are identified by a new Headteacher and/or Chair of Local Governing Board.

7.2 In most circumstances, we expect our schools to set at least three objectives:

- 7.2.1 One focused on pupil outcomes and relating to an issue/characteristic affecting a disproportionately large share of their pupils compared to the national average; this will help to ensure that schools take action, which will have an impact on a significant scale.
- 7.2.2 One objective focused on outcomes and relating to an issue/characteristic significantly affecting a small share of pupils compared to the national average. Research nationally suggests some of the largest and most stubborn ‘gaps’ in outcomes are in schools with very small numbers of children with that particular characteristic – such pupils should not be overlooked.
- 7.2.3 One objective relating to actions with a wider scope/impact, perhaps in relation to curriculum content, enrichment activities, developing the ‘whole child’, whole school values and behaviours, work with parents/carers and the wider community or a workforce issue; this will ensure equality is not seen exclusively in relation to pupil outcome measures.

8.0 Review

This policy will be reviewed in 3 years unless there are any legislative changes.