Equality Objectives & Information

Applies to	All Settings, Services, Employees, Workers, Volunteers, Governors and Trustees across Everychild Partnership Trust.
Statutory basis	Equality Act 2010
DfE guidance	Equality Act 2010: guidance - GOV.UK Equality Act 2010: advice for schools - GOV.UK
Date adopted	July 2026
Review date	July 2030 (or sooner if legislation or statutory guidance changes). School and setting equality objectives will be reviewed annually. See Appendix 1 for summary of policy updates
Policy owner	Director of Education
Approved by	Trust Board

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Introduction

Everychild Partnership Trust (hereinafter 'the Trust') believes that all their pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. The Trust is committed to being an organisation that recognises and celebrates difference and diversity within a culture of respect and cooperation. The Trust recognises that equality, diversity and inclusion are fundamental to achieving excellent educational outcomes and creating an environment in which every member of the Trust community can thrive.

The Trust appreciates that a culture which promotes equality in relation to all protected characteristics (age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) will create a positive environment and a shared sense of belonging for all who work and learn in the Trust. We aim to create an environment in which all individuals will be able to make best use of their skills and value the contributions that a diverse workforce brings to an organisation.

Legal Framework

The Trust fulfils its responsibilities under the Public Sector Equality Duty by having due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010;
- advance equality of opportunity between people who share a protected characteristic and those who do not; and
- foster good relations between people who share a protected characteristic and those who do not.

The Trust also recognises its responsibilities under:

- the Equality Act 2010;
- the Education and Inspections Act 2006, including the duty to promote community cohesion;
- the Human Rights Act 1998;
- the United Nations Convention on the Rights of the Child (UNCRC); and
- the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD).

These legislative duties and principles underpin the Trust's commitment to creating an inclusive culture where everyone is treated with dignity, fairness and respect, and where equality, diversity and inclusion are embedded in decision-making, employment practices and the delivery of education across all schools and settings.

Our Key Principles

- All learners are of equal value - treating pupils equally does not necessarily mean treating them all the same. Our policies must not discriminate but they must take into account different needs, experiences, backgrounds etc
- We recognise and respect difference
- We foster positive attitudes and relationships based on mutual respect
- We observe good equalities practice in staff recruitment, retention and development and base all our decisions on merit
- We do not tolerate discrimination, harassment or victimisation

- Together, we aim to identify, reduce and remove barriers to participation, achievement and opportunity.

These key principles apply to all Trust policies, including all Trust HR policies.

Equality in Decision Making

The Trust will give due regard to equality considerations when developing, reviewing or implementing policies, procedures, organisational changes and significant decisions. Where appropriate, Equality Impact Assessments (EIAs) will be undertaken to identify and mitigate any potential adverse impact on individuals or groups with protected characteristics.

Our Schools/Settings

Each school/setting within the Trust is responsible for identifying and implementing equality objectives that reflect the needs of its own community. These objectives are informed by an analysis of school/setting-level equality information, including pupil achievement and progress, attendance, behaviour, exclusions, participation, stakeholder feedback, workforce data, and the experiences of pupils, staff, and families with protected characteristics.

School/setting equality objectives are designed to address local priorities while supporting the Trust's overarching commitment to eliminating discrimination, advancing equality of opportunity, and fostering good relations across all protected characteristics. They form part of each school/setting's strategic improvement planning and are reviewed annually to monitor progress, evaluate impact, and respond to emerging needs.

Our schools and settings are committed to promoting equality, diversity and inclusion by:

- Ensuring equality of opportunity and equitable access to the curriculum, enrichment and extra-curricular activities, educational resources, employment opportunities, professional development and training.
- Eliminating unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010, and responding promptly and effectively to any incidents that occur.
- Preventing and challenging prejudice, bullying, discriminatory language, stereotyping and all forms of intolerance.
- Valuing, respecting and celebrating the diversity of pupils, staff, families and the wider community, recognising that diversity strengthens communities.
- Delivering a broad and inclusive curriculum that enables pupils to understand, appreciate and celebrate their own identities, cultures and beliefs, while developing respect for the identities, cultures and beliefs of others.
- Using teaching materials, resources and learning opportunities that reflect the diversity of the school/setting population, local communities, modern Britain and the wider world.
- Fostering positive relationships, mutual respect and understanding between people who share a protected characteristic and those who do not, in accordance with the Public Sector Equality Duty.
- Recruiting, selecting and promoting staff fairly, transparently and on the basis of merit, skills and suitability, ensuring equality of opportunity throughout employment.
- Making reasonable adjustments, where required, to remove barriers to participation and enable pupils, staff and visitors to access learning, employment and all aspects of school life.
- Providing information and communications in accessible formats where reasonably practicable, and responding appropriately to requests for translation, interpretation or other

support to ensure that pupils, families, staff and visitors can engage fully with the Trust and its schools/settings.
- Regularly reviewing policies, practices and outcomes to identify and address inequalities, ensuring continuous improvement in promoting equality, diversity and inclusion.

Schools/settings will publish and maintain their equality objectives in line with the Public Sector Equality Duty and ensure that they remain proportionate, evidence-informed, and focused on improving outcomes and experiences for all members of the school/setting community.

Monitoring Equality Information

This Statement will be reviewed at least every four years, or sooner where there are changes to legislation, statutory guidance or the needs of the Trust.

Equality information will be reviewed and published annually in accordance with the Equality Act 2010 (Specific Duties) Regulations 2011. School and setting equality objectives will be reviewed annually to monitor progress and updated as required to reflect local priorities.

The Trust and its schools/settings may collect and analyse a range of qualitative and quantitative information to monitor equality, diversity and inclusion and to evaluate the impact of their policies and practices.

This information may include:

- Attainment and progress data
- Attendance and persistent absence data
- Behaviour and exclusion data
- Prejudice-related incidents, bullying and complaints
- Admissions data
- Workforce information, including recruitment, retention and promotion
- Staff training and professional development
- Stakeholder feedback from pupils, parents, carers and staff
- Schools/settings may also monitor:
- Participation in enrichment and extra-curricular activities
- Attendance at parent/carer events
- Pupil, parent/carer and staff survey outcomes
- School Council, Parent Forum and other stakeholder meeting records
- Participation in targeted intervention and support programmes

Analysis of this information enables the Trust and its schools/settings to identify barriers to equality, measure the impact of actions taken, and determine future equality priorities and objectives.

All information will be collected, processed and published in accordance with the UK General Data Protection Regulation (UK GDPR), the Data Protection Act 2018 and the Equality Act 2010.

Roles and Responsibilities

We believe that promoting equality is the responsibility of the whole Trust. However, the Trust Board has overall responsibility for the effective implementation of this statement and for ensuring compliance with equality legislation. Day to day operational responsibility is delegated to the CEO and Headteachers. Headteachers are responsible for ensuring that staff are aware of their responsibilities and are given appropriate training and support.

Senior leaders are expected to set an appropriate standard of behaviour, to lead by example and to ensure that staff they manage adhere to this statement. This applies at all times, including at social events.

The Trust	• To produce and review the Equality Statement • To ensure that the ethos of the statement is upheld by all Trust schools and settings • To ensure that policies comply with equality legislation • To monitor data in line with equality objectives • To comply with this statement when recruiting to Trust governance roles
Trust Central Team	• To comply with good equalities practice in all HR processes • To analyse recruitment data • To analyse other data at Trust level (such as suspensions/exclusions, attendance, attainment) • To produce the Gender Pay Gap report • To support schools/settings in meeting their duties under the Equality Act 2010, including providing advice on reasonable adjustments, Equality Impact Assessments and inclusive practice.
Local Governing Body (LGB)	• To ensure that policies produced by the LGB reflect the objectives set out in the Equality Statement • To ensure that the school sets and regularly reviews their equality objectives
Headteacher, Leaders and LGBs	• To promote key messages to staff, parents and pupils about the equality statement and what is expected of them • To ensure that all staff are aware of their responsibility to report, record and deal with any prejudice related incidents that may occur • To ensure fair treatment and access to opportunities • To ensure reasonable adjustments are identified, implemented and reviewed for pupils, employees, applicants and visitors where required. • To ensure all recruitment processes are fair and that decisions are based on merit • To monitor progress towards achieving equality objectives • To analyse data in order to gain an accurate view of barriers to equality and how to reduce them
Teachers	• Promote a positive and inclusive ethos in their classroom • To deliver positive outcomes for all pupils • To deliver an inclusive curriculum, being mindful in selecting texts and other resources • To employ inclusive teaching and learning strategies, making reasonable adaptations to enable all pupils to access the curriculum • To uphold the commitment made to pupils, parents and carers about how they can expect to be treated • Deal with any prejudice-related incidents robustly
Support Staff	• To support our aims of delivering fair and equitable service to all stakeholders • To uphold the commitment made to pupils, parents and carers about how they can expect to be treated
Pupils	• To uphold the commitment made to pupils, parents and carers about how they can expect to be treated • To uphold school rules and codes of conduct

Breaches of this statement

Allegations regarding potential breaches of this statement will be treated in confidence and investigated. Any concerns should be raised through our Grievance Procedure.

Employees who make allegations in good faith will not be victimised or treated less favourably as a result. False allegations which are found to have been made in bad faith will, however, be dealt with under our Disciplinary Procedure.

Any member of staff who is found to have committed an act of discrimination or harassment will be subject to disciplinary action. Such behaviour may constitute gross misconduct and, as such, may result in summary dismissal.

Trust Equality Objectives (2026–2030)

The Trust has identified strategic equality objectives that reflect its commitment to eliminating discrimination, advancing equality of opportunity and fostering good relations across all schools, settings and central services. These objectives are informed by Trust-wide equality information, workforce and pupil data, stakeholder engagement and organisational priorities, and provide the strategic framework for school and setting equality objectives. Progress against these objectives is monitored and reviewed regularly by the Trust Board and Central Team to evaluate impact, identify areas for improvement and inform future priorities.

Everychild Partnership Trust

Objective 1 – Strengthen Equality Monitoring and Governance

Undertake annual analysis of Trust-wide equality information, including workforce and pupil data, to identify trends, monitor compliance with the Public Sector Equality Duty.

Objective 2 – Promote Fair and Inclusive Employment Practices

Ensure that all staff and trustees involved in recruitment and selection receive regular training on equality, diversity, inclusion and safer recruitment, and that recruitment and employment practices promote equality of opportunity and minimise barriers for applicants and employees.

Objective 3 – Develop a Diverse and Inclusive Workforce

Promote a workforce that reflects the diversity of the communities served by the Trust by encouraging applications from under-represented groups, reviewing recruitment practices and supporting equitable career development and progression for all staff.

Objective 4 – Reduce Inequalities in Educational Outcomes

Work collaboratively with schools and settings to identify, monitor and reduce inequalities in attendance, participation, attainment and achievement, particularly for disadvantaged and underserved learners, including those eligible for Pupil Premium, pupils with special educational needs and disabilities (SEND), looked after children and pupils from minority ethnic backgrounds.

Visit Trust website to find out more

School/Setting Equality Objectives (2026 – 2030)

Each school and setting within the Trust has identified equality objectives that reflect the needs and priorities of its own community. Progress against these objectives is monitored annually by each school/setting as part of its school improvement planning and reviewed to ensure they remain relevant, evidence-informed and responsive to the needs of the school community.

Baldwins Hill Primary School

1. Remove barriers to learning and ensure every child can access an ambitious, inclusive curriculum
2. Reduce gaps in achievement and ensure every child has the opportunity to achieve their potential
3. Improve attendance and remove barriers to sustained participation in education

Visit school website to find out more

Blackwell Primary School

1. **Belonging, inclusion and freedom from discrimination** - To ensure that every pupil feels safe, valued, respected and that they belong to our school community.
2. **Equality of opportunity and achievement** - To reduce identified gaps in achievement, progress, participation and personal development for pupils who experience disadvantage or barriers to learning.
3. **Equality, attendance and access to education** - To identify and reduce barriers to attendance and participation, particularly for pupils who experience disadvantage, SEND, social care involvement or other identified vulnerabilities.
4. **Equality, behaviour and wellbeing** - To ensure that behaviour and wellbeing provision is fair, inclusive and responsive to individual needs.

Visit school website to find out more

Burstow Primary School

1. Plan systematically to improve our understanding and promotion of equality and diversity and actively challenge discrimination and disadvantage (supporting underserved)
    - 'No Outsiders' is introduced throughout the school with Burstow a school where All are welcome, and All are celebrated
    - Children learn about a diverse range of inspirational people – at school Houses and in assemblies and lessons
    - Specific anti-racism lessons are taught throughout the school
2. Ensure staff and potential staff have equality of opportunity

3. Actively close gaps in attendance attainment and achievement between learners for all groups; especially learners who are underserved, eligible for Pupil Premium, learners with special educational needs and disabilities

Visit school website to find out more

Leaps Nursery

1. Promote understanding of discrimination - through training and staff development - the causes and effects of discrimination on both adults and children and the long- term impact of discrimination; the need to protect children from discrimination and ensure that early years practice is both accessible and inclusive; the need for relevant support to allow children to develop into confident adults with a strong positive self-identity.

Visit school website to find out more

Halsford Park Primary School

1. To provide equality of opportunity and accessibility within the curriculum for all groups of learners to achieve success. (Evidenced by data analysis of gender trends and vulnerable groups)
2. To prepare all children to live and work harmoniously in a diverse, multi-racial society where discrimination and abuse are not tolerated. (Evidenced by A Team rationale – school is neuro-diverse, promotion of all, achieving the Rainbow Flag Award, anti-discrimination embedded within curriculum, Allergy Awareness policy)
3. To facilitate and promote every learner to have full access to the enrichment opportunities on offer and actively encouraged and support them to participate. (Evidenced by analysis of enrichment and extra-curricular participation by all and by targeted groups)
4. To facilitate and promote every member of the community to have a voice: that all pupils in the school are listened to, and demonstrate how democracy works by actively promoting democratic processes within the school (evidenced through election of representatives to the School Council, Eco Council, Prefect meetings, weekly class forums, Family Forums, EAL induction for pupils and families, work on Anti-racisim, Staff community includes many multi-lingual members, Wellbeing Team, Parent and Staff Surveys, Link Governor work on School Development Plans)

Visit school website to find out more

Hatchlands Primary School

1. To continue to promote understanding and respect for diversity and equality.
2. Ensure that the school promotes role models and heroes that young people positively identify with, who reflect and broaden the school's diversity in terms of race, gender and disability.
3. Ensure tolerance and respect towards individuals who identify with any of the protected characteristics

Visit school website to find out more

North Downs Primary School

1. **Increase understanding and respect for diversity and protected characteristics** - To ensure that all pupils develop an age-appropriate understanding of equality, diversity and the protected characteristics identified in the Equality Act 2010 through the curriculum, assemblies, wider enrichment opportunities and everyday school life.
2. **Promote inclusion, belonging and positive relationships for all** - To foster an inclusive school culture in which all pupils, staff and families feel valued, respected and able to participate fully in school life, regardless of background, identity or individual need.
3. **Eliminate prejudice, discrimination and discriminatory language** - To maintain a culture in which prejudice-based incidents, discriminatory behaviour and inappropriate language are challenged swiftly and consistently, with a strong emphasis on education, restorative approaches and positive change.

Visit school website to find out more

Sandcross Primary School

1. Strengthen representation and belonging through the curriculum
2. Improve equitable participation and outcomes
3. Strengthen belonging, respectful relationships and community confidence

Visit school website to find out more

Appendices

Appendix 1: Summary of updates

Date of Change	Detail
July 2026	**General Review** Policy structure, language and terminology updated throughout to improve clarity, consistency and alignment with current legislation, DfE guidance and Trust governance arrangements. **Policy Scope** Expanded to clarify that the policy applies to all schools, settings, central services, employees, workers, volunteers, governors and trustees. **Legal Framework** Strengthened to include the three aims of the Public Sector Equality Duty, reference to the Equality Act 2010, Human Rights Act 1998, Education and Inspections Act 2006, UN Convention on the Rights of the Child (UNCRC) and the UN Convention on the Rights of Persons with Disabilities (UNCRPD). **Key Principles** Reviewed and refreshed to better reflect the Trust's commitment to equality, diversity, inclusion and removing barriers to participation and achievement. **Equality in Decision Making** New section added confirming the Trust's commitment to considering equality implications in significant decisions and the use of Equality Impact Assessments (EIAs), where appropriate. **School and Setting Commitments** Expanded to include strengthened commitments relating to inclusive practice, accessibility, reasonable adjustments, accessible communication, inclusive curriculum, recruitment, and fostering positive relationships. **Monitoring Equality Information** Revised to clarify annual publication of equality information, monitoring arrangements, review cycles, data sources and compliance with the Equality Act 2010 (Specific Duties) Regulations 2011 and UK GDPR. **Roles and Responsibilities** Reviewed and updated to provide greater clarity regarding the responsibilities of the Trust Board, Central Team, Local Governing Bodies, Headteachers, leaders, staff and pupils. **Trust Equality Objectives** New strategic Trust-wide equality objectives introduced to provide a clear framework for improving equality, diversity and inclusion across the organisation. **School/Setting Equality Objectives** School equality objectives updated and presented alongside a new introductory section explaining how objectives are informed by local equality information and reviewed through school improvement processes. **Governance and Review** Clarified annual monitoring arrangements, publication requirements and four-year review cycle in line with statutory requirements.

Appendix 2: Annual Monitoring Template

This template should be completed annually to monitor progress against the Trust and school/setting equality objectives. It should be used to evaluate impact, identify any barriers or emerging priorities, and inform future planning.

Actions Undertaken	Evidence of Impact	Progress (RAG)	Next Steps
Objective 1:			
•	•		•
Objective 2:			
•	•		•
Objective 3:			
•	•		•
Objective 4:			
•	•		•

Reviewed by: _____ Role: _____ Date: _____