



PETERBOROUGH KEYS
ACADEMIES TRUST

EQUALITY INFORMATION AND OBJECTIVES POLICY

Version 1.0

January 2025

Trustee Committee: People and Infrastructure Committee 20 January 2025

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1. Introduction

- 1.1 This document sets out Peterborough Keys Academies Trust (the "Trust") approach to equality and the equality objectives for Peterborough Keys Academies Trust.
- 1.2 Public bodies such as Trusts and schools have a duty, under the 2010 Equality Act, to ensure they promote equality within their organisation and this statement sets out how we endeavour to achieve this within the Trust.
- 1.3 The Trust strongly believes that everyone should have the opportunity to flourish in an inclusive environment and is committed to developing a culture of equity for all.
- 1.4 The Equality Objectives will be part of our Trust's strategic objectives and our School Improvement Plans (SIP) and information will be published on the Equalities page of each school website.
- 1.5 We aim to provide the highest possible education for all of our students. The ethos of our academies clearly reflects our commitment to fully including and respecting all members of our academy communities.
- 1.6 This policy applies to all employees, learners, Trustees and Academy Committee members of the Trust.

2. Aims

- 2.1 Our trust aims to meet its obligations under the public sector equality duty by having due regard to the need to:
 - (a) Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
 - (b) Advance equality of opportunity between people who share a protected characteristic and people who do not share it
 - (c) Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it
- 2.2 Our trust aims to promote respect for difference and diversity in accordance with our values:

Inclusiveness: We believe in creating a culture where diversity is cherished and celebrated. Inclusiveness is not just about acceptance but about actively embracing different perspectives and experiences to enrich our community.

Our proactive approach to providing for children with SEND is something we are very proud of as a Trust.

Kindness: This is the foundation of all our interactions. We encourage empathy, compassion, and understanding in every relationship, thus fostering a supportive and nurturing environment that enables everyone to flourish. Being kind doesn't have to conflict with being firm. Our expectations on behaviour of children and young people mean staff and children can work in a safe and positive environment. These expectations are applied in a firm and fair manner, which helps children and young people to understand where boundaries in adulthood lie. Our expectations on staff are designed to be professional and fair, so that we work together for the greater good.

Hard Work: Hard work is our commitment to doing our very best, driving us to strive continuously for improvement and to overcome challenges with determination and resilience. This value is designed with educational progress in mind, but applies equally to our valued staff body, who work hard and with clear purpose. We gain pride in knowing that this work makes a difference to so many lives.

3. Legislation and guidance

- 3.1 This document meets the requirements under the following legislation:
- (a) [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
 - (b) [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
- 3.2 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](#).
- 3.3 This document also complies with our funding agreement and articles of association.

4. Roles and Responsibilities

- 4.1 The Board of Trustees

The Board of Trustees will:

- (a) Ensure that the equality information as set out in this statement is published and communicated throughout the trust, including to academy committee members, staff, pupils and parents
- (b) 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
- (c) Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

4.2 The Headteacher

The Headteacher will, for their school:

- (a) Promote knowledge and understanding of the equality objectives amongst staff and pupils
- (b) Monitor success in achieving the objectives and report back to governors

4.3 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.

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 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.
- 5.4 New staff receive training on the Equality Act as part of their induction.

6. Advancing equality of opportunity

6.1 As set out in the DfE guidance on the Equality Act, the trust aims to advance equality of opportunity by:

- (a) Removing or minimising disadvantages suffered by people which are connected by a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- (b) Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- (c) 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)

6.2 Publishing information about pupils

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

- (a) Publish attainment data for each school each academic year showing how pupils with different characteristics are performing
- (b) Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- (c) Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- (d) Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our pupils

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

6.3 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 aim to publish information to show:

- (a) The make-up of our workforce, with breakdowns of staff with different protected characteristics
- (b) Gender pay-gap reporting and other pay equality issues

- (c) Recruitment and retention rates for staff with different protected characteristics
- (d) Applications for flexible working and their outcomes for staff with different protected characteristics
- (e) Applications for learning and development opportunities and their outcomes for staff with different protected characteristics
- (f) Grievances and disciplinary issues for staff with different protected characteristics
- (g) Policies and programmes in place to address equality concerns from staff
- (h) Information from staff surveys

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.

7. Fostering good relations

- 7.1 The trust aims to foster good relations between those who share a protected characteristic and those who do not share it by:
- (a) 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
 - (b) 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
 - (c) 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
 - (d) 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 to promote knowledge and understanding of different cultures

- (e) Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop how they implement their approach

8. Equality considerations in decision making

- 8.1 The trust ensures it has due regard to equality considerations whenever significant decisions are made.
- 8.2 In all of 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:
 - (a) Cuts across any religious holidays
 - (b) Is accessible to pupils with disabilities
 - (c) Has equivalent facilities for all pupils irrespective of their gender
- 8.3 The Trust will keep 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.

9. Equality Objectives

9.1 Objective 1

There will be equality of opportunity for all learners within our schools and for all our staff across the trust, regardless of protected characteristics.

Our Trust

- (a) Policies and practice are fair and equitable and will show due regard for the principles of equality of opportunity in the attraction, selection, promotion, deployment and training of staff
- (b) All staff are aware of current legislation relating to equality and diversity and understand the Trust's and individual responsibility in this area
- (c) Deepen an understanding among all learners and staff of the strengths and needs of all protected characteristic groups.

- (d) Celebrate the rich variety of individual and group characteristics which constitute our school community, as well as the wider world.

Our schools

- (a) Every pupil has the opportunity for full involvement in school activities
- (b) Analyse the progress and attainment of all learners, exploring reasons behind variations to ensure no learner is being inadvertently disadvantaged
- (c) All learners have equal opportunity to study any area of the school's curriculum to the level that best suits their ability and should be encouraged to take a full and active part in lessons

9.2 **Objective 2**

The Trust will continue to seek ways in which the culture, policies and practices within the Trust can be further improved to advance equity and eliminate discrimination.

Our Trust

- (a) Equality has a strategic prominence and is integral to policy development
- (b) No form of harassment or discrimination will be tolerated
- (c) There will be trust-wide focus on staff health and wellbeing, including mental health awareness
- (d) Model the British values of respect and tolerance to all people, irrespective of characteristics
- (e) Promote a culture in which staff and learners feel comfortable sharing concerns and worries.
- (f) Review policies alongside the latest advice from our HR advisers and leading experts, taking due regard to any relevant equal opportunity implications.
- (g) Where relevant, the details of equal opportunity considerations will be specifically identified within these policies.

Our schools

- (a) Equality is integral to academy planning and development
- (b) Promote a culture where stakeholders can approach the school with concerns or difficulties
- (c) Celebrate a wide variety of world festivals, holidays and dates

- (d) Staff understand their responsibilities in ensuring that our Trust operates in a fair and supportive way for all and following our Trust policies.

10. Monitoring arrangements

- 10.1 The CFOO will update the equality information we publish, described in sections, at least every year.
- 10.2 This document will be reviewed by CFOO at least every 4 years.
- 10.3 This document will be approved by the board of trustees.

11. Links with other policies

- 11.1 This document links to the following policies:
 - (a) Accessibility plan
 - (b) Risk assessment
 - (c) SEN policy
 - (d) Behaviour policy

12. Version History

12.1 Table of Versions

VERSION	ACTION	RESPONSIBLE	DATE
1.0	Trust Policy drafted based on NGA Model Policy Document and in line with Trust objectives	Howard Nelson	13/01/2025