



BELONG

CE Multi Academy Trust

# Equality Information and Objectives Policy

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Love, Hope, Community and Compassion



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### 1. Aims

At Belong CE Multi Academy Trust, we are committed to fulfilling our responsibilities under the Public Sector Equality Duty (PSED) by actively promoting a culture of dignity, respect, and inclusion. In line with the Equality Act 2010, we have due regard to the need to:

- **Eliminate** discrimination, harassment, victimisation, and any other conduct that is prohibited by law
- **Advance** equality of opportunity between people who share a protected characteristic and those who do not
- **Foster** good relations across all characteristics – between people who share a protected characteristic and those who do not

The protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Rooted in our Christian values of **Hope, Love, Community, and Compassion**, we believe that every individual is made in the image of God and is of infinite worth. We strive to create a school environment where all pupils, staff, and families feel a deep sense of belonging, are treated with dignity, and are empowered to flourish.

Love, Hope, Community and Compassion

Our school promotes respect for difference and diversity in accordance with our core values. These values guide our daily practice and underpin our commitment to nurturing an inclusive, welcoming, and aspirational learning community for all.

## 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 Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#), 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 governing board 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
- 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

The equality link governor will:

- Meet with the designated member of staff for equality every [frequency], and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're 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 headteacher will:

- 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 making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

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

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff 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.

Staff receive training on the Equality Act as well as regular refresher training.

#### 5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school 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 particular 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)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data 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
- 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

In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics. As a school, we will publish information to show:

- The make-up of our workforce, with breakdowns of staff at different grades, levels and rates of pay (including any patterns of occupational segregation and part-time work)
- Gender pay-gap reporting and other pay equality issues
- The profile of staff at different stages of employment including recruitment, training, promotion and leavers.
- Applications for flexible working and their outcomes for staff with different protected characteristics
- Applications for learning and development opportunities and their outcomes for staff with different protected characteristics
- Grievances and disciplinary issues and complaints of discrimination and other prohibited conduct
- Policies and programmes in place to address equality concerns from staff
- Information from staff surveys and/or trade unions
- Records weighing the equality outcomes of important decisions including evidence used to make decisions

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 school 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 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
- 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
- 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 school 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 and make decisions and continue to review these on a continuing basis.

The school always considers 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

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

We take a trust-wide approach to setting objectives, while allowing schools to supplement these with their own context-specific goals. This ensures consistency across the trust while respecting the diversity of our school communities. Whilst schools may set additional objectives based on their local context. These should align with the trust's overarching approach to equality.

Our current trust-wide equality objectives are:

### *Objective 1*

Undertake an analysis of recruitment data and trends in regard to race, disability, and gender pay gap by July 2026, and report findings to the Board of Trustees.

Why we have chosen this objective:

To identify and address any disparities in recruitment and pay.

To achieve this objective, we plan to:

Collect and analyse data annually, and develop targeted actions based on findings.

Progress we are making:

Initial data collection underway; reporting framework in development.

## Objective 2

Develop and implement a trust-wide Equality, Diversity, and Inclusion (EDI) Strategy by December 2026, setting clear principles, priorities, and accountability measures for all schools within the trust.

Why we have chosen this objective:

To embed equality and inclusion into the trust's vision and governance, ensuring that every school community reflects our Christian values of dignity, respect, and belonging for all.

To achieve this objective, we plan to:

- Engage stakeholders (staff, pupils, parents, governors) in shaping the strategy.
- Align the strategy with statutory requirements and best practice guidance.
- Define measurable outcomes and monitoring processes for implementation.
- Provide training and resources to support schools in applying the strategy locally.

Progress we are making:

Initial consultation framework drafted; stakeholder engagement scheduled for Spring 2026.

## 9. Monitoring arrangements

Belong CE MAT will update the equality information we publish, at least every year.

School-specific equality objectives will be reviewed by the local governing board at least every 4 years.

This document will be reviewed by the board of directors and local governing bodies annually, to ensure continued compliance with the PSED.

This document will be approved by the board of directors.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN information report
- SEND policy