

CHANCERY EDUCATION TRUST

EQUALITY INFORMATION AND OBJECTIVES

OCTOBER 2024

Next Review Date: October 2025

Chancery Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Chancery Education Trust Equality Information and Objectives Statement –
October 2024

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EQUALITY INFORMATION AND OBJECTIVES

Introduction:

Chancery Education Trust and all the Academy Schools within the Trust fully understand the principle of the Equality Act 2010 and aim to meet its obligations under the Public Sector Equality Duty (PSED) 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.

We ensure that irrespective of a person's age, disability, gender, gender-identity, race, religion beliefs or sexual orientation they are not discriminated against and are given equality of opportunity.

- We try to ensure that everyone is treated fairly and with respect.
- We respect the equal rights of our staff and other members of the Academy School's community.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that, for some pupils, extra support is needed to help them to achieve and be successful.
- We recognise and celebrate diversity within our community whilst promoting community cohesion.
- We maintain a strong family ethos. The staff, parents, governors, and friends of the Academy School are committed to working together to provide the highest quality of education that will meet the needs of every child and enable them to achieve their personal best.
- We aim to make sure that no-one experiences less favorable treatment or discrimination because of their age, any disability they may have, their ethnicity, colour or national origin, their gender, their gender identity, or reassignment, their marital or civil partnership status, being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

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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 advice for schools](#).

Information on pupils by protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of 'protected characteristics'. Everyone in Britain is protected by the Act. The 'protected characteristics' under the Act are:

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

Chancery Education Trust and our Academy Schools are committed to working for the equality of all our staff, children, parents and carers to meet our duties under the Equality Act 2010.

What we do to eliminate unlawful discrimination

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate or treat some people less fairly.
- We aim to keep an accurate record of the protected characteristics of our pupils and employees.
- We have an anti-bullying policy with a focus on celebrating mutual respect, good relations, an absence of prejudice-related bullying including discriminatory and offensive language.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice - based bullying related to disability or special educational need, ethnicity, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation.
- We have a special educational needs policy that outlines the provision the Academy School makes for pupils with special educational needs.
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.

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- We will promote attitudes and values that celebrates and respects diversity and challenge discriminatory behaviour and language wherever it occurs.
- We regularly monitor the curriculum to ensure that learning opportunities across the curriculum are in place to promote respect for diversity and challenge negative stereotyping.
- We track pupil's progress to ensure that they are achieving in line with their capabilities.

What we do to advance equality of opportunity

As set out in the DfE guidance on the Equality Act:

- We remove or minimise disadvantages suffered by people that are connected to a particular characteristic they have.
- We take steps to meet the particular needs of people who have a particular characteristic.
- Encourage people who have a particular characteristic to participate fully in any activities.
- We collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage.
- We use all available information to set suitable learning challenges for all, responding to pupils' diverse needs and overcoming any potential barriers to learning.
- We identify the particular needs of individuals and groups within the school and use targeted interventions to narrow gaps in achievement.
- We ensure employment policy and procedures are checked regularly to check conformity with legislation.
- All staff posts are advertised formally and are open are to the widest pool of applicants.
- We provide professional development opportunities for all staff.

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What we do to Foster Good Relations and community cohesion

- Promote tolerance, friendship, positive mental health, and an understanding of a range of religions and cultures, special needs and disabilities, and LGBT awareness, 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.
- Hold 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.
- Work with our local community. For example, organising school trips and activities based around the local community.
- Encourage and implement activities 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.
- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention.
- Ensuring participation of all parents and pupils in the Academy School development, e.g. through the parent forum and parent and pupil surveys.
- Listen to parents and carers at open evenings, view home contact books and Parent View.
- Listen to pupils in pupil voice.
- Listen to staff during their Appraisal meetings.

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Our Equality Objectives

- The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We regularly review the progress we are making to meet our equality objectives.

Equality Objective 1

Improving attainment and rates of progress by closing the achievement gap for different groups.

To achieve this objective, we plan to:

Hold Pupil Progress reviews half termly in order to monitor progress of all different groups and to plan interventions appropriately.

Progress we are making towards achieving this objective:

PPRs held half termly that allow scrutiny of the impact of interventions and Quality First Teaching

Equality Objective 2

Ensuring that all pupils regardless of background or circumstance have fair access to out of hours learning opportunities and extracurricular clubs.

To achieve this objective, we plan to:

Provide assistance to anyone for educational learning opportunities on a need's basis. In addition, we offer free tuition to those we feel would benefit the most. Homework clubs are available in all year groups to provide extra support.

Progress we are making towards achieving this objective:

Pupils eligible to Pupil Premium Grants are subsidised to allow access to clubs as far as possible

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Monitoring and Implementation Policy

	Name	Date
Policy written by	CET Board	October 2024
Reviewed by	Headteacher/Principal	October 2024
Agreed by Committee	Local Governing Board	March 2025
Adopted by Governing Board	Local Governing Board	June 2025
To be reviewed annually		
Review by	October 2025	

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