



## Equality and Objectives Policy

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## 1. Aims

Prime7 MAT aims to meet its obligations under the public sector equality duty 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

## 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](#).

This document also complies with our funding agreement and articles of association.

## 3. Roles and responsibilities

The trust 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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher
- CEO will provide strategic oversight of equality across the Trust and report annually to Trustees.

The headteacher's will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Monitoring will include parental surveys, staff surveys, pupil voice, attendance, behaviour, safeguarding, complaints and concerns trends, participation and attainment/progress data.

The designated member of staff – Teona Yardley-Barnes for equality will:

- Support the headteachers in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support the headteachers in identifying any staff training needs, and deliver training as necessary

All 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

Prime7 MAT 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.

Prime7 MAT has a designated member of staff for monitoring equality issues. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## 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 which 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 (e.g. enabling Muslim pupils to pray at prescribed times)
- 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 above data 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

## 6. Fostering good relations

Prime7 MAT 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
- 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

Equality impact considerations will be made when developing significant policies, organisational changes and strategic decisions.

Prime7 MAT ensures it has due regard to equality considerations whenever significant decisions are made.

Prime7 MAT 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

## 8. Equality objectives

**Objective 1:** To broaden objective to promote an inclusive curriculum and culture reflecting the diversity of modern Britain whilst retaining LGBT inclusion.

**Why we have chosen this objective:** to ensure that our schools have a culture of inclusivity at all levels and appreciate everyone for who they are. We have LGBT families represented in our communities and we want to make sure that all of our children are educated to celebrate differences.

**To achieve this objective, we plan to:** Change to: HBT bullying and other prejudice-related incidents including racist, sexist, disability-related, homophobic, biphobic and transphobic language.

**Progress we are making towards this objective:**

Year1 Mid -Year Review:

Across the Trust, schools have continued to strengthen inclusive practice through curriculum development and staff training. PSHE and RSE curricula have been reviewed to ensure that teaching reflects the diversity of modern British society and promotes respect for all individuals and families. Staff have been supported through professional development to ensure that discussions around identity, relationships and difference are handled sensitively and age-appropriately. Curriculum leaders have reviewed teaching materials to ensure representation of different family structures and communities.

Assemblies, reading texts and curriculum content increasingly reflect a broad range of cultures, beliefs and family backgrounds. This has supported pupils in developing understanding and respect for difference, which is reflected in the positive relationships observed across our schools.

Behaviour and safeguarding systems are also used to monitor and respond to any incidents of discriminatory or prejudicial language, including homophobic or identity-based language. Where such incidents occur, they are addressed through restorative conversations and education. As a result, schools report a culture where pupils feel safe, respected and able to express themselves.

### **Areas for further development**

To develop practice in this area by:

- further strengthening staff confidence in responding to identity-based language
- reviewing curriculum texts and learning materials to ensure diverse representation
- strengthening pupil voice around inclusion and belonging
- ensuring governors monitor equality and inclusion through regular safeguarding and behaviour reports

**Objective 2:** To advance the equality of opportunity between different groups of pupils across all of our schools.

**Why we have chosen this objective:** we want to ensure that our curriculum is ambitious for all of our children.

**To achieve this objective, we plan to:** ensure that the curriculum is developed and is accessible for all pupils so that inclusivity is promoted.

### **Progress we are making towards this objective:**

Year 1 Mid-Year Review:

Prime7 schools have continued to prioritise inclusive teaching approaches to ensure that all pupils can access a broad and ambitious curriculum. Significant work has taken place to strengthen support for pupils with additional needs, including the development of specialist SEND provision and targeted interventions.

Teachers and support staff have undertaken training in areas such as autism, trauma-informed practice and adaptive teaching to ensure learning is accessible for pupils with diverse needs. Curriculum leaders have worked to ensure that learning sequences allow pupils with differing starting points to achieve well.

Assessment systems are used to monitor progress for key pupil groups, including disadvantaged pupils, pupils with SEND and those with additional vulnerabilities. This allows leaders to identify gaps early and implement appropriate support strategies.

In addition, pastoral systems and inclusive behaviour approaches ensure that pupils who may face barriers to learning are supported effectively so they can remain engaged with education. These developments reflect the Trust's commitment to ensuring that every child, regardless of background or need, has access to high-quality education and opportunities to succeed.

### **Areas for further development**

Next steps include:

- continuing to narrow attainment gaps between disadvantaged and non-disadvantaged pupils
- strengthening adaptive teaching so that classroom practice consistently meets the needs of all learners
- increasing participation of pupils with SEND in enrichment opportunities and wider school life
- improving attendance for vulnerable groups, including those experiencing EBSA or persistent absence
- strengthening the use of data to identify emerging equality issues early

**Objective 3:** to ensure that all of our families have the right to be treated with equal respect.

Why we have chosen this objective: to ensure that we have respectful relationships across all of our schools for all of our children.

To achieve this objective, we plan to: analyse behaviour and safeguarding records to look for patterns or trends in nationality of family or use of language for behaviour incidents.

### **Progress we are making towards this objective:**

Year 1 Mid-Year Review:

Prime7 schools place strong emphasis on developing respectful relationships with families and the wider community. Communication systems ensure that parents and carers feel welcomed, listened to and able to engage with their child's education.

Behaviour and safeguarding systems are used to monitor incidents carefully to identify any patterns relating to discriminatory language or behaviour. Where concerns arise, they are addressed promptly through restorative approaches and educational responses.

Staff are supported to understand the importance of respectful communication and cultural awareness when working with families. Schools actively work with parents and carers to build trust and strong partnerships that support children's wellbeing and learning.

Schools also continue to strengthen community engagement through events, communication channels and opportunities for families to contribute to school life.

This work supports the Trust's commitment to creating schools where all families feel valued and respected regardless of background, culture or identity. A parental questionnaire is sent out in March 25 and this will contribute to shaping future actions.

### **Areas for further development**

To develop practice by:

- monitor and strengthening engagement with harder-to-reach families
- monitoring complaints and feedback to identify any equality trends
- ensuring school communication is accessible to families with differing needs
- further developing community partnerships that reflect the diversity of the local area
- strengthening pupil and parent voice in shaping inclusive school culture

## **9. Monitoring arrangements**

The trust board will update the equality information we publish at least every year.

This document will be reviewed by the senior leadership team annually.

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- SEND Information Report
- Behaviour Policy; Safeguarding and Child Protection Policy; Feedback, Concerns and Complaints Policy.