



Pendle Education Trust



Policy/Procedure/Guideline Review

Policy/Procedure/Guideline:	Equality information and objectives policy
Senior Manager Responsible:	J Pilkington, Principal
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1. Aims

Our school aims 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

Our school aims to promote respect for difference and diversity in accordance with our values. We are ‘Proud to be PRIMET’. This represents our core values and the characteristics we develop in our students to help them be successful. Our core values are:

Progressing: Learning and progress are at the heart of everything we do. We strive to constantly develop our knowledge and skills, ensuring that every day we move forwards.

Respectful: We are respectful to ourselves, always aiming for our best and making the most of all opportunities. We are respectful to others, being kind with our actions and words. And we are respectful to our environment, at a local, national and global level.

Inclusive: All members of the academy are equally valued, and we appreciate the diversity within our academy community. Our curriculum ensures all students can make progress.

Motivated: We set high aspirations and are driven to meet them. We value the importance of working hard to achieve our goals and the rewards gains from reaching them.

Expressive: We communicate through fluent speech and writing and use creative methods to represent our knowledge and ideas. We value the work of others and what it conveys.

Together: The academy community works together for the benefit of all. We value teamwork and collaboration, within the academy community and with our external partners.

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 local academy council 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
- › 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 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
- › Identify 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

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
- › 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



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

- Publish attainment data each academic year showing how pupils with different characteristics are performing (this is included in the DfE published data online)
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response
- Make evidence available for internal use and in reporting to governors, identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Analyse, and share with stakeholders, further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

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
- 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 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 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.

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 and as part of 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/on the completed risk assessment.

8. Equality objectives



Objective 1: To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

Objective 2: To raise levels of attainment in core subjects for vulnerable learners and groups.

Objective 3: To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

9. Monitoring arrangements

The headteacher will update the equality information we publish, described above, at least every year.

This document will be reviewed by local academy council at least every 4 years.

This document will be approved by the local academy council.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEND policy
- Behaviour Policy
- Uniform Policy

