# EQUALITY INFORMATION AND OBJECTIVES

Date Last Reviewed: September 2026

Review Date: September 2030

(Equality Information to be reviewed annually)

**Equality information and objectives**

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## 1. Aims

The Special Partnership Trust (SPT) 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

## 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 trustees and governors will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the trust, 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

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- 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 trust 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 annually.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. 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 trust 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 (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 trust 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

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 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, 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 trust ensures it has due regard to equality considerations whenever significant decisions are made.

The trust 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 principles, aims and objectives (2026-2030)**

**Principles**

The Special Partnership Trust believes that every child, young person, family member, employee, volunteer and visitor should be treated with dignity, fairness and respect.

We are committed to creating a culture where everyone:

- Feels safe, valued, respected and included.
- Has equitable access to opportunities, support and resources.
- Can participate fully in learning, employment and community life.
- Has their voice heard and their contribution recognised.
- Experiences high expectations, ambition and aspiration.
- Celebrates diversity and promotes understanding, kindness and belonging.
- Benefits from a culture of continuous improvement and inclusion.

As a Trust specialising in SEND education and inclusion, we recognise that equality is not about treating everyone the same; it is about recognising individual needs and ensuring appropriate support, adjustment and opportunity to achieve the best possible outcomes.

**Aims**

The Trust will:

- Promote a culture where diversity, inclusion and belonging are actively celebrated.
- Ensure compliance with all requirements of the Equality Act 2010 and Public Sector Equality Duty.
- Remove barriers which prevent children, young people, families or employees from accessing opportunities and achieving success.
- Ensure that all Trust policies, procedures and decision-making processes are informed by equality considerations.
- Promote inclusion through high-quality specialist practice, outreach support and partnership working across the wider education system.
- Foster positive relationships and mutual respect between individuals from different backgrounds and experiences.
- Encourage active participation and representation from all groups within the Trust community.
- Support staff wellbeing, professional development and career progression through fair and transparent employment practices.

**Equality objectives 2026-2030**

**Objective 1: Improve inclusion, participation and belonging**

To ensure all pupils, particularly those with SEND, disabilities and other protected characteristics, can participate fully in school life, enrichment opportunities, educational visits, leadership opportunities and preparation for adulthood programmes.

**Impact**

- Increased participation rates across enrichment and wider curriculum activities.
- Reduction in barriers preventing participation.
- Positive pupil and family feedback regarding inclusion and belonging.
- Equality considerations routinely evidenced within school planning.

**Objective 2: Strengthen pupil and family voice**

To develop meaningful opportunities for pupils and families, including those with complex communication needs, to influence decision-making and service development.

**Impact**

- Annual pupil and parent voice activity across all schools.
- Increased evidence of pupil and family influence on policy and practice.
- Accessible communication systems in place across Trust settings.

**Objective 3: Advance equality of opportunity through quality assurance**

To embed equality, inclusion and accessibility within the Trust's Quality Assurance, Improvement and KPI Framework.

**Impact**

- Equality considerations included within Trust QA visits and reviews.
- Analysis of attendance, behaviour, participation, destinations and outcomes identifies and addresses any disparities.
- Governors and Trustees receive annual equality reporting and impact evaluation.

**Objective 4: Develop an inclusive and diverse workforce**

To ensure recruitment, retention, wellbeing and professional development practices support equality, diversity and inclusion across the workforce.

**Impact**

- Fair and transparent recruitment practices.
- Equal access to CPD, coaching and leadership development.
- Staff voice demonstrates a positive sense of inclusion and belonging.
- Workforce equality information reviewed annually.

**Objective 5: Promote Positive Relationships and Challenge Discrimination**

To create a Trust-wide culture where prejudice, discrimination, harassment and bullying are actively challenged and where respectful relationships are promoted.

**Impact**

- Staff receive regular equality, diversity and inclusion training.

- Incidents of discriminatory language or behaviour are recorded, monitored and addressed effectively.
- Pupils demonstrate understanding of diversity, protected characteristics and respectful relationships.

**Objective 6: Support inclusion beyond the Trust**

To use the Trust's specialist expertise, outreach services and partnerships to improve inclusion and equality of opportunity across the wider education system.

**Impact**

- Outreach and inclusion programmes support schools to improve access and participation.
- Evidence demonstrates positive impact on inclusive practice.
- The Trust contributes to regional SEND and inclusion developments through partnership working.

**Annual equality information published**

The Trust will publish and review information relating to:

- Pupil attendance and engagement.
- Participation in enrichment and wider opportunities.
- Behaviour and safeguarding trends.
- Workforce equality information where appropriate.
- Staff wellbeing and professional development access.
- Equality-related incidents and actions taken.
- Accessibility improvements across Trust schools.
- Outcomes of equality impact assessments.
- Progress against Equality Objectives

**9. Monitoring arrangements**

The equality information we publish (described in sections 4 to 7 above) will be updated at least every year.

This document will be reviewed at least every 4 years.

This document will be approved by the Trust Leadership Team.