



Children's



Endeavour



Trust

Equality Policy and Objectives

The Children's Endeavour Trust comprises:

- Abbot's Hall Community Primary School
- Bosmere Community Primary School
- Broke Hall Community Primary School
- Chilton Community Primary School
- Combs Ford Primary School
- Freeman Community Primary School
- Springfield Junior School
- Whitehouse Community Primary School

Document Control

<i>Version</i>	<i>Date</i>	<i>Author</i>	<i>Comments</i>
<i>Issue 1</i>	Nov 2022	CEO	<i>To align with schools' UNICEF Rights Respecting Foci</i>
<i>Issue 2</i>	Dec 2023	CEO	<i>Objectives refined and widened based on evaluation of previous objectives.</i>

Owner: CEO
Approver: Trust Board
Statutory Policy: Yes
Review Cycle: Annual

Approval date: 27th March 2025

1. Introductory notes

When the [Equality Act 2010](#) was introduced fully in April 2011 there was no longer a statutory requirement that schools should draw up and publish equality schemes or policies. However, under the provisions of the [Public Sector Equality Duty](#), all schools and academies are required to publish equalities information and to produce objectives on how they will enhance provision to ensure equality for all. These to be reviewed at least once every four years. It is therefore important for our Trust to set out our schools' equality principles and objectives.

2. Aims

Our schools within Children's Endeavour Trust (CET) aim to meet their 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.

3. Legal framework

3.1 CET welcomes its duties under [The Equality Act 2010](#) to eliminate discrimination, advance equality of opportunity, foster diversity and good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity.

3.2 We welcome our duty under the [Education and Inspections Act 2006](#) to promote community cohesion.

3.3 We recognise that these duties reflect international human rights standards as expressed in the [UN Convention on the Rights of the Child](#), the [UN Convention on the Rights of People with Disabilities](#), and the [Human Rights Act 1998](#).

4. Guiding principles

In fulfilling the legal obligations cited above, we are guided by our commitment to the UN Convention on the Rights of the Child, which is encapsulated within the UNICEF Rights Respecting Schools Award which our schools are working towards. We are guided by the 45 Articles from the UN Convention on the Rights of the Child as they cover the protected characteristics under the Equality Act: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation.

Some of the most pertinent Convention Articles that relate to this document are:

Article 2 (non-discrimination)

The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 12 (respect for the views of the child)

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Article 13 (freedom of expression)

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 14 (freedom of thought, belief and religion)

Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up

Article 19 (protection from violence, abuse and neglect)

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 23 (children with a disability)

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

Article 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 30 (children from minority or indigenous groups)

Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

By having the UNICEF Rights Respecting Schools Framework at the heart of our practice, this keeps us focused on equalities.

5. Public Sector Equality Duty

We are committed to complying with the [Public Sector Equality Duty](#) and will seek to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- 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 will have due regard to the [Public Sector Equality Duty](#) when making decisions, taking actions and developing policies.

Every four years, accordingly, our Trust will draw up and publish an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific, measurable and achievable equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review.

6. The curriculum

As referred to in the Guiding Principles in paragraph 4, our schools use the UNICEF Rights Respecting Schools Framework as part of our curricula. We also keep each curriculum subject area under review in order to ensure that teaching and learning are optimum for the needs of our pupils.

7. Ethos and organisation

We ensure the Guiding Principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:

- Pupils' progress, attainment and achievement
- Pupils' personal development, welfare and well-being
- Pupils' access to a benefit, facility or service offered by the school
- Teaching styles and strategies
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Behaviour, discipline and exclusions
- Working in partnership with parents and carers
- Working with the wider community

8. Addressing prejudice and prejudice-related bullying

The Trust is opposed to all forms of prejudice (including discrimination, harassment, victimisation or any other form of conduct prohibited by the Act) which stand in the way of our fulfilling our legal duties referred to in paragraphs 1-3, including those relating to:

- Disability and special educational needs

- Racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and islamophobia, and against travellers, migrants, refugees and people seeking asylum
- Sexism, ageism, homophobia, bi-phobia and transphobia (or any other form of gender discrimination)

There is guidance in each school on how such prejudice-related incidents should be identified, assessed, recorded and dealt with.

We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of such prejudice-related incidents at our schools and how they are dealt with.

9. Roles and responsibilities

Our Local Governing Bodies (LGBs) are responsible for ensuring that the schools in the CET comply with legislation and that this policy and its related procedures and action plans are implemented.

Our individual schools' Headteachers are responsible for implementing this policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom · deal with any prejudice-related incidents that may occur
- Plan and deliver curricula and lessons that reflect the principles in point 4 above
- Support pupils in their class for whom english is an additional language
- Keep up-to-date with equalities legislation relevant to their work

10. Information and resources

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

11. Religious observance

We respect those of all faiths and none. We respect the religious beliefs and practice of all staff, pupils/students and parents, and consider and endeavour to comply with reasonable requests relating to religious observance and practice.

12. Staff development and training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

13. Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and the CET HR policies.

14. Monitoring and evaluation

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to differing characteristics.

The Trust will review objectives every four years and this document will be reviewed annually. This document will be approved by the Standards Committee of the Board.

15. Equalities Policy features

This Equalities Policy contains the following features:

- The term ethnicity is used in preference to race or racial group, on the grounds that it better reflects the intentions and concerns of race relations legislation · There are references where appropriate to religious affiliation and identity · There are references where appropriate to sexual orientation and to challenging homophobia and ageism
- The duty to promote community cohesion is integrated into the policy
- The phrasing of this Policy may reflect the specific duties required by the [Equality Act 2010](#).

16. Statement on Equality

All schools within the CET always interact with others with an attitude of deep respect. This respect is based on the essential human dignity of each person. There is no room in any of our schools for hatred, injustice, or a lack of charity or compassion. It is also true that all people have an inherent dignity and their fundamental rights and freedoms that must be respected.

THE EQUALITY ACT 2010

The Act makes it unlawful to discriminate against, harass or victimise a pupil/student or potential pupil/student (subject to certain exceptions including those applying to schools with a religious character):

- In relation to admissions;
- In the way it provides education for pupils;
- In the way it provides pupils access to any benefit, facility or service; or by excluding a pupil/student or subjecting them to any other detriment.

Protected characteristics applying to pupils/students and prospective pupils/students

It is unlawful to discriminate against a pupil/student or prospective pupil by treating them less favourably on the basis of the following protected characteristics: ·

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

It is also unlawful to discriminate on the basis of association or perception i.e. because a person with whom the pupil or prospective pupil is associated has a protected characteristic, or if you think a person has a protected characteristic even if this is mistaken.

17. Trust Objectives

In response to analysis of data and their self-evaluation processes, each of our schools aim to promote equality, by setting objectives to ensure they are:

- eliminating discrimination,
- advancing equality of opportunity
- fostering good relationships

These objectives are integral to building a positive culture and permeate through our schools' improvement plans. As a Trust, we have also chosen to have a set of overarching equality objectives that we will look to achieve over the next three years.

Review of Objectives, Spring 2025

Objective 1: To ensure that all school leaders undertake Equality, Diversity and Inclusion Training.

Success criteria: School leaders will undertake and evaluate this training and identify how this will inform their practice.

Objective 2: To improve attendance for pupils with social care involvement, disadvantaged pupils and pupils with SEND.

Success criteria: A year-on-year improvement in the attendance figures for each group.

This was achieved in 3/8 schools for disadvantaged pupils and also in 3/8 schools for pupils with SEND. This needs continued focus.

Objective 3: To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010 with particular focus on racist and homophobic incidents.

Success criteria: A reduction in the number of racist and homophobic incidents, with the eventual eradication of such incidents.

There are still prejudice related incidents that are recorded in our schools. This target will continue.

Objective 4: To reduce the gap in performance of our disadvantaged students against non-disadvantaged students nationally at all stages of education

Success criteria: A reduced gap in the attainment measure for each group.

The attainment of disadvantaged pupils at key stage 2 has improved in 6/8 schools. Target to remain in place.

Objective 5: To reduce the use of suspensions and exclusions for all pupils, particularly for boys with SEND and/or disadvantaged status.

Success criteria: A reduced frequency of suspensions and exclusions for all pupils, particularly for boys with SEND and/or disadvantaged status.

The 3 year trend shows that suspensions have increased for boys, disadvantaged pupils and SEND pupils. This target will remain in place.

Objective 6: To continue to embed the UNICEF Rights Respecting Schools Framework within our schools.

Success criteria: All schools will work towards the Gold Rights Respecting Award.

- *One school has achieved the gold award.*
- *Three schools have achieved the silver award.*
- *Four schools have achieved the bronze award.*

Target to remain in place.

Updated Objectives, adopted Spring 2025

Objective 1: To improve attendance for disadvantageded pupils and pupils with SEND.

Success criteria: *An improvement in 2025-26 against the previous year in the attendance figures for each group.*

Objective 2: To reduce the frequency of prejudice related incidents in relation to the protected characteristics listed in the Equality Act 2010 with particular focus on racist and homophobic incidents.

Success criteria: *A reduction in the number of racist and homophobic incidents in 2025-26 against the previous year, with the aim of the eradication of such incidents.*

Objective 3: To reduce the gap in performance of our disadvantageded students against non-disadvantaged pupils nationally at all stages of education

Success criteria: *Disadvantageded pupils at our schools will meet or exceed the National Average for expected attainment of Non-Disadvantaged Pupils.*

Objective 4: To reduce the use of suspensions and exclusions for all pupils, particularly for boys with SEND and/or disadvantageded status.

Success criteria: *A reduced frequency of suspensions and exclusions for all pupils, particularly for boys with SEND and/or disadvantageded status.*

Objective 5: To continue to embed the UNICEF Rights Respecting Schools Framework within our schools.

Success criteria: *All schools will continue to work towards the Gold Rights Respecting Award, with the aim of improving the current profile of:*

- *One school with the gold award.*
- *Three schools with the silver award.*
- *Four schools with the bronze award.*