



Equality Duty Information Report (Incorporating Equality Objectives)

Policy area:	Equality & Diversity
Approved by:	CEO (<i>trust-wide objectives approved by the Trust Board</i>)
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VERSION CONTROL			
Version	Date	Author/Reviewer	Substantive changes since the previous version
DRAFT V0.1	Oct 24	MT/DD/GB	Updated policy for ONE Academy Trust.
DRAFT v0.2	March 25	MT/DD/GB	Circulated to TB for approval of Equality Objectives. Approved.
V1	June 25	DD	Incorporated reference to Equality Impact Assessments (para. 2 & Appendix 1)

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Associated Documents

ONE Academy Trust

- ONE15 - ONE Academy Trust Equality & Diversity Policy
- ONE39 - Accessibility Policy

School

- Equality Duty Information Report (incorporating Equality Objectives) (template ONE54-01)
- School Improvement/Development Plans
- Anti-bullying Policy
- Behaviour Policy
- Accessibility Plan (template ONE39-01)

1. The Public Sector Equality Duty

1.1 The Public Sector Equality Duty is set out in Section 149 of [The Equality Act 2010](#). The 'Duty', as it is known, requires schools to pay due regard to the following, when exercising their public functions:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act¹

- Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share itⁱⁱ
- Foster good relations between people who share a relevant protected characteristic and people who do not share itⁱⁱⁱ.

1.2 [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), requires schools to publish information to demonstrate compliance with the aims of the Public Sector Equality Duty. Schools have to update the published information **at least annually** and to publish their equalities objectives at **least once every four years**.

1.3 Published information includes:

(1) Information about how the school is performing in relation to the three aims of the Equality Duty which are to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity.
- Foster good relations.

(2) Information about the diversity of the school population, relating to persons who share a relevant protected characteristic. This includes:

- Pupils
- Employees (if the school employs 150 staff or more).

1.4 Schools must ensure that individuals are not able to be identified through the publication of data. In line with DfE guidance. ONE Academy Trust therefore does not publish data that relates to fewer than 3 people (staff or pupils). We will not publish any information that can specifically identify any child.

1.5 This Information Report is the overarching **trust-wide response** in fulfilment of the Public Sector Equality Duty reporting requirements. Each of our schools sets school-specific objectives and publishes an Equality Duty Information Report that is available to access on the school website.

1.6 This document is also based on the Department for Education (DfE) advice for schools on the Equality Act, the [technical guidance for schools from the Equality and Human Rights Commission](#) and guidance from the Government Equalities Office on meeting the specific duties that support the public sector equality duty.

2. How does ONE Academy Trust comply with the Act?

2.1 ONE Academy Trust acts to address barriers faced by pupils, parents, volunteers, visitors, trustees and governors with protected characteristics. We are also working hard to be a good employer of people with protected characteristics.

Setting equality objectives

2.2 **EveryONE Matters.** Our aim is to create and maintain an inclusive environment in which **all** our pupils, staff and other members of our trust-wide community are treated equally and know that they matter as individuals. This ethos is embedded in our values, ethos and culture.

2.3 We take account of equality, diversity and inclusion in our day-to-day procedures, decision-making and practice. The overarching ONE Academy Trust Equality & Diversity Policy sets out our commitment to equality and diversity as an organisation.

- 2.4 This Equality Duty Information Report sets out the trust's equality objectives (see Appendix 2), which we set every 4 years. It explains how we are making progress to fulfil our objectives and address the principles of the Public Sector Equality Duty across our organisation. This information is updated annually in this report.
- 2.5 Each school within the trust sets their own objectives which are set out and reported against annually in the school's Equality Duty Information Report that is published on the school's website.
- 2.6 We involve and consult staff, pupils, trustees, governors, parents and carers as appropriate when setting and reviewing our objectives.
- 2.7 Our equality objectives are based on our analysis of data and other evidence. They focus on those areas where we have identified actions we can take to improve equality and tackle disadvantages. We regularly review the progress we are making to meet our equality objectives.

Addressing our responsibilities

2.8 We address our responsibilities as follows:

- Through our admission procedures and continuous review, we identify children who have specific needs and work in partnership with parents and carers to address these in the most appropriate way
- We collect data and monitor the progress and outcomes of different groups of pupils and use this data to support school improvement. We act to close any gaps, for example, for those making slower progress in acquiring appropriate literacy and numeracy skills.
- We use a range of teaching strategies to ensure we meet the needs of all pupils. We provide support to pupils at risk of underachieving
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.
- We take opportunities to reduce and remove inequalities and barriers that may already exist between, for example:
 - disabled and non-disabled people
 - people of different ethnic, cultural and religious backgrounds
 - girls and boys
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where required.

Positive action

- We take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics (e.g. targeted support).

Fostering good relations

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.
- We promote a whole school ethos and values that challenge prejudice-based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.

- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.
- We promote positive messages about equality and diversity through displays, assemblies, visitors and whole school events.

Other ways we address equality issues

- We ensure all staff and volunteers understand their responsibilities through induction training and training, briefings and discussions throughout the year. We maintain records of all staff and volunteer training relating to equality & diversity
- We consider equality and diversity implications when reviewing existing policies and procedures and introducing new policies and practices. This includes conducting equality impact assessments on relevant policies.
- Trustees and governors review equality and diversity issues regularly at the board of trustees and local governing body meetings.
- We seek and review feedback from parent questionnaires, parents' evenings, focus meetings and other opportunities to engage with parents, carers and the wider community as they arise.
- We seek and review feedback from staff surveys, staff meetings and training events
- We consider issues raised in annual reviews or reviews of progress on individual education plans/ personalised provision maps, mentoring and support.

3. Our progress and achievements

- 3.1 Please see **Appendix 1** for some examples of what we have done in recent years across the trust towards fulfilling our responsibilities under the Equality Act 2010 and the Equality Duty.

4. Monitoring and review

- 4.1 We review progress against our trust-wide equality objectives every year as a minimum and report annually to the Trust Board on progress towards achieving our objectives.
- 4.2 We update and publish our Equality Duty Report on our trust website annually
- 4.3 Our schools report annually and publish their report on their school website.
- 4.4 Equality and diversity is a standing item on Partnership Days as part of the Service Level Agreement with schools

5. Further information

For further information, please contact: Graham Boyd - Chief Executive Officer

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Progress & Achievements against our trust-wide Equality Objectives in recent years

Here are some examples of the progress we have made trust-wide to promote equality and diversity and facilitate inclusion across ONE Academy Trust:

The creation of ONE Academy Trust's Strategic Plan

Merger of key policies from previous respective Trust's, including related HR policies (e.g. whistleblowing; staff special leave; and parental leave and maternity leave

Introduced Equality Impact Assessments for policies

Development of new Trust branding incorporating stakeholder views within the Trust values

QA processes with focus on inclusion, including partnership reviews, partnership days and website compliance checks

Engagement with new Employee Assistance Programme to support all staff across the Trust

Centralised the Trusts online training provider to ensure consistent delivery of identified training via this means

Specific training and network events focussing on inclusion and reasonable adjustments within the curriculum

Staff survey and subsequent actions to improve working conditions

Reviews of curriculum design, implementation and impact to ensure pupils are exposed to diverse perspectives and cultural celebrations

Analysis of after school club provisions to ensure equality of opportunity is presented for all and underrepresented groups are actively encouraged

School based community celebrations

Termly network meetings for key roles (e.g. SENDCOs)

Progress & Achievements against our Equality Objectives (2024 - 2027)

Objective 1: Foster an inclusive and respectful environment across all schools that celebrates diversity and ensures all pupils, staff, and stakeholders feel valued

	Actions	Timescale	Progress
1	Creation/review of inclusive policies and procedures, notably: <ul style="list-style-type: none"> • Safer recruitment policy • Sickness Absence Policy • Bullying and harassment, including sexual harassment • Whistleblowing Policy • Code of Conduct • Supporting pupils with medical conditions • Children with health needs that cannot attend school 	Autumn 24	Complete
2	Publication of Trust values: Respect, Integrity, Trust, Togetherness, Honesty, Ambition, Accountability, Caring	Autumn 24	
3	Stakeholder reviews of practices and procedures via staff questionnaires, parental questionnaires and pupil voice	Ongoing	
4	Regular reviews of site accessibility	Annually	
5	Issuing of diversity questionnaire for Governance roles	Summer 25	

Objective 2: To lead schools in developing inclusivity in all areas of practice, language and training to provide an inclusive curriculum where children are represented and seen

	Actions	Timescale	Progress
1	Delivery of Trust Conference on the theme 'Inclusion'	November 24	Complete
2	Organisation of events/activities that celebrate cultural, religious and social diversity, such as heritage months.	Annually	Ongoing

Objective 2: To lead schools in developing inclusivity in all areas of practice, language and training to provide an inclusive curriculum where children are represented and seen

	Actions	Timescale	Progress
3	Ensuring diverse representation in school materials, including class texts, library literature, online resources and worksheets	Annually	Ongoing

Objective 3: Close the attainment and achievement gaps for pupils from diverse backgrounds, including those from disadvantaged groups, ethnic minorities, and pupils with disabilities or special educational needs

	Actions	Timescale	Progress
1	Nominated roles in school (e.g. pupil premium leads) designated to drive improvements in provision for identified groups	Annually	Ongoing
2	Collection and analysis of pupil assessment information to identify gaps and areas for improvement	Annually	Termly
3	Trust monitoring (e.g. Partnership Days) include standing agenda item linked to closing the attainment gap	Annually	Ongoing

Objective 4: Prevent and address discrimination, harassment, and bullying in any form within the MAT's schools.

	Actions	Timescale	Progress
1	Delivery of specific training for all staff, notably: <ul style="list-style-type: none"> Equality and Diversity Training Sexual Harassment Training 	Autumn 24 Spring 24	Complete In progress
2	Incorporation of diversity and inclusion themes into school curriculums, including delivery of themed assemblies	Annually	Ongoing
3	Establishment of safe spaces and identified roles whereby pupils and staff can discuss concerns or experiences related to discrimination or exclusion	Annually	Ongoing
4	Collection of data from job applicants as part of recruitment. Analysis to track how well we are making our jobs available. Keep separate from the evaluation of applications	Annually	Ongoing

Objective 5: Maintain transparency in reporting on equality objectives and progress, demonstrating accountability and commitment to improvement.

	Actions	Timescale	Progress
1	Conduct a trust-wide Job Evaluation Scheme – 24/25	Annually	Ongoing
2	Publication of strategies implemented to engage employees, including disabled persona within the annual Trustees report	Autumn 24	Complete
3	To gather and publish data on protected characteristics of staff Issue an updated questionnaire to all staff to update information already held and collate trust-wide	Spring/Summer 2025	

Protected Characteristics

We are collecting and updating our data in relation to our staff and governance roles. Once this information is available, it will be published here.

Pupil data is available in each school's Equality Duty Information Report (published on the school website)

Notes

i Prohibited conduct:

Direct discrimination occurs when some is treated less favourably than another person because of a protected characteristic they have or are thought to have, or because they associate with some who has a protected characteristic.

Indirect discrimination occurs when a condition, rule, policy or practice in your school that applies to every disadvantages people who share a protected characteristic.

Harassment is “unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual”.

Victimisation occurs when an employee is treated badly because they have made or supported a complaint or raised a grievance under the Equality Act; or because they are suspected of doing so.

ii The Act specifies that having due regard to the need to advance equality of opportunity might mean:

- Removing or minimizing disadvantages suffered by people who share a relevant protected characteristic that are connected to that characteristic;
- Taking steps to meet the needs of people who share a relevant protected characteristic that are different from the needs of others;
- Encouraging people who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such people is disproportionately low.

iii Having due regard to the need to foster good relations between people and communities involves having due regard, in particular, to the need to (a) tackle prejudice, and (b) promote understanding.