



Schools for Every Child

Equality Objectives

We are an education Trust that is committed to running dynamic, ever-improving schools. We work to make sure that every child feels they belong in their school where they feel safe and inspired by learning. For us, learning is an adventure. It is a privilege and a responsibility for all who work with us to ensure that the journey through school is exciting, challenging, caring and enriching, and that every child experiences joy, wonder, calm and success.

Approval Level	CEO
Author	Lee Faris
Approval Date	January 2022
Trust/Template/School level	Trust
Review cycle	Every 4 years

“The purpose of governance is to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance”. (DfE)

Approval History

Committee Approval	Status	Next Review Date
N/A	Review in progress Submitted for Ratification Live Policy	January 2026

Equality at Schools for Every Child

Equality is very important for Schools for Every child. We are committed to ensuring that we are mindful of equality in all that we do, and that we are compliant with legislation in all of our policies and procedures. We know that change will only happen through action and we encourage a culture of professional dialogue and constructive dissent so that we can question, reflect, listen, change and improve for all our people.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful 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;
- Foster good relations between people who share a protected characteristic and people who do not share it.

These objectives have been agreed through pupil, staff and trustee consultation. They are not exhaustive of our work towards equalities. They are three areas we have agreed to focus on collectively as a Trust.

Each group i.e. committee, school, council is invited to complete a template 'What this means in practice' as is applicable to them. This is the Trust strategic statement.

Our objectives	What this means in practice
-----------------------	------------------------------------

1a. Promote the use of gender neutral language and practice, and eliminate gender stereotyping within Trust schools.

1b. Commit to becoming more aware of differentiated treatment and judgements that are a result of gender difference

• Introduce uniform principles that reflect our commitment to gender equalities and gender neutral approaches • Deliver training sessions, awareness and audit tools to enable individuals to reflect on gender segregating practice (e.g. girls and boys groups, toilets, teams etc)

• Respond actively and constructively to gendered language and stereotyping (e.g. 'I need some strong lads...') • Ensure there is discussion at every level (pupils through to staff, to volunteers, governors and trustees) of equal opportunities in relation to gender and consider policies that may discriminate and 'other' people because of their gender.

• Review curriculum resources that stereotype gender and proactively work with curriculum providers, publishers, coaches etc when we identify issues.

<p>2. To actively seek to increase the diversity of our staff bodies over a 4 year period.</p>	<ul style="list-style-type: none"> • Work towards gaining the Disability Confident badge (Gov.uk Disability Confident scheme) • Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by December 2023. • Ensure recruitment drives and advertisements appeal to - and are appropriate for - all and that equitable protocols are followed when recruiting. • Include clear support, openness to and guidance for reasonable adjustments in recruitment documentation • Review all publication materials on school and trust websites to ensure there is representation of diversity in images • Reach out to diverse groups to encourage breadth in governance and volunteers
<p>3. Promote understanding and awareness of different religious beliefs including those who identify as having no faith.</p>	<ul style="list-style-type: none"> • Develop a bespoke Trust RE curriculum that incorporates a 'World Views' approach and allows the lens of RE to show the children the rich diversity of the human race • Ensure workshops/visits/talks happen in practice from people of differing faiths and those who identify as having no faith • Provide opportunities for children to feel safe to share their own lived faith with their school communities • Review whether certain faiths are overrepresented and adjust programmes and plan accordingly • Evaluate resources carefully to make sure that certain religious groups are not stereotyped but accurate