



EQUALITY INFORMATION AND OBJECTIVES

Key document details

Equality required?	Impact	Assessment	Yes / No
If yes, date of EIA			
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Approver:			CEO
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This plan will be reviewed internally every year

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1. Aims

The Equality Act (2010) was introduced to bring together and provide consistency in levels of protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that it is unlawful to discriminate against students/staff or treat them less favourably because of their sex; race (which includes colour, ethnic or national origin, and nationality); disability; religion or belief; gender reassignment; sexual orientation; pregnancy or maternity; marriage or civil partnership. Age is a protected characteristic in the employment context but does not apply to students so we may continue to organise students in age groups and provide age-appropriate information. It is also unlawful to treat students' staff less favorably because of the protected characteristic of someone with whom they are associated or because the Trust perceived that the student/staff member has a protected characteristic, even if that's a mistake.

Pioneer Educational Trust is committed to meeting its duties and acknowledges that we have a statutory duty known as the Public Sector Equality Duty (PSED) to have due regard to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between persons who share a relevant 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

The PSED applies to all the protected characteristics except that only the first bullet point applies to marriage/civil partnership.

We aim to be an inclusive Trust and provide for equal opportunities throughout all aspects of our work and activities.

We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, sex, disability, religion or belief, gender reassignment; sexual orientation; pregnancy or maternity, or socio-economic background and, in the case of staff, age.

The Executive Leadership Team and Board of Trustees review the progress we are making to meet our duties with regard to the protected characteristics.

Our Equality Objectives reflect the Trust's priorities and draw upon available data and other evidence. Careful analysis of this is undertaken in order to ensure that we are working to achieve improved outcomes for different groups.

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 Trust board 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 published equality information is updated at least each year, and that the objectives are reviewed and updated at least every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher / CEO

Pioneer Educational Trust has a link trustee for DEIB (diversity, equity, inclusion and belonging) and a Local Committee link governors in each of its schools.

The Link Trustee will:

- Ensure that the Equality Objectives for Pioneer are being enacted and realised by trust leaders at a trust level
- Fulfil a vital role in ensuring oversight and scrutiny of diversity, equity, inclusion and belonging strategy, policy, procedures, practice and reporting on behalf of the trust board
- Ensure the trust board is fully aware of the legal requirements placed on it in relation to DEIB, particularly in relation to The Equality Act 2010
- Champion the principles of DEIB, ensuring that every pupil, staff member, and stakeholder feels valued, respected, and empowered to thrive in an environment that celebrates their unique identities and experiences.
- Promote equity and eliminating barriers to success, while also celebrating the rich diversity that enriches the Pioneer community.

The Link Governor will:

- Ensure that the Equality Objectives for Pioneer are being enacted and realised by school leaders at a local level
- Champion the principles of DEIB, ensuring that every pupil, staff member, and stakeholder feels valued, respected, and empowered to thrive in an environment that celebrates their unique identities and experiences.
- Ensure staff and pupils are confident about expressing their views and / or concerns relating to minoritised / marginalised groups
- Ensure achievement, attendance and progression rates are the same for pupils from minoritised / marginalised groups as their peers

The CEO / Headteacher will:

- Promote knowledge and understanding of the Equality Objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to the Board of Trustees and / or Local Committee (as appropriate)

All Trust and 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 and our schools are aware of their obligations under the Equality Act 2010 and comply with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. These include but are not limited to our Mutual Respect at Work – Code of Practice, Staff Code of Conduct and Safer Recruitment Policy.

Staff and governors are regularly reminded of their responsibilities under the Equality Act 2010, for example during meetings. Where this has been discussed during a meeting, it is recorded in the meeting minutes.

The Trust has a designated member of staff for monitoring equality issues. They regularly liaise regarding any issues and make executive leaders, 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 2010, the Trust and schools aim to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which 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 / schools will:

- Collate 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)
- Collate further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The Trust and schools aim 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 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 Pioneer Parliament 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 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 / schools ensure they have due regard to equality considerations whenever significant decisions are made. This is facilitated through the appropriate use of Equality Impact Assessments.

The Trust / schools always consider 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 trust keeps a written record (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 stored electronically with the completed risk assessment.

8. Equality objectives

The following Equality Objectives mirror the strategic priorities as outlined in the Trust's Strategic Development Plan 2024-2030. Diversity, equity, inclusive and belonging permeates Pioneer Educational Trust's approach, policies and processes. We are cohesively diverse, demonstrate allyship and seek to consciously liberate through an exceptional education and being a great place to work. As such, all

Objective 1: *By 2030, we have embedded effective governance, including link trustee and local governor roles, to deliver exceptional governance meeting our ambitious strategic priorities set in line with our charitable objects and equality objectives.*

Why we have chosen this objective: To deliver our strategic priorities informed by our commitment to DEIB. To increase diversity on our workforce and support colleagues identifying with a particular protected characteristic. To create a safe space and sense of belonging.

To achieve this objective we plan to:

- Deliver an ambitious and thoughtful People Strategy to achieve a higher level of diversity on the Pioneer workforce
- Further embed flexible working policy and strategy
- Develop policies and practices to support colleagues who identify as neurodiverse

Objective 2: *By 2030, we have introduced our Pioneering Leadership Academy delivering exceptional leadership development for all, with a robust focus on providing leadership development (horizontal and vertical) to underrepresented groups in educational leadership. .*

Why we have chosen this objective: To increase diversity in leadership positions. To provide a comprehensive programme of leadership development that meets the needs of individuals and groups.

To achieve this objective we plan to:

- Develop and provide access to a range of leadership development opportunities for colleagues from under-represented groups in educational leadership

Objective 3: *By 2030, we have provided CPDL to staff and embedded anti-racist practices that underpin our DEIB and anti-racist work so that our staff practise equality, embrace diversity and value inclusion within our trust and wider community, and pupils have received a thorough education in anti-racism.*

Why we have chosen this objective: To ensure that all colleagues have a thorough knowledge and understanding of DEIB and their role in DEIB. To ensure that all pupils have a thorough knowledge and understanding of DEIB, in particular anti-racism, and their role in DEIB.

To achieve this objective we plan to:

- Provide a programme of CPDL that underpins our DEIB and anti-racist work that includes foundational learning for all and additional professional development opportunities
- Provide a programme of personal development on anti-racism for pupils from 3-18
- Embed behavioural strategies and processes to ensure that pupils are able to speak out against racism, and receive re-education where required

Objective 4: *By 2030, we have delivered high quality digital systems and services that enable inclusion and build belonging.*

Why we have chosen this objective: To ensure that provision meets the needs of pupils with special educational needs promoting inclusion and improving outcomes.

To achieve this objective we plan to:

- Provide digital tools that enable impactful adaptations for those with SEND
- Provide inclusive digital networks and services to enable access to the highest quality teaching, irrespective of location (including from home)
- Provide all pupils with SEND with personalised learning as standard

Objective 5: *By 2030, we have developed Pioneer's alternative provision to provide inclusive pastoral support*

Why we have chosen this objective: To support pupils' pastoral needs, in particular where pupils may have a special educational need or belong to a group overrepresented in suspension and exclusion figures. To reduce suspensions.

To achieve this objective we plan to:

- Develop and introduce an Alternative Provision at Pioneer Educational Trust that meets the diverse needs of the pupil body.

9. Monitoring arrangements

This document will be reviewed by the Trust Board at least every 4 years.

This document will be approved by the Trust Board.

10. Links with other policies

This document links to all relevant policies.