

# ATTAIN ACADEMY PARTNERSHIP



## **Equality Information and Objectives Policy**

**July 2026**

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This policy sets out our approach to equality and the equality objectives for Attain Academy Partnership (herein referred to as the Trust).

Section 8 sets out the equality objectives for 2026-2030

## 1. Aims

Our Trust aims to meet its 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

Our Trust aims to promote respect for difference and diversity in accordance with our values. We would like all members of Attain to become:

- Ambitious, capable learners who are resilient and independent
- Enterprising, creative contributors who have a real love of learning
- Ethical, informed citizens who value differences and inclusivity
- Healthy, confident individuals who contribute to a mutually supportive environment

## 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 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](#).

This document also complies with our funding agreement and articles of association.

## 3. Roles and responsibilities

### 3.1 The board of trustees

The board of trustees will:

- Ensure that the equality information as set out in this statement is published and communicated throughout the Trust, including to local governors, 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 and local governing body.

### **3.2 The local governing bodies**

The local governing bodies will, for their schools:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full board of trustees regarding any issues

### **3.3 The Headteacher**

The headteacher will, for their school:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

For the purpose of this policy Headteacher refers to both Headteacher and Head of School.

### **3.4 All staff across the Trust**

All staff across the Trust 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.

Trustees, local governors and all staff 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.

Each school has a designated member of staff for monitoring equality issues. They regularly liaise regarding any issues and make senior leaders and local 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 which are connected by 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
- 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 activities)

### **5.1 Publishing information about pupils**

In fulfilling this aspect of the duty the Trust will, for every school:

- Publish attainment data for each school each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above 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 prejudice-related bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our pupils

Relevant information about each school will be published on their individual websites.

### **5.2 Publishing information about staff**

In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics. As a Trust, we will publish information to show:

- The make-up of our workforce, with breakdowns of staff with different protected characteristics
- Gender pay-gap reporting and other pay equality issues

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may suppress some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

## 6. Fostering good relations

The Trust 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 the 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 may be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Making sure schools work with their local community. This includes each school 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 each school. For example, school councils have representatives from different year groups and are formed of pupils from a range of backgrounds. All pupils are encouraged to participate in their schools' activities, such as sports clubs. Schools also work with parents to promote knowledge and understanding of different cultures
- Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop how they implement their approach

## 7. Equality considerations in decision-making

The Trust ensures it has due regard to equality considerations whenever significant decisions are made.

In all of our schools, we will 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 all pupils irrespective of their gender
- Is accessible to pupils with specific SEND or medical needs

## 8. Equality objectives

From September 2026 the Trust will set trust-wide objectives.

**Objective 1 — Develop pupil voice, verbal reasoning and self-regulation so pupils from all backgrounds can advocate for themselves, reflect on their learning and improve self-esteem.**

- Rationale
  - Pupil voice and self-regulation reduce inequalities in participation, behaviour sanctions and attainment; verbal reasoning particularly narrows disadvantage for EAL and low-income pupils.

**Objective 2 — Ensure teaching is consistently aligned to a clear, needs-driven curriculum that secures foundational knowledge and closes emerging gaps for pupils with protected characteristics and disadvantage.**

- Rationale
  - High-quality universal teaching is the primary equality lever. Curriculum clarity plus responsive classroom practice reduces the need for off-curriculum interventions and narrows gaps for disadvantaged, SEND and EAL pupils.

**Objective 3 — Maintain focus on improving attendance, especially for persistent absentees, through sensitive, inclusive practice and multi-agency support.**

- Rationale
  - Attendance is an equality issue: persistent absence disproportionately affects disadvantaged, SEND and some ethnic groups. A sensitive, strengths-based approach preserves trust with families and safeguards vulnerable pupils.

## 9. Monitoring arrangements

- The Trust Strategic Lead will update the equality information we publish, described in section 5 at least every year.
- This document will be reviewed by the board of trustees and CEO at least every 4 years.
- Equality objectives will be reviewed by the trust every four years
- This document will be approved by the board of trustees.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Trust Improvement Plan
- SEND Policy

**For staff use only**

Click [here](#) or scan the QR code to confirm you have read the policy.

