



Venn Academy Trust

Equality information and objectives policy

New trust wide policy in line with statutory requirements

1	Summary	Equality information and objectives policy	
2	Responsible person	Deputy CEO	
3	Accountable SLT member	CEO	
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff	
5	Who has overseen development of this policy	Venn Executive Team	
6	Who has been consulted and recommended policy for approval		
7	Approved by and date	Board of Trustees – 25.03.25	
8	Version number	1.0	
9	Available on	Trust website Academy website SharePoint	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)		
11	Disseminated to	<input checked="" type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff	
12	Date of implementation (when shared)	April 2025	
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N	

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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.

Together we will...

Pioneer to provide a curriculum of the highest standards with a clear international dimension to **meet every pupil's needs**.

Inspire **all** our young people to become resilient learners who embrace excellence and challenge to become confident and courageous learners.

Achieve the **highest standards with progress** that enriches pupils' personal development.

Collaborate with our families and communities to place **every young person** at the heart and to serve them well.

Create a culture where **all** our students of all abilities are equally welcome and supported to achieve their full potential.

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 (CEO).

3.2. The CEO

The CEO will:

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

3.3. The designated member of staff for equality

Amraz Ali, the Deputy CEO is the designated member of staff for equality and will, for:

- Support the trust in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Report to the board of trustees to raise and discuss any issues
- Support the trust in identifying any staff training needs, and deliver training as necessary

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.

Each school has a designated member of staff for monitoring equality issues. This may be the principal. 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 (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)

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 homophobic or transphobic 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 Analysing 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 review and consider 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
- Recruitment and retention rates for staff with different protected characteristics
- Applications for flexible working and their outcomes for staff with different protected characteristics
- Applications for learning and development opportunities and their outcomes for staff with different protected characteristics
- Grievances and disciplinary issues for staff with different protected characteristics
- Policies and programmes in place to address equality concerns from staff
- Information from staff surveys

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 will 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

The academy keeps a written record (known as an 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 completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Given the context of our academies and our large proportion of specialist settings our equality objectives focus on disadvantaged pupils and pupils with special needs. We are committed to ensuring that all pupils, regardless of their background or ability, have equal access to quality education, achieving progress in line with their potential, and implementing targeted interventions to address specific needs. Across the trust we will work towards:

Closing the attainment gap:

Actively identifying and addressing the gap in achievement between disadvantaged pupils and their peers, including those with special educational needs (SEN).

Targeted interventions:

Providing tailored support programs and interventions for disadvantaged pupils and students with SEN, based on individual needs assessments.

Early identification and support:

Early screening and identification of potential learning difficulties or disadvantages to ensure timely intervention.

Accessible curriculum:

Designing a curriculum that is accessible to all students, including those with SEN, through differentiation and appropriate adaptations.

Positive relationships with families:

Building strong relationships with parents and carers of disadvantaged pupils and students with SEN to provide support and guidance.

Staff training:

Ensuring all staff are well-trained in inclusive practices and understand the specific needs of disadvantaged pupils and students with SEN.

Data analysis and monitoring:

Regularly monitoring the progress of disadvantaged pupils and students with SEN using data to inform interventions and adjustments.

Positive school culture:

Fostering a positive and inclusive school climate where all students feel valued and supported.

At individual academy level there may be more specific equality objectives such as:

- To increase the proportion of disadvantaged pupils achieving at or above expected standards in key assessments.
- To ensure all pupils with SEN have access to appropriate support and make good progress in line with their individual needs.
- To develop a targeted approach to supporting pupils from vulnerable backgrounds with their attendance and engagement in school.
- To provide training for staff on strategies to effectively support pupils with SEND in the classroom.

9. Monitoring arrangements

The CEO will update the equality information we publish, described in sections 4 to 7 above, at least every year.

This document will be reviewed by board of trustees at least every 4 years.

School specific equality objectives will be reviewed by principal every 4 years.

This document will be approved by board of trustees.

School-specific equality objectives will be approved by local governing body.