Equality objectives

2026–30

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Aims

Pele Trust and each academy aim to meet their equality obligations by giving due regard, in every relevant function and decision, to the need to:

1. Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by or under the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it
3. Foster good relations across all characteristics – between people who share a protected characteristic and people who do not

The Equality Act 2010 identifies nine protected characteristics. In relation to pupils, age and marriage and civil partnership are not protected characteristics under the schools provisions in Part 6. For the PSED, marriage and civil partnership is relevant only to the need to eliminate unlawful discrimination; the Trust's wider duties as an employer continue to apply.

1. age
2. disability
3. gender reassignment
4. marriage and civil partnership
5. pregnancy and maternity
6. race
7. religion or belief
8. sex
9. sexual orientation

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 and Public Authorities) Regulations 2017, which require academies to publish information demonstrating compliance with the PSED at least annually and to publish one or more specific and measurable equality objectives at least every four years.
- Pele Trust's Funding Agreement and Articles of Association; the UK General Data Protection Regulation and Data Protection Act 2018; and the Worker Protection (Amendment of Equality Act 2010) Act 2023.

- This document also takes account of DfE Equality Act advice for schools; the Government's 2023 PSED guidance; EHRC technical guidance for schools and on the PSED; the EHRC Services, Public Functions and Associations Code of Practice 2026; Keeping Children Safe in Education 2026; and the revised statutory RSHE guidance in force from Sept 1, 2026 . The Trust will keep this document under review as guidance and legislation change.

Roles and responsibilities

The Trust will:

- Ensure that each academy publishes accessible information demonstrating PSED compliance, updates that information at least annually, publishes one or more specific and measurable equality objectives at least every four years, and reports progress against the objectives each year.
    - This information will be communicated to staff, pupils and parents/carers
    - Review progress at least annually and revise objectives sooner where evidence or circumstances justify it; no more than four years will pass without publication of new objectives.
- Retain board accountability for the PSED. Operational monitoring may be assigned to the CEO and headteachers, but the duty to give due regard remains with each decision-maker and cannot be delegated.

Academy Committees will:

- Familiarise themselves with all relevant legislation and the contents of this document
- Identify equality training needs, record them and ensure prompt, proportionate action is taken to address them.
- Appoint a link Academy Committee member with a focus on Equality
- The link AC member will:
    - Meet with the designated member of staff for equality at regular intervals and at least twice in an academic year
    - Meet with other relevant staff as required
    - Provide an annual written report to the Academy Committee

The Headteacher will:

- Ensure that the importance of equality and diversity is given a high profile and regularly reinforced to staff and pupils

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Track and review the extent to which the school is successful in meeting the objectives
- Include a regular written update to AC members through the termly Headteacher Report
- Appoint a designated member of staff to support them in promoting knowledge and understanding of the equality objectives amongst staff and pupils

The designated member of staff for equality will:

- Meet with the equality link whenever required and at least twice per year
- Provide support in identifying staff training needs
- Make arrangements for staff training and/or AC member training as appropriate

All staff are expected to have regard to this document and to work to achieve the objectives as set out.

Eliminating discrimination

The Trust must prevent and respond to direct and indirect discrimination, discrimination arising from disability, failures to make reasonable adjustments, harassment and victimisation. For disabled pupils, the reasonable-adjustment duty is anticipatory and includes auxiliary aids and services where reasonable.

As an employer, the Trust must take proactive reasonable steps to prevent sexual harassment; the strengthened requirements due to take effect on Oct 30, 2026 will be incorporated into employment policies and risk controls.

To ensure that the importance of equality is given a high level of importance, we will take regular and appropriate opportunities to reinforce this, including:

1. Policies and procedures
    a. Where relevant, these will highlight the need to ensure equality and avoid any potential discrimination
2. Headteacher Reports (termly)
    a. There will be a discrete section for feedback on how the school is meeting its equality objectives

3. Staff induction and training
    a. All staff including Directors and Academy Committee members will receive training on equality and diversity during their induction programme
    b. All Directors , Academy Committee members and staff will receive role-appropriate equality training at induction and refresher training at least every two years. Completion and impact will be recorded; additional training will be provided following legal change, identified risk or monitoring findings.
4. Meetings
    a. Stakeholders will be mindful of their legal duties under the Equality Act 2010 during meetings, seeking further advice and guidance where required
    b. Where this has featured in discussions, particularly during AC meetings, a record will be made

Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, Pele Trust aims to advance equality of opportunity by:

- Removing or minimising disadvantages experienced by people because of a protected characteristic, including people who share the protected characteristic of gender reassignment and disabled people.
- Taking appropriate and reasonable steps to meet the needs of people who have a particular characteristic, e.g. enabling students with disabilities full access to the curriculum
- Encouraging people who have a particular characteristic to participate fully in any activities, e.g. ensuring school activities are accessible to all students

In fulfilling this aspect of the duty, individual schools will:

1. Collect and analyse proportionate, accurate and lawful information about outcomes and experiences of relevant groups, including attendance, attainment, suspensions, participation, bullying and belonging, while avoiding publication that could identify individuals.
2. Analyse the above data to:
    a. Identify key issues or trends
    b. Take actions to address areas of concern
    c. Monitor the success of actions

3. Share with Academy Committees, proportionate evidence of actions and progress, using anonymised or aggregated information and suppressing small numbers where identification is reasonably possible.

Fostering good relations

Pele Trust aims to foster good relations between those who share a protected characteristic and those who do not share through:

- The curriculum
    - Promoting mutual respect and understanding of protected characteristics, different religions and beliefs, cultures and families through age-appropriate teaching, including RE and RSHE/PSHE, in line with statutory guidance and duties on political impartiality.
    - Other curriculum areas such as English, Geography, History and Languages will afford opportunities for our students to become more knowledgeable about other cultures and ways of life
- Assemblies and/or Collective Worship
    - Our assembly programme in schools will ensure that equality issues are addressed in a thoughtful and considered manner
    - Where appropriate, external speakers will be invited to support provision
- School visits
    - Organising school trips and activities based in and around the local community
- Potential student conflict
    - Dealing promptly and effectively with any tensions between different groups of students linked to protected characteristics.
- Student engagement
    - Schools will encourage all students to engage with activities on offer such as music and sports clubs
    - We will identify any barriers to participation based on protected characteristics and work to eliminate these

Equality considerations in decision-making

Pele Trust and its schools commit to paying due regard to equality considerations whenever significant decisions are made and will consider the potential impact of these decisions on particular groups. For example, when a school trip or activity

is being planned, each school will consider whether the trip:

- Is accessible to all students, including those with disabilities
- Caters for both boys and girls, including access to appropriate and equivalent facilities

For significant decisions, the decision-maker will consider equality implications before and during the decision, with an open mind and using sufficient relevant evidence. The school will keep proportionate contemporaneous records of the consideration and use a formal Equality Impact Assessment where significant equality effects are likely. The assessment is evidence of the process; it does not replace the legal duty.

- This will be recorded at the same time as the risk assessment when planning school trips and activities
- The record will be completed by the member of staff organising the activity and should be stored electronically with the completed risk assessment

Equality objectives

Pele Trust has agreed on the following equality objectives:

1. Objective 1: Governance and lawful decision-making.
    a. By Jul 31, 2027 100% of Directors, Academy Committee members, senior leaders and new staff will complete role-appropriate equality training; refresher completion will remain at 100% within each two-year cycle.
    b. From September 2027, 100% of sampled significant board and Academy Committee decisions will contain proportionate, contemporaneous evidence that equality implications were considered. (Evidence: training records and governance mins)

2. Objective 2: Reduce material inequalities in pupil outcomes.
    a. By Mar 31, 2027, every academy will use 2025/26 evidence to identify at least one material disparity affecting pupils who share a protected characteristic, approve a numerical 2030 outcome target and an action plan, and report progress annually.

b. By July 2030, each academy will meet its approved target or publish the evidence-based reasons and revised action. (Evidence: anonymised analysis of attendance, attainment, suspensions and other locally relevant outcomes.)

3. Objective 3: Accessibility and participation.
    a. By Jul 31, 2027, every academy will audit curriculum access, reasonable adjustments, its accessibility plan, educational visits and participation in extracurricular activities.
    b. All high-priority actions will have an owner, budget or resource decision and completion date; progress and overdue actions will be reported annually until July 2030. (Evidence: accessibility plans, participation analysis and completed-action records.)

4. Objective 4: Belonging and prevention of prejudice-based harm.
    a. From September 2026, every academy will use a consistent system to record and review racist, religious, disability-related, sexist, sexual-orientation-related and gender-reassignment-related bullying or harassment.
    b. By Jul 31, 2027, each academy will set a numerical 2030 target, informed by incident patterns and pupil voice, to reduce repeat incidents and/or improve a defined belonging measure; progress will be reviewed termly and published annually in an anonymised form to the Academy Committee. (Evidence: incident analysis, actions, pupil voice and survey results.)

Monitoring arrangements

The Trust Board and Academy Committees will receive regular, proportionate updates on progress. Equality information and progress against these objectives will be reviewed and published at least annually:

- Headteacher Reports (termly)
- Annual written report by the link Academy Committee member
- Verbal updates will be available to Academy Committees from the Designated member of staff (as required)

academic year. Following receipt of this report, Directors will review the provision and impact, identifying any action that needs to be approved.

Directors will review annual equality information and progress, and will approve new specific and measurable equality objectives no later than September 2030. Objectives may be revised sooner where evidence, consultation or legal change requires.

Links with other documents and policies

This document should be read with the following current documents and policies:

- Accessibility Plan
- Risk Register; Equality Impact Assessment process; SEND Information Report; Data Protection and Records Management policies; Staff Dignity at Work/Anti-harassment policy; RSHE policy; and Safeguarding/Child Protection policy
- School behaviour policy
- Anti-bullying policy

Key individuals for Equality

Pele Trust	**Designated member of staff**	**Pele Trust Director (Lead)**
	Kieran McGrane (CEO)	Marian Stromsoy
Ponteland Primary School	**Designated member of staff**	**Academy Committee Lead**
	Claire Johnson	Shivani Malhotra

Reviewed and updated:	1 September 2026
Next objectives refresh:	No later than September 2030 (annual information and progress update required)