CHILTERN LEARNING TRUST

SINGLE EQUALITY POLICY AND OBJECTIVES

2026-2028

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Legislative background - the Equalities Act 2010

The Equalities Act 2010 replaces all of the previous pieces of anti-discrimination law that have been introduced over the last forty years in Great Britain (for example, Race Relations (Amendment) Act 2000, Disability Discrimination Act 2005). The purpose of this new act is to consolidate and streamline the requirements whilst ensuring the protection of individuals from unfair treatment and promoting a fair and more equal society.

Previous equality duties involved schools producing separate policies and action plans for race, disability and sex. The new Equality Act introduces a single equality duty for all public sector organisations including schools, this is known as the 'Public Sector Equality Duty' (PSED). This duty requires all schools to show how they are meeting the aims of the Equality Act 2010 by giving 'due regard' to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

The Equality Act protects the same groups of people that were covered by previous equality legislation, but these groups are now referred to as 'protected characteristics'.

What do schools have to do?

Schools and other public sector organisations have two sets of specific duties which they must achieve to show that they are meeting their duty, they must:

- publish information which demonstrates their compliance with the duty to have due regard for the three aims of the general duty
- prepare and publish specific and measurable equality objectives which they will pursue over the coming years to achieve the three aims

School governing bodies should work closely with the whole school community to:

- Evaluate how well the school is already achieving the three aims of the general duty across all of the 'protected characteristics';
- Identify where there are gaps and prioritise these for actions identifying at least 3 measurable 'equality objectives' to focus on over the next 3 years;
- Develop a 'Single Equality Policy', detailing all protected characteristics, and making clear the school's responsibilities under the Act, its commitment and what it will do to achieve 'equality of opportunity' for the whole school community.

Schools will have to publish their initial information and objectives, and then will need to update the information at least annually and to publish objectives at least once every four years. Accessibility planning is a statutory duty and can be incorporated into a school's Single Equality Policy.

CHILTERN LEARNING TRUST SINGLE EQUALITY POLICY

This Equality Policy brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community.

Our vision for equality

The Trust welcomes a diverse community of staff and pupils. We seek to develop a community whose members value each other and contribute to the Trust's mission statement *'high achievement for all is our shared responsibility'.* Our aim is for an open, supportive environment where pupils and staff are given the support needed to realise their goals and aspirations. We seek to remove the barriers that prevent historically disadvantaged groups from realising their potential. We will treat all staff, pupils, visitors and applicants for employment equitably. No one will be accorded less favourable treatment because of age, disability, race, sex, sex reassignment, maternity and pregnancy, family circumstances, marital/civil partnership status, race, religious beliefs, sexual orientation or transsex status.

Our Public Sector Equality Duty

We welcome and actively embrace our legal responsibilities under the Equality Act 2010. The Public Sector Equality Duty requires us to pay due regard to the following:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010.

2. Advance equality of opportunity between people from different groups. This involves considering the need to:

    a. Remove or minimise disadvantages suffered by people due to their protected characteristics
    b. Meet the needs of people with protected characteristics
    c. Encourage people with protected characteristics to participate in public life or in activities where their participation is low.

3. Foster good relations between people from different groups. This involves tackling prejudice and promoting understanding between people from different groups.

We understand the principle of the Equality Act 2010 and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

Protected characteristics

A protected characteristic under the Equality Act 2010 covers the groups listed below:

- age (for employees but not with regard to the treatment of pupils or prospective pupils),
- gender reassignment
- disability
- race
- sex (including issues of transgender)
- sex reassignment
- maternity and pregnancy
- religion and belief,
- sexual orientation
- marriage and civil partnership (but only in respect of the requirement to have due regard to the need to eliminate unlawful discrimination in employment)

Meeting the general duties

The law requires us to demonstrate how we meet the general duties by:

- Publishing equality Information – to demonstrate compliance with the general duty across its functions (We will not publish any equality Information that can specifically identify any child)
- Preparing and publishing equality objectives
- Preparing and publishing planning activities

To do this we will collect data related to the protected characteristics and analyse the data to determine the focus of our equality objectives. The data will be assessed across the core provisions of the school:

- Planning, monitoring and evaluation
- Admissions
- Teaching and learning
- Learner support and guidance
- Staff recruitment, employment and development
- Accessible documentation
- Accessible site

Our equality objectives will detail how we will ensure equality is applied to the core provisions listed above. However, where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. Community cohesion is generally defined as ‘Working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and the wider community.'

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

The roles and responsibilities within our school community

We believe that promoting Equality is a school community responsibility:

School Community	Responsibility
Our Local Governing Body will:	● ensure that the objectives arising from the policy are part of the Trust's Strategic Intents ● support the Headteacher in implementing any actions necessary ● engage with parents and partner agencies about the policy
The Headteacher and Deputy Headteacher will:	● ensure that staff, parents/carers, pupils/students and visitors and contractors are informed about the Equality Policy ● oversee the effective implementation of the policy ● ensure staff have access to training which helps to implement the policy ● monitor the policy and report to the Local Governing Body annually on the effectiveness of the policy and publish this information ● ensure that the Leadership Team is kept up to date with any development affecting the policy or actions arising from it
Each Leadership Team including the central team will:	● have responsibility for supporting other staff in implementing this Policy ● provide a lead in the dissemination of information relating to the Policy ● with the Headteacher, provide advice/support in dealing with any incidents/issues linked to this Policy ● assist in implementing reviews of this policy
Each member of staff including the central team will:	● be involved in the implementation of the Policy ● be fully aware of the Equality Policy and how it relates to them ● understand that this is a whole school issue and support the Policy ● make known any queries or training requirements in a timely manner
Parents/ Carers will:	● have access to the Policy through a range of different media appropriate to their requirements ● be encouraged to actively support the Policy ● be informed of any incident related to this Policy which could directly affect their child
The Pupils will:	● be expected to act in accordance with the Policy ● be encouraged to actively support the Policy

Stakeholder consultation and involvement

We are committed to further develop our consultation to ensure annual involvement of staff, pupils and other relevant stakeholders in reviewing the progress of the Scheme and Action Plan. We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on the school's website and other mediums as identified by the Local Governing Body.

Monitoring and Review

Implementation, monitoring and review are the responsibility of our Trust's Executive Leadership Team and our Trustees who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

Equality objectives

We have developed 6 equality objectives:

Objective 1:	The Trust's commitment to equality is evident in its strategic and development planning.
Objective 2:	Barriers to participation are removed to enable all staff and pupils to play a full part in the life of their school.
Objective 3:	All staff and pupils are aware of their own and the school's responsibilities for advancing a culture of equality.
Objective 4:	Equality is reflected in our learning, teaching and assessment activities leading to an excellent pupil experience at each school.
Objective 5:	Our commitment to equality is reflected in behaviour and practices throughout each school.
Objective 6:	Our awareness and understanding of equality is increased through the analysis of data relating to staff and pupils and the findings used to improve our policies and practices.

Annex A: THE SINGLE EQUALITY ACTION PLAN FOR EACH SCHOOL WITHIN THE CHILTERN LEARNING TRUST

Objective 1: **The school's commitment to equality is evident in its strategic and development planning.**				
Actions	**Target Date**	**Evidence/Outcomes**	**Responsibility**	**Monitoring and Review**
a) Ensure that the school's commitment to equality and community cohesion is evident in its key strategies, policies and documents	Commitment to be included in Trust documents for 2024, 2025, 2026	● The school's commitment to equality is evident in the following key documents: ● CLTs Handbook ● CLT and individual School's Development Plans ● CLT and School's Prospectus / Website / Staff Handbook	Headteacher	Annually by LT and LGB
Objective 2: **Barriers to participation are removed to enable all our staff and pupils to play a full part in the life of the school.**				
Actions	**Target Date**	**Evidence/Outcomes**	**Responsibility**	**Monitoring and Review**
Ensure that the school's commitment to equality is evident in its admission procedures	Admission procedures for admission in 2024-26	● Admission procedures ● Diverse, non-stereotypical images in all marketing materials	Headteacher	Annually by LT and LGB
a) Ensure the Trust's employment policies and procedures are followed to provide a barrier-free environment for recruitment and retention of a diverse workforce	All policies are procedures are reviewed every two years (or as required)	● The Trust's Safer Recruitment Policy is consistently followed so all applicants are considered solely on their skills and abilities to do the job ● Each school follows the guaranteed interview scheme were all applicants who have a disability and meet the essential criteria for a role are invited for interview	Leadership Team	Annually by LT and LGB
b) Ensure that where practicable, all new and existing school buildings are accessible to all staff and pupils	Ongoing	● Planning documentation ● Wheelchair access wherever possible to all areas of the school ● Provision of footstools in science labs for pupils with disabilities	Leadership Team	Annually by LT and LGB

		● Provision of study / social space for pupils with disabilities ● Contractors working within Trust schools are aware of the school's expectations regarding equality		
Objective 3: **All our staff and pupils are aware of their own and the school's responsibilities for advancing a culture of equality.**				
Actions	**Target Date**	**Evidence/Outcomes**	**Responsibility**	**Monitoring and Review**
a) Provide a coherent learning experience for all pupils which enable them to understand others, value diversity, and participate responsibly in their communities	Ongoing	● Curriculum provision/documentation	Leadership Team	Annually by LT and LGB
b) Provide opportunities for pupils and their families to interact positively with people from different backgrounds which make a positive contribution to the school community	Ongoing	● Curriculum provision/documentation ● Provision of activities ● Assemblies involving members of different communities	Leadership Team	Annually by LT and LGB
Integrate appropriate forms of on-going training on equality and community cohesion issues into the school's staff development programme	Ongoing	● The school's staff development programme ● Training for new teachers in providing reasonable adjustments (e.g. handouts, board work, use of voice) and in how to approach the possible differences in learning needs ● Raised awareness of new staff of the range of disabilities and associated technical terms	Leadership Team	Annually by LT and LGB
Objective 4: **Equality is reflected in our learning, teaching and assessment activities leading to an excellent pupil experience at the school.**				
Actions	**Target Date**	**Evidence/Outcomes**	**Responsibility**	**Monitoring and Review**

Provide a broad and balanced curriculum that meets all pupils' needs	Ongoing	● Evaluation of the quality of the curriculum – its match to pupils' needs – and improvement over time	Headteacher	Annually by LT and LGB
a) Evaluate the quality teaching and its impact on the learning of all protected characteristic groups	Ongoing	● The school's own evaluations of the quality of teaching linked to the external evaluations correlate ● The views of pupils, parents and staff of the quality of teaching ● Analysis of pupil progress by subject, cohort, pupil group and teaching group ● The effective strategies for improving teaching: identifying and using best practice; monitoring and acting on the findings; coherent CPD (including coaching, training (inc Child Protection), mentoring, curriculum development, and tackling underperformance) ● Systematic performance management of all staff	Leadership Team	Annually by LT and LGB
Objective 5: **Our commitment to equality is reflected in behaviour and practices throughout the school.**				
Actions	**Target Date**	**Evidence/Outcomes**	**Responsibility**	**Monitoring and Review**
a) Ensure the systematic and consistent management of behaviour	Ongoing	● Policies and systems for managing behaviour, exclusions and attendance are followed ● Views expressed by pupils, parents, staff and governors about behaviour, bullying, safety, respect and courtesy are positive ● Behaviour evidence from lesson observations, 'learning walks' and off-site provision ● Overall and persistent absence and attendance rates for different groups of pupils are low ● Punctuality tracking as well as tracking of behavioural sanctions/rewards and evaluations of impact	Leadership Team	Annually by LT and LGB

		● Tracking of incidents of bullying and their resolution ● Tracking and evaluation of racist incidents ● Evidence of the impact of teaching about risk. ● Analysis and evaluation of incidents and breaches of IT protocols		
b) Ensure that all pupils are safe.	Ongoing	● Management of safeguarding arrangements, including safer recruitment and identifying pupils at risk or in need is in place ● Appropriate arrangements for child protection in each school ● Promoting safety through the curriculum. ● Positive engagement with parents and carers in supporting pupils' achievement, behaviour and SMSC	Leadership Team	Annually by LT and LGB
Objective 6: **Our awareness and understanding of equality is increased through the analysis of data relating to staff and pupils and the findings used to improve our policies and practices.**				
Actions	**Target Date**	**Evidence/Outcomes**	**Responsibility**	**Monitoring and Review**
a) Use performance data to monitor learner achievement and respond to variations between groups of pupils, subjects, courses and key stages, trends over time.	Ongoing	● Attainment and progress from historic exam/test results and comparisons with national standards and floor targets – last 3 years ● Attainment and progress of current pupils ● Attainment and progress of sub-groups of pupils, including by SEND, LAC, intake ability ● Attainment and progress in different subjects	Leadership Team	Annually by LT and LGB
b) Undertake an analysis of recruitment data and trends in regard to race, disability and any gender pay gap, and report on this to the Board of Trustees	Annually	● Data shows that a diverse and inclusive workforce has been recruited each year ● Gender pay gap improvement ● Exit interview data to be reviewed each year to identify any patterns/trends	Headteacher	Annually by LT and LGB