Children First Academy Trust

Equality Information and Objectives

Reviewed: February 2024

Review date: February 2027

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Individual School Action Plans and Objectives to be reviewed by the Local Governing Body annually.

Overview

The Children First Academy Trust believes that all children and adults, regardless of race, gender, disability or other protected characteristic as laid out in the Equality Act 2010, should be able to 'Thrive and Achieve Together' as stated in the vision statement of the Trust.

The Children First Academy Trust Equality Information, which is published, is agreed and reviewed every three years by the Trust Board and each school's equality objectives and action plan monitored annually by the relevant Local Governing Boards.

The Trust carefully considers all policies with respect to the impact on equality and the possible implications for pupils and staff with protected characteristics.

The protected characteristics covered by the Equality Act 2010 are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race – this includes ethnic or national origins, colour or nationality
- Religion or belief – this includes lack of belief
- Sex
- 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

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• 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 based on Department for Education (DfE) guidance 'The Equality Act 2010' for schools and complies with Children First Academy Trust's funding agreement and Articles of Association.

Aims

Children First Academy Trust recognises the need for objectives that reflect our priorities, ethos and values. Our core objectives are:

1. **Curriculum** - to take active steps to ensure our curriculum is inclusive in all areas and supports all learners.

2. **Culture and Behaviour** – to create an ethos across our Trust which promotes equality and diversity, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.

3. **Workforce and Governance Team** – to ensure that our workforce and governance team reflects our community at all levels. Ensure opportunities for employment, training and promotion are equally open to candidates from all groups.

Roles and Responsibilities

The Trust Board will:

- Ensure that the equality information as set out in this statement and the equality objectives set by each school are published and communicated to staff, pupils, parents and the community and that they are reviewed and updated at least once every three years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Local Governing Bodies (LGB) & Headteacher of each school.

The Chief Executive Officer will:

- Ensure EDI is a key component of the Trust's People Strategy
- Monitor success in achieving the Trust's objectives
- Ensure they are familiar with all relevant legislation and the contents of this document
- Support LGBs where required.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the relevant staff members to discuss any issues and how these are being addressed
- Attend & organise appropriate equality and diversity training as required
- Identify any staff training needs and deliver training as necessary
- Report back to the Local Governing Body regarding any issues
- Ensure that the school budget supports this policy
- Ensure all school staff have regard to this document and work to achieve the objectives
- Work with the LGB to develop an annual action plan
- Ensure actions identified on this action plan are address

The Local Governing Body will:

- Identify an Equality Link Governor
- Work with the Headteacher to develop the annual action plan
- Take responsibility for monitoring impact and progress against this action plan termly
- Record in the minutes of LGB meeting progress and impact against the yearly action plan
- Raise any concerns or issues with the Trust representative

Eliminating Discrimination

The Trust and its schools are aware of their obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our forms include reference to the importance of avoiding discrimination and other prohibited conduct.

Equality Objectives

As set out in the DfE guidance on the Equality Act, each school will set its own appropriate objectives to advance equality of opportunity by:

• Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have

• 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

In fulfilling this aspect of the duty, the school will:

• Publish 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

• Gather further data about any issues associated with particular protected characteristics, identifying any issues which could affect its pupils

These objectives will be made available on each school's website.

Monitoring arrangements

Children First Academy Trust's Central Team will ensure that the equality information is published on its websites and is compliant with expectations outlined in this document.

The LGB's Equality Governor will visit each school termly and monitor impact against the school's action plan.

The CEO will report LGB's finding to the Education and Standards Committee and support LGB's where required.

The Education and Standard Committee will report to the Trust's Board

Linked documents:

- **Safeguarding Policy**
- **Behaviour Policy**
- **Prevent Policy**
- **RSHE Policy**
- **RSHE Curriculum**

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Appendix A:

Equalities Objectives Action Plan

Date completed: September 2025	Reviewed date: September 2026	Renew Date: September 2027	Equality Governor:

Objective	Success Criteria	Person Responsible	Actions	Impact 2023 - 2024
Curriculum				
To ensure children with SEND make excellent progress throughout the school compared to national figures.	Improved progress for all children on the SEND register	SENDCO DHT	· ensuring that IEPs for children on SEND register are effective in supporting learning · monitoring the work of children with EHCPs to ensure progress is evident · the Inclusion Team monitoring access for children with SEND and supporting teachers to ensure inclusion is effective - providing bespoke training for LSAs and class teachers	Monitoring indicates that all children on the register are supported in their learning. Bespoke CPD for staff as needed. All children are included in the whole class learning.
To ensure that Sex and Relationship Education recognises diverse family structures.	Pupils and staff recognise that families are made from a range of gender and sexual orientations.	SLT Coordinator	-Ensure all staff respond appropriately to questions raised by children -Update and monitor the impact of the RSE curriculum -Promoting a positive and inclusive school ethos through promoting values and cultural capital by celebrating diversity within the community. - Work with parents to understand the law and expectations of the curriculum.	Information presentations for each year group were reviewed and standardised. Staff confident in delivering presentations to families and curriculum to children. Programme delivered as per timetable. Pupils reassured by class staff. Assemblies linked to the RSHE curriculum.
Culture & Behaviour				

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To ensure that all groups of pupils have good attendance through positive links within the community in order to increase engagement in learning towards improved progress	Overall improved attendance with better engagement from the Romanian and Bulgarian communities.	DHT EWO Attendance Officer	- to forge links with the community through information meetings and events - engaging the Romanian and Bulgarian communities by offering support through home visits and ECP projects - to encourage parents within underachieving ethnic groups to become more involved in their child's learning through specific interventions/groups	Raise the profile of community events via emails shared with parents. ECP projects promoted to parents. Regular meetings with key parents around attendance and the difficulties they face around this. Bulgarian support working, meeting with parents on a regular basis, supporting understanding of academic needs, attendance, and parental involvement.
To ensure that all children recognise their responsibility to respect each other, regardless of background, religion or race and to prevent any kind of extremist ideas or language being used or promoted within the school or the wider community	Continued zero tolerance on extremist behaviour with nil returns on termly reporting.	SLT Inclusion Team	- annual PREVENT training for staff and governors · Ensuring everyone is able to recognise and report potential signs of radicalisation or extremism · PREVENT Workshops for children in years 5 & 6 to help understand the issues around radicalisation and extremism · Promoting a positive and inclusive school ethos through promoting values and cultural capital by celebrating diversity within the community through assemblies and events.	Class discussion is well-established in the school. Assemblies reflect school values. Faiths and festivals are celebrated through assemblies and class activities House captains this year have been instrumental in improving school life. Eco Council successfully keeps global issues alive.
Workforce & Governance				
To ensure all staff feel supported by line managers when dealing with challenging situations.	TEP survey reflects that staff feel supported by line managers	SLT	regular feedback from staff (TEP) when necessary supervision lead by a member of the inclusion team post incident	New Objective

			line managers to have set times available to discuss emerging problems line managers to support staff to find solutions	