

Chorus Education Trust

Equality Information and Objectives

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Related documents:	Funding Agreement, Articles of Association, Equality Impact Assessment, Accessibility Plan, Risk Assessment, Improvement Plan, SEND Report, Behaviour Policy



Version control

Version	Section	Amendments	Date ratified:	Author name and job title
1.0	Whole document	New policy	December 2024	A Allen, COO
1.1	Version control 3.1 5	Added version control table Added board delegates responsibility to CEO who in turn delegates to schools. Made it clear in wording policy also applies to staff	Dec 2025	A Allen, COO

Contents

1. Aims	4
2. Legislation and guidance.....	4
3. Roles and responsibilities	4
4. Eliminating discrimination	5
5. Advancing equality of opportunity.....	5
6. Fostering good relations.....	6
7. Equality considerations in decision-making	7
8. Equality objectives	7
9. Monitoring arrangements	7

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 and vision.

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, who in practice delegates them to the headteacher and local governing body for each school

3.2 The local governing bodies

The local governing bodies will, for their schools:

- Discuss any issues raised by the headteacher 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

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.

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 or staff 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, enabling staff to take religious observance leave)
- 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, encouraging all staff to take part in all aspects of school life)

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 are performing
 - Review 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
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

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:

- 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, individuals 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 trust or school 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 significant changes in our schools:-

8. Equality objectives

We are committed to ensuring equality across our schools and within our work environment. We set equality objectives at least every four years, and publish data on our progress towards these annually. Our equality objectives are an essential part of promoting equality across the Trust, for both our pupils and staff. By consolidating and setting our objectives, we can bring focus and embed these through each of our Strategic Pillars.

Each objective is set and reviewed at a Trust level, with input from our schools to ensure they are relevant and meaningful to the communities we serve. This signals our collective commitment to equality while recognising difference and diversity within our Trust.

- We aim to build an inclusive culture trust wide, which values and respects diversity, where everyone can achieve their potential. As an employer we are also committed to becoming accredited as an inclusive employer.
- We will continue to build and develop our relationships with stakeholders, the public and our communities including those that represent groups with protected characteristics, to develop our understanding of diversity inside of and outside of the trust.
- We will improve the understanding of the Public Sector Equality Duty to support better policy development, decision making and improve the lived experience of our staff and pupils.
- We aim to improve our employment and educational approach to the Public Sector Equality Duty to ensure it is clear throughout our processes, how we have paid due regard to the Public Sector Equality Duty.
- We will build senior engagement trust wide to highlight and promote the importance of equalities and encourage staff to recognise and positively address equality issues.

9. Monitoring arrangements

The COO will update the equality information we publish, described in sections above, at least every year.

This document will be reviewed by the Executive Team at least every 4 years.

This document will be approved by the board of trustees.