



The Athelstan Trust

EQUALITIES POLICY

Date of Review	Approved by	Date of Approval	Next Review Date	Website
Mar 2024, Mar 25, Mar 26	Board	19 th March 2026	March 2027	Y

Please note that individual schools will complete their specific Equality information in Appendices 2 and 3 of this document: the completed version for individual schools can be found on the school website.

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	5
7	Equality Considerations in Decision-Making	6
8	Equality Objectives	6
9	Monitoring Arrangements	6
10	Links with Other Policies	6
	Appendix 1	7
	Appendix 2	8
	Appendix 3	10

1. Aims

The Athelstan Trust (the 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 (for details of protected characteristics - see *Appendix 1*)
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

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 / academies 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 the Trust's funding agreement and articles of association.

3. Roles and responsibilities

3.1 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 governors, staff, pupils and parents / carers.
- Ensure that the published equality information is updated at least every year.
- That the objectives are reviewed and updated at least every four years.
- Delegate responsibility for establishing and achieving of objectives in each school on a daily basis to the headteacher and delegate responsibility for monitoring progress of the objectives to the Local Governing Boards.

3.2 The Local Governing Boards (LGBs) will:

- Meet regularly with the Headteacher / Head of School or designated member of staff for equality and other relevant staff members to discuss any issues and how these are being addressed.
- Ensure they are familiar with all relevant legislation and the contents of this document
- Monitor progress of the school's Equality Objectives as set out in *Appendix 3*
- Attend appropriate equality and diversity training
- Report back to the Board of Trustees regarding any issues.

3.3 The headteacher will:

- Monitor the achievement of the objectives
- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors.

3.4 If a school has a designated member of staff for equality, they will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils.
- Meet with the governors on a regular basis to raise and discuss any issues.
- Support the Headteacher in identifying any staff training needs, and deliver training as necessary.

3.4 All staff

All school staff are expected to have regard to this document and to work to achieve the objectives referred to in section 8 and set out in Appendix 3.

All staff are required to complete EDI training via the National College on an annual basis.

4. Eliminating Discrimination

The Trust is committed to eliminating discrimination and is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, Trust policies include reference to the importance of avoiding discrimination and other prohibited conduct. When Policies are reviewed, they will be considered through the lens of equalities. This particularly applies to the Policies listed below.

Trustees, 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.

Equalities training will be provided as appropriate to the individual role: all new staff will receive equalities training as part of their induction. In particular, the Equalities training needs of SEN staff, Curriculum Leads, CPD leads and staff involved in recruitment will be considered by schools. In addition, the Trust considers it good practice for all training to be considered through the lens of equalities: this helps to embed it throughout the work of the schools.

Each school has a designated member of staff for monitoring equality issues, and an equality link local governor. 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.
- Taking steps to meet the particular needs of people who have a particular characteristic.

School specific details as to how they will advance equality of opportunity can be found in Appendix 2.

5.1 Publishing information about pupils

Every school in the Trust will:

- 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.

- 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 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:

- The make-up of our workforce, with breakdowns of staff with different protected characteristics
- 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, 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 and 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.
- Requiring schools in the Trust to implement measures to further foster good relations. See Appendix 2.

7. Equality Considerations in Decision-Making

The Trust and its schools ensure they have due regard to equality considerations whenever significant decisions are made. Equality Impact Assessments will be completed where appropriate.

For details of how individual schools consider the impact of significant decisions on particular groups – see Appendix 2.

Trust Policies including our HR Policies, SEND Policies and Curriculum Statement, establish our working practices for considering Equalities. These Policies are regularly reviewed by Trustees.

8. Equality Objectives

The Trust expects each school to set their own objectives depending on their circumstances and context, whilst keeping in-line with the Trust's overall approach to equality set out in this Policy.

Individual schools Equality Objectives are set out in Appendix 3.

9. Review

This Policy will be reviewed by the Board of Trustees annually.

Schools are required to review the information set out on appendix 2 and appendix 3 on an annual basis.

10. Links with Other Policies

This document links to the following policies:

- Accessibility plan
- Curriculum Statement
- HR (including Recruitment) Policies
- SEND.

Appendix 1

The Protected Characteristics as set out in [The Equality Act 2010](#) are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation.



Appendix 2 - School Specific Equality Information

Name of School: Chipping Sodbury School

Eliminating Discrimination in Our School

We work to eliminate discrimination in the following ways:

- Staff and governors 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.
- New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training when appropriate to their role.
- The school has a designated member of staff for monitoring equality issues. They regularly liaise with the governors regarding any issues and make them and senior leaders aware of these as appropriate.

Advancing Equality of Opportunity

As set out in the DfE guidance on the Equality Act, we aim to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected by 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.

Fostering Good Relations

We aim to foster good relations between those who share a protected characteristic and those who do not share it by:

- Placing our core value of RESPECT at the heart of our school.
- Exposing our students to a wide range of diverse voices and perspectives across our curriculum.
- Ensure students from all backgrounds are given a voice and platform in school leadership opportunities.
- Working with external agencies to promote positive relationships within community and provide bespoke support to encourage this.
- Embody a 'zero tolerance approach' to anti equality behaviour.
- Ensure restorative conversations are used to rebuild relationships when they break down.

Equality Considerations in Decision-Making

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 students with disabilities.
- Has equivalent facilities for all students regardless of gender.

Where appropriate, we keep 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.

Reviewed by the Headteacher: 10th June 2025



Appendix 3 – School Equality Objectives

Chipping Sodbury School Equality Objectives

Objective 1: To promote an ethos and culture in the school in which everyone is respected as individuals

Why have we chosen this objective:

Our core value of RESPECT should be at the heart of our school and in ensuring this is the case .

To achieve this we plan to:

- Promote and celebrate this core value through our assemblies’ programme, tutor times and through reward points in lessons.
- Use student leadership to explore opportunities for further celebration and exploration of diversity and inclusivity.

Progress we are making towards achieving this objective:

Regular student voice has been established that will track key elements of this objective and identify where we can continue to make progress.

Objective 2: To continue to close the attainment gap for students with special educational needs and disabilities

Why have we chosen this objective:

The attainment of vulnerable students, including both PP and SEN students is lower than that of their peers although this is narrowing. We must ensure this remains a focus moving forwards.

To achieve this we plan to:

- Continue to look at Adaptive Teaching through CPD to ensure all students receive high quality teaching.
- Look to address barriers for students such as access to resources etc through bespoke support.
- Ensure our deployment of academic mentoring is targeted and that impact is tracked.

Progress we are making towards achieving this objective:

Current progress data suggests the gap is narrowing

Objective 3: To ensure students are exposed to a rich and diverse curriculum across all subjects

Why have we chosen this objective:

In order for students to be ambitious and aspirational it is crucial that they can engage with a curriculum that speaks to them and reflects life in modern Britain.
It is also important that students are exposed to a wide range of voices and perspectives in their curriculum to allow them to develop an appreciation of others.

To achieve this we plan to:

- Continued focus on reviewing and designing our curriculum to be as relevant and reflective as possible.
- The CSS curriculum is underpinned by the CSS-curriculum-pillars, one of which is **entitlement and engagement**.
- Regular student voice will ensure our curriculum engages all stakeholders.

Progress we are making towards achieving this objective:

Curriculums are reviewed continually and leaders engage with every opportunity to showcase and embed opportunities for inclusion within their curriculum areas.

Reviewed by the Headteacher: June 10th 2025