



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.

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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: Charter Primary 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:

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 pupils with disabilities
- Has equivalent facilities for all pupils 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 March 2026

Appendix 3 – School Equality Objectives

Charter Primary School Equality Objectives

Objective 1: SEND Pupils and the link with Poverty

Why have we chosen this objective:

This school is aware that there is a strong link between poverty and disabilities that negatively impact on educational attainment. Children from low-income families are more likely than their peers to be born with inherited special educational needs and disabilities (SEND), are more likely to develop some forms of SEND in childhood, and are less likely to move out of SEND while at school. Also, children with SEND are more likely than their peers to be born into poverty, and, in addition, more likely to experience poverty as they grow up.

To achieve this we plan to:

Charter Primary has made the achievement of pupils with SEND a whole school priority and is supported with expert advice from our SEND education specialists. Charter School also knows that a strong partnership with parents/carers is important, and will continue to work collaboratively to support parents/carers as they seek to provide their children with a stimulating home-learning environment. Our development plan focuses on continued improvement of parental engagement.

Progress we are making towards achieving this objective:

We have a pastoral support manager in place who supports our families with sign posting and parenting support. We have also been working on engaging parents through workshops and parental voice with forums such as SEND and school improvement. Parents are invited in for phonics workshops and can attend lessons alongside their children.

Objective 2: Sex (Gender) – Disadvantaged learner achievement gap

Why have we chosen this objective:

The underachievement of disadvantaged compared with non-disadvantaged learners persists both nationally and in Wiltshire across all areas of learning. Much of the gap is attributable to the fact that disadvantaged learners have lower levels of language and attention at age five.

To achieve this we plan to:

This school knows that intervention targeting early language and attention have potential for improving outcomes for all children. Charter school has adopted the SHREC approach to interaction across the school and NELI in EYFS which tackles language deficit and helps children become more successful readers and writers. Our children are assessed on entry to school for speech and language and those requiring it are given specialist support.

Progress we are making towards achieving this objective:

We took part in the cracking communication project run by Wiltshire council in conjunction with the EEF last academic year. This has been a springboard for further work on use of SHREC as a model for all interactions both inside and outside the classroom. There has been some in initial CPD on the use of SHREC for all staff so far this year with further work planned on development We have trained 2 TA's in the delivery of Nuffield Early Language Intervention (NELI) for pupils in EYFS.

Objective 3: Mental health and well-being (Disability and SEND)

Why have we chosen this objective:

This school has decided that one of our Equality Objectives will address pupil mental health and wellbeing as part of our commitment to preventing mental health difficulties that may start in childhood, but have a greater impact in adult life. This includes understanding trauma informed practice which is integral to our work.

To achieve this we plan to:

Ensure that the behaviour policy is known and understood by all stakeholders and that it is applied consistently across the school.

We aim to ensure that all children can access ELSA support and emotional wellbeing support as required including referrals to external agencies

We are working to ensure that all children access and use the my happy mind programme effectively and that this is shared with parents as a tool for support.

Progress we are making towards achieving this objective:

The school has a trauma informed approach to behaviour as set out in the behaviour policy. We use restorative conversation as a strategy for this. Further CPD with all stakeholders is needed to ensure that this is embedded consistently throughout the school.

We are also working to ensure that all children can access ELSA support when needed in both the mainstream and the Resource base.

**Reviewed by the Headteacher: Mrs Sarah Flack
March 2026**