



Thomas Ashton
Equality and Objectives Policy

POLICY IMPACT ASSESSMENT				
If this is a new policy complete Sections 1, 2 and 3 and then submit. If this is not a new policy please complete all sections.				
Section 1 – Policy Detail				
Name of Policy Reviewer				
Date of this impact review				
Is this a new policy?	Yes	☐	No	☐
Section 2 - Policy requirement			Tick as appropriate	
Statutory (required by law)	Yes	☐	No	☐
Mandatory (required by the Trust)	Yes	☐	No	☐
Mandatory (required by the School)	Yes	☐	No	☐
Voluntary	Yes	☐	No	☐
Section 3 - Policy development / review cycle			Tick as appropriate	
Has this policy been subject to the policy development cycle? (Appendix B)	Yes	☐	No	☐
Has this policy been referenced with the policy decision tree? (Appendix A)	Yes	☐	No	☐
Does this policy follow the agreed template headings (Appendix C)?	Yes	☐	No	☐
Has the equality impact assessment form been completed?	Yes	☐	No	☐
Section 4 - Current Version Policy Impact			Tick as appropriate	
Are the aims / objectives of the policy still fit for purpose?	Yes	☐	No	☐
How have you measured the effect of the policy on target groups?				
What are the results of their views re impact of the policy. (Attach data)				
Section 5 – Recommendations			Tick as appropriate	
Is this policy still required?	Yes	☐	No	☐
Do we need to make any changes?	Yes	☐	No	☐
If appropriate, has legislation or national guidance been checked for latest terminology /updates?	Yes	☐	No	☐
What are the recommendations for policy change?				

[illegible]

Equality Impact Assessment Form		
Does the process affect one group less/more favourably than another on the basis of:		Yes / No
Age	Refers to a person belonging to a particular age	No
Disability	A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.	No
Gender reassignment	The process of transitioning from one gender to another.	No
Marriage and civil partnership	Marriage and civil partnership means someone who is legally married or in a civil partnership. Marriage can either be between a man and a woman, or between partners of the same sex. Civil partnership is between partners of the same sex	No
Pregnancy and maternity	Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding	No
Race	Race can mean your colour, or your nationality (including your citizenship). It can also mean your ethnic or national origins, which may not be the same as your current nationality. For example, you may have Chinese national origins and be living in Britain with a British passport. Race also covers ethnic and racial groups. This means a group of people who all share the same protected characteristic of ethnicity or race.	No
Religion and belief	Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.	No
Sex	A man or a woman.	No
Sexual orientation	Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.	No
If you have identified potential discrimination, please explain how the exception is valid, legal and/or justified? Enter		
If potential discrimination has been identified, are exceptions valid / legal / justified?		NA
Does this policy / service / procedure need adjusting to remove any disadvantage identified or to better promote equality?		No
Impact Assessment Result (See tool below)	Low impact	
Date assessed.	28/10/2024	
Person completing this form	R Righini	
High Impact The policy or process has a major impact on equality	Medium Impact The policy or process has an impact on equality	Low Impact The policy or process might have an impact on equality
There is significant potential for, or evidence of adverse impact.	There is some evidence to suggest potential for, or evidence of adverse impact.	There is little evidence to suggest that the policy could result in adverse impact
The policy has consequences for or affects significant numbers of people	The policy has consequences for or affects some people	The policy has consequences for or affects few people

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New policy to reflect new reporting changes in Public Sector Equality Duty

1. Purpose

- 1.1. Equality sits at the heart of New Bridge Multi Academy Trust and its purpose for children and young people with physical and learning disabilities. The Public Sector Equality Duty however, has a wider remit to consider all aspects of equality and we have a responsibility to consider our equality duties with regard to:
 - 1.1.1. our children and young people
 - 1.1.2. our families and carers
 - 1.1.3. our staff teams and governors
 - 1.1.4. other stakeholders engaged within our organisation.

2. Scope of Policy

- 2.1 This document describes the provision, systems and policies we have in place to demonstrate our compliance with our public sector equality duty and the equality act of 2010.

3. Reason for Review

- 3.1 This is a new policy.

4. Aim(s)

- 4.1 Our Trust aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:
 - 4.1.1 eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
 - 4.1.2 advance equality of opportunity between people who share a protected characteristic and people who do not share it
 - 4.1.3 foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.
 - 4.1.4 take active measures to challenge, investigate, report and act on any incidences of discrimination that is:
 - 4.1.4.1 direct discrimination.
 - 4.1.4.2 indirect discrimination.
 - 4.1.4.3 harrassment.
 - 4.1.4.4 victimisation.
- 4.2 Our Trust aims to promote respect for difference and diversity in accordance with our values:
 - 4.2.1 We are caring
 - 4.2.2 We are inspiring
 - 4.2.3 We are innovative
 - We are creative
 - We are passionate
 - We trust each other

5. Procedures and practice

5.1 Legislation and guidance

- 5.1.1.1 The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination

- 5.1.1.2 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
- 5.1.1.3 This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.
- 5.1.1.4 This document complies with our funding agreement and articles of association.

5.2 Roles and responsibilities

- 5.2.1 Objectives are set by the trust and adopted by all schools.
- 5.2.2 Responsibility for the oversight of objectives is expected at both trust and school level.
- 5.2.3 The board of Trustees will:
 - 5.2.3.1 ensure that the equality information and objectives as set out in this policy are published and communicated throughout the Trust.
 - 5.2.3.2 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.
 - 5.2.3.3 delegate responsibility for monitoring the achievement of the objectives at school level to the governing body.
- 5.2.4 The CEO will:
 - 5.2.4.1 promote knowledge and understanding of the trust equality objectives among school Headteachers
 - 5.2.4.2 ensure the wider executive team are familiar with all relevant legislation and the contents of this document.
 - 5.2.4.3 meet with Headteachers annually to discuss published data and how any issues will be addressed.
 - 5.2.4.4 report annually to the audit and risk board regarding equality objectives' progress.
 - 5.2.4.5 support any appropriate equality and diversity training.
- 5.2.5 Headteachers will
 - 5.2.5.1 meet with the CEO annually to discuss data analysis and how any issues will be addressed.
 - 5.2.5.2 report annually to the governing body regarding equality objectives' progress.
- 5.2.6 School staff will:
 - 5.2.6.1 be expected to have regard to this document and to work to achieve the objectives as set out below.

5.3 Eliminating discrimination

- 5.3.1 The trust is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.
- 5.3.2 Where relevant, our policies refer to the importance of avoiding discrimination and other prohibited conduct.
- 5.3.3 When selecting for employment, promotion or training, decisions are based on the individual's capability and suitability for the role and are not determined by a protected characteristic.

- 5.3.4 Regular reminders of responsibilities under the Equality Act occur during meetings and at annual reviews of the objectives.
- 5.3.5 New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually.
- 5.3.6 The trust has trained members of staff that conduct equality impact assessments.

5.4 Advancing equality of opportunity

- 5.4.1 As set out in the DfE guidance on the Equality Act, the trust aims to advance equality of opportunity by:
 - 5.4.1.1 removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have.
 - 5.4.1.2 taking steps to meet the needs of people who have a particular characteristic.
 - 5.4.1.3 encouraging people who have a characteristic to participate fully in any activities.

5.5 In fulfilling this aspect of the duty, the trust will:

- 5.5.1 publish data annually showing how schools are performing against the set objectives including implementing actions in response to found strengths and areas for improvement.
- 5.5.2 make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- 5.5.3 publish further data about any issues associated with protected characteristics, identifying any issues which could affect our own pupils.

5.6 Fostering good relations

- 5.6.1 The trust and its schools aim to foster good relations between those who share a protected characteristic and those who do not share it by:
 - 5.6.1.1 promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of curriculum and spiritual, moral, social and cultural (SMSC) aspects of learning. This includes teaching in RE, citizenship and personal, social, and health education (PSHE), but also activities in other curriculum areas.
 - 5.6.1.2 holding assemblies dealing with relevant issues. Pupils will be encouraged to take the lead in such assemblies.
 - 5.6.1.3 working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.
 - 5.6.1.4 encouraging and implementing initiatives to deal with tensions should they exist between different groups of pupils. All pupils are encouraged to participate in the school's activities including residential visits and extended school clubs. We also work with parents to promote knowledge and understanding of different cultures

5.7 Monitoring

- 5.7.1 The board of trustees will update the trusts' equality information and objectives annually.
- 5.7.2 The CEO is the designated lead for monitoring equality issues across the trust and will make senior leaders and governors aware any issues as appropriate.

- 5.7.3 The Headteacher of all schools across the trust is the designated lead for monitoring equality issues in their school. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.
- 5.7.4 The governing body will update the schools' equality objectives annually.
- 5.7.5 This document will be reviewed every 2 years.

5.8 Equality considerations in decision-making

- 5.8.1 The trust and its schools will have due regard to equality considerations when decisions are made to ensure:
 - 5.8.1.1 accessibility for all
 - 5.8.1.2 religious holidays are not impacted
 - 5.8.1.3 appropriate facilities are available for all

6. Review

- 6.1 The published equality information will be updated annually at both trust and school level.
- 6.2 Equality objectives will be reviewed and updated at least every 4 years.

7. Sources and References

- 7.1 Equality Act 2010
- 7.2 Equality Act 2010 (Specific duties) Regulations 2011.
- 7.3 Public Sector Equality Duty
- 7.4 Trust funding agreement

8. Other useful documents

- 8.1 Accessibility plans (for each academy)
- 8.2 Admissions policy
- 8.3 Anti-bullying policy
- 8.4 Behaviour for Learning policy
- 8.5 Recruitment and Selection policy
- 8.6 Risk assessment
- 8.7 SEN policy
- 8.8 Students with medical needs policy

9. Monitoring

- 9.1 This policy will be monitored through the New Bridge Trust's policy framework

Equality objectives 2025 – 2028 Monitoring

Objectives	Annual Rating of Progress Across the Trust		
	2025/26	2026/27	2027/28
	Not started - Static - Progressing - Complete		
Promote Inclusive Access to Learning - Ensure all students, regardless of disability, gender, race, or socio-economic background, have equal access to a broad and balanced curriculum. - Regularly review curriculum adaptations for SEMH needs and ensure reasonable adjustments are consistently applied			
Reduce Disproportionality in Exclusions and Behaviour Management - Monitor and analyse behaviour data by protected characteristics (e.g., race, SEND, gender) to identify and address any disproportionality. - Implement restorative approaches and trauma-informed practices to reduce exclusions and improve engagement.			
Foster a Culture of Respect and Belonging - Embed equality and diversity themes into PSHE, assemblies, and whole-school activities. - Create student voice forums to ensure pupils from all backgrounds feel heard and valued.			
Strengthen Mental Health and Wellbeing Support - Ensure equitable access to mental health resources for all students and staff. - Provide training for staff on supporting diverse mental health needs, including intersectionality (e.g., SEND and ethnicity).			