



EQUALITY Information & Objectives

Introduction

As a Trust we are committed to equality and diversity and we recognise the importance of making sure our policies, procedures and the way we run our schools are barrier free.

The purpose of this document is to show how our schools are going to promote equality for disabled pupils, staff, parents and the wider community. We believe in treating everyone fairly and we are committed to creating an environment in our school which is appropriate and accessible to all.

We aim to encourage and listen to the views of all stakeholders in developing the work of our schools. We recognise that equality will only be achieved by the whole school community working together - students, staff, governors, and parents / careers. All school staff and members of the school's community have a responsibility to treat everyone fairly and to promote arrangements for people with disabilities.

Equality Aims

This document has been prepared in line with the National legal context including, but not limited to, the following:

- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Public Sector Equality Duty (PSED)
- General Data Protection Regulation (GDPR)
- This policy also has due regard for non-statutory guidance, including the following:
- DfE (2014) 'The Equality Act 2010 and schools'

The Equality Act

Our schools aim 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

Protected characteristics

The protected characteristics are identified in the Equality Act 2010:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.



Roles and responsibilities

The Local Academy Committee's in each school will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher in each school
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors each year

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in in the Equality Objectives section below.

Our Approach

As a Trust we will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment that embraces respect for all. At InMAT, we believe that diversity is a strength and, as such, should be celebrated by all who learn and teach in InMAT schools.

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Leadership, Management and Governance

The Local Academy Committee's in each school are committed to meeting their duties under the Equality Act 2010 and aim to follow the good practice set out within the statutory codes of practice and guidance which support the legislation. While the LAC has overall responsibility to ensure that equality is promoted throughout the organisation, it is the responsibility of all staff, including those helping on a voluntary basis, to promote equality.

The LAC recognises that all staff need to be aware of, and understand, their responsibilities regarding equality legislation and guidance. The LAC recognises that discrimination may occur on more than one of the grounds at the same time and that equality of opportunity cannot be achieved by treating all people alike. The LAC acknowledges that it has a key leadership role in promoting equality and community cohesion and recognises the need to work with school staff and partner organisations, including the local authority.

Policy planning, implementation and review

The LAC will endeavour to ensure that all relevant policies reflect the school's commitment to the principles of equality and that this commitment is reflected clearly in all its work.

All staff are encouraged to contribute to the formulation, development and review of policy documents. The school ensures the involvement of governors and, where appropriate, takes steps to enable the contribution of pupils and their parents/carers and other relevant parties.

All policies, procedures and strategies are regularly monitored, reviewed and evaluated for their effectiveness in promoting equality. As further equality requirements come into force policies, procedures and strategies will be monitored, reviewed and evaluated for their effectiveness in

fulfilling the requirements of new legislation.

Outcomes of monitoring and assessment will be reported to the LAC and other key partners. Members of the school community will be kept informed of Equality and Diversity initiatives being undertaken.

A link governor is assigned to monitor the school's Equality Objectives (see below) annually and reports to the board findings on progress made towards the objectives set.

Admissions, attendance, behaviour and exclusion

Admissions to InMAT schools are through the LA Admissions Team.

The Trust's procedures for managing behaviour are fair and applied equally to all. However, it is recognised that social/cultural background and other personal factors may affect behaviour. The Trust takes this into account when dealing with incidents of unacceptable behaviour. All staff operate consistent systems of rewards and sanctions. Where possible we seek to find alternatives to exclusions. For all exclusions there is a right to appeal in line with current legislation.

Exclusions and attendance are monitored and evaluated resulting in effective action taken in order to identify trends and therefore reduce gaps between different groups of pupils.

Absence is always followed up by appropriate personnel. Those involved in this work are aware of and sensitive to community issues. There are strategies to reintegrate long-term truants and excluded pupils, which address the needs of all pupils.

Students, staff and parents are aware of procedures for dealing with harassment. They know that any language or behaviour which is racist, sexist, homophobic or potentially damaging to any vulnerable group is always unacceptable.

Appropriate and reasonable provision is made for leave of absence for religious observance for both pupils and staff.

Recruitment

We promote inclusive staff body and ensure staff are trained in safer recruitment practices.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every academic year e.g. updates to current legislation in relation to equality, inclusivity, safeguarding and code of conduct.

Disability

The Disability Discrimination Act 2006 defines a disabled individual as someone who has ‘a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities’

The Trust makes every reasonable adjustment to accommodate disability to ensure that everyone can access education. Changes, where necessary and reasonable, are made to ensure that access to provision is available.

Advancing equality of opportunity

At InMAT, we promote equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils 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)
- 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)
- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our 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.
- 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
- Encouraging all pupils to participate in the school’s activities, such as sports clubs. We 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 our approach

Equality considerations in decision-making

InMAT ensures it has due regard to equality considerations whenever significant decisions are made.

Our schools 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 boys and girls

Equality objectives

These objectives are set at least every 3 years and reviewed annually.
In 2025 a new set of objectives were set in consultation with the staff and governors.

Objective 1:

By 2028, the gap in attainment between pupils identified as disadvantaged and non-disadvantaged pupils will have closed across the curriculum

Why we have chosen this objective

There are currently 25% of pupils eligible for pupil premium on role and 4% of pupils with an EHCP although this is likely to increase over the year. Gaps have been closing across the school and closed completely in Year 1 and Year 6 2024 – 2025. This is not consistent across the school and therefore remains a priority.

To achieve this objective, we plan to

- Prioritise disadvantaged pupils in core groups
- Training staff on Walk Thrus to improve quality first teaching
- Targeted, evidenced based further CPD for teachers throughout the year
- Targeted, evidenced based CPD for support staff focused on high quality support in class and specifically reading and phonics
- Regular monitoring
- Planned, targeted intervention groups using assess, plan, do, review approach
- Develop pupils' oracy skills by planning an oracy curriculum thread to complement the current curriculum.

Objective 1:

Equality Objective for 2025- 2026	Impact Measures	Actions	Milestones	By Whom
To narrow the gap between pupils eligible for pupil premium and those who are not.	% of PP pupils achieving EXS+ in reading to increase across all year groups and the gap between PP and non-PP to be reduced	Regular staff CPD in phonics	Weekly	LK
		Regular phonics monitoring, including assess, plan, do, review	Half termly	LK
		Embed new reading curriculum across the school Focus on PP children in core group and set up interventions if needed	Sep 2025	LK
	% of PP pupils achieving EXS+ in writing to increase across all year groups and the gap between PP and non-PP to be reduced	Staff CPD in handwriting, spelling and writing curriculum EYFS CPD in developing children’s oracy in the curriculum Plan oracy opportunities into writing curriculum Walk Thru CPD Use of AI to support moderation – focus on PP children Focus on PP children in core group and set up interventions if needed	Half termly	RB
			July 2026	RB
			Jan 2026	EK
March 2026			JM/SW	
% of PP pupils achieving EXS+ in maths to increase across all year groups and the gap between PP and non-PP to be reduced	Arithmetic is taught separately and PP children monitored closely using assess, plan, do review approach Focus on PP children in core group and set up interventions if needed	Half termly	TF/AC	
		Half termly	RB	
2025 – 2026 Review				

Objective 2:

By 2028, the attendance of pupils who have been identified as disadvantaged, including pupils with SEND and those who are not, will have closed.

Why we have chosen this objective

Attendance for disadvantaged pupils remains a priority as, although small gains have been made, the issues remain significant. Attendance for disadvantaged children at the end of the 2024/25 academic year was 92.2% compared to non-disadvantaged pupils within the school of 95.3%. This is a negative gap of -2.1%. Persistent absenteeism in the school is currently higher than the national average at 18.3% with 32.3% of disadvantaged pupils being persistently absent. From regular core groups, there is a clear correlation between pupils not attending school regularly and those not making expected progress. 28 pupils who are disadvantaged are currently being monitored for low attendance across the school.

To achieve this objective, we plan to

- Regularly monitor attendance and assess the impact of strategies used
- Ensure policies are updated and acted on in a timely manner
- Develop an ethos and culture which promotes high attendance across the school
- Work collaboratively with outside agencies, including the county attendance team, to reduce persistent absence

Objective 2

Equality Objective for 2025- 2026	Impact Measures	Actions	Milestones	By Whom
To raise the attendance of disadvantaged pupils, including those pupils with SEND, to be in line with national.	Attendance has increased by 0.8% FSM6 attendance increases by 0.5% and is above national. SEND attendance has increased by 0.5%. Persistent absenteeism has reduced by 2% and is in line with national. Persistent absenteeism has reduced by 5% for PP and SEND pupils.	Review attendance policy and share with all stakeholders Training and coaching provided for attendance team Regular monitoring and impact analysis Parent contracts held regularly and impact reviewed WOW days planned to encourage attendance at key times of the year Attendance rewards are reviewed Communication to parents is regular promoting high attendance	Oct 2025 Oct 2025 Weekly Ongoing April 2026 Dec 2025 Half termly	EK EK EK EK EK EK
2025 – 2026 Review				

Objective 3:

By 2028, we will ensure our school ethos and culture celebrates diversity and promotes tolerance and awareness of different families, religious beliefs, backgrounds and cultures within our school community and the wider world.

Why we have chosen this objective

The school community is diverse and this needs to be better represented in the curriculum, including the wider opportunities available. No Outsiders was introduced last academic year and now needs to be embedded across the school. This programme is designed to create a sense of positive inclusion for all people with difference. This approach will ensure consistent and progressive teaching and learning of the positive skills and attitudes towards equality and all protected characteristics.

To achieve this objective, we plan to

- Embed the 'No Outsiders' curriculum into the school
- Embed new Trust PHSE and RSE curriculum across the school
- Subject Leader will review materials to support the Trust PHSE and RSE curriculum
- Create a calendar of cultural events and festivals which represent the school community
- Introduce Cultural Passports and celebration days across the school
- Whole school assemblies planned across the year
- Create displays
- Audit current curriculum resources and purchase books to ensure all groups are represented across the school
- Monitor children's knowledge and understanding

Objective 3:

Equality Objective for 2025- 2026	Impact Measures	Actions	Milestones	By Whom
To create further opportunities to celebrate and learn from different cultures and groups within the school and wider community	100% of pupils feel their cultures and customs are reflected and celebrated in the curriculum	Gather parent and pupil voice to establish important events/cultures linked to the school community Create a calendar of key dates and plan events, assemblies and lessons Invite visitors to raise the profile of key festivals	Oct 2025 Oct 2025 April 2026	EK RB RB
	100% of pupils feel their culture is represented in the curriculum	Review books across the school for diversity and inclusion Purchase further resources to plug any gaps for class and main libraries	Jan 2026 April 2026	RB EK
	Pupils understand their place in the wider community	Reach out to come wider community groups to form links with the school	July 2026	RB
	Pupils feel connected with a school from a contrasting community and can confidently discuss similarities and differences	Set up link with school in Ghana School council lead charity/project days to support the school	Oct 2025 Nov 2025	NL NL
	The No Outsiders Curriculum is embedded across the school	No Outsiders is prioritised in staff training and staff meetings. No Outsiders is planned strategically throughout the school year.	Half Termly Sept 2025	LK LK
2025 – 2026 Review				