



Public Sector Equality Duty Statement and Objectives

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THE BAY LEARNING TRUST
EQUALITY STATEMENT AND OBJECTIVES

1. Compliance

1.1. This equality statement and objectives has been prepared with due regard to the following statutory provisions and guidance:-

1.1.1. Equality Act 2010;

1.1.2. Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017; and,

1.1.3. Equality and Human Rights Commission, "Technical guidance for schools in England" as updated July 2024.

1.1.4. Equality and Human Rights Commission, "Technical guidance on the public sector equality duty: England", as updated 2023

2. About this statement

2.1. The Bay Learning Trust (the Trust) has developed this Equality Statement to help us to meet its Public Sector Equality Duty (PSED) under the Equality Act 2010.

2.2. The Equality Act's provisions cover all aspects of school life such as the treatment of:-

2.2.1.pupils and prospective and past pupils

2.2.2.parents and carers;

2.2.3.employees; and,

2.2.4.the local community.

2.3. The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. The protected characteristics are:-

2.3.1. sex;

2.3.2. disability;

2.3.3. race;

2.3.4. age;

2.3.5. gender reassignment;

2.3.6. marriage and civil partnership;

2.3.7. pregnancy and maternity;

2.3.8. religion or belief; and,

2.3.9. sexual orientation.

- 2.4. The Equality Act makes it unlawful to treat someone differently, either through direct or indirect discrimination, harassment, and victimisation or by failing to make a reasonable adjustment for a disabled person. Note: age applies to a school as an employer, but not with regard to the treatment of pupils and prospective pupils.

3. Statement

- 3.1. The Trust is bound by the PSED to have due regard to the need to eliminate unlawful discrimination, harassment, and victimisation, and to promote equality of opportunity.

- 3.2. The specific duty on the Trust is to:-

3.2.1. publish information to demonstrate how the Trust are complying with the PSED; and,

3.2.2. to prepare and publish equality objectives.

4. Guiding principles

- 4.1. In fulfilling the legal obligations cited above, the Trust are guided by the following principles:-

4.1.1. Principle 1: All pupils and employees are of equal value

- 4.1.2. The Trust see all **pupils** and employees and potential employees and **pupils**, and their parents and carers, as of equal value:-

- 4.1.2.1. whether or not they are disabled;
- 4.1.2.2. whether or not they are pregnant or away on maternity related absence;
- 4.1.2.3. whatever their ethnicity, culture, national origin or national status;
- 4.1.2.4. whatever their gender and gender identity;
- 4.1.2.5. whatever their religious or non-religious affiliation or faith background; and,
- 4.1.2.6. whatever their sexual identity.

4.1.3. Principle 2: The Trust recognises and respect difference

- 4.1.4. Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. The Trust's policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barriers and disadvantages which people may face, in relation to:-

- 4.1.4.1. disability, so that reasonable adjustments are made;
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised;
- 4.1.4.2. gender and gender identity, so that the different needs and experiences of girls and boys, women and men, and those who have reassigned their gender are all recognised;

- 4.1.4.3. pregnancy and maternity, so that the differing needs of pregnant pupils and new mothers can be recognised;
- 4.1.4.4. religion, belief or faith background; or,
- 4.1.4.5. sexual identity.

4.1.5. Principle 3: The Trust fosters positive attitudes and relationships, and a shared sense of cohesion and belonging

4.1.6. The Trust intends that its policies, procedures and activities should promote:-

- 4.1.6.1. positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people;

positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status;
- 4.1.6.2. an absence of prejudice-related bullying and incidents, in particular concerning the protected characteristics;
- 4.1.6.3. positive attitudes towards pregnant pupils and new mothers;
- 4.1.6.4. mutual respect and good relations between boys and girls, women and men, and those who have reassigned their gender; and,
- 4.1.6.5. an absence of sexual and homophobic harassment.

4.1.7. Principle 4: The Trust observes good equalities practice in staff recruitment, retention and development

4.1.8. The Trust will not unjustifiably discriminate against our staff or applicants on the basis of their sex, marital or civil partner status, gender reassignment, sexual orientation, race, colour, nationality, ethnic or national origin, religion or belief, pregnancy or maternity, disability or age

4.1.9. Principle 5: The Trust aims to reduce and remove inequalities and barriers that already exist

4.1.10. In addition to avoiding or minimising possible negative impacts of the Trust policies, the Trust will take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:-

- 4.1.10.1. disabled and non-disabled people;
- 4.1.10.2. people of different ethnic, cultural and religious backgrounds; and
- 4.1.10.3. girls and boys, women and men.

4.1.11. Principle 6: The Trust consult and involve widely

4.1.12. The Trust engages with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. The Trust consult and involve:-

- 4.1.12.1. disabled people as well as non-disabled;
 - 4.1.12.2. people from a range of ethnic, cultural and religious backgrounds;
 - 4.1.12.3. women and men, girls and boys, and those who have reassigned their gender;
 - 4.1.12.4. pregnant pupils and new mothers, and those with relevant experiences; and,
 - 4.1.12.5. both women and men, and both girls and boys.
- 4.1.13. People of different sexual orientation [note this information may not be as readily available].
- 4.1.14. Principle 7: The Trust bases its policies and practices on sound evidence
- 4.1.14.1. The Trust maintains and publishes quantitative and qualitative information which shows its compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010, and on the basis of which the Trust decide on specific and measurable objectives.
- 4.1.15. Principle 8: Measurable objectives
- 4.1.15.1. The Trust formulates and publishes specific and measurable objectives, based on the consultations the Trust have conducted (principle 6) and the evidence the Trust have collected and published (principle 7). The objectives which the Trust identify consider national and local priorities and issues, as appropriate. The Trust's equality objectives are integrated into each of the school improvement plans. The Trust will keep its equality objectives under review and report every three years on progress towards achieving them.

5. The curriculum

- 5.1. Each Trust Academy/School keeps each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out above.

6. Ethos and organisation

- 6.1. The Trust is committed to ensuring that the principles listed above apply to the full range of its policies and practices, including those that are concerned with:-
 - 6.1.1.pupils' progress, attainment and achievement;
 - 6.1.2.pupils' personal development, welfare and well-being;
 - 6.1.3.teaching styles and strategies;
 - 6.1.4.admissions and attendance;
 - 6.1.5.staff recruitment, retention and professional development;
 - 6.1.6.care, guidance and support;
 - 6.1.7.behaviour, discipline and exclusions;
 - 6.1.8.working in partnership with parents, carers and guardians;

6.1.9. working with the wider community; and,

6.1.10. addressing prejudice and prejudice-related bullying.

6.2. The Trust is opposed to all forms of prejudice which stand in the way of fulfilling its legal duties under the Equality Act for example:-

6.2.1. prejudices around disability and special educational needs;

6.2.2. prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against travellers, migrants, refugees and people seeking asylum; or,

6.2.3. prejudices reflecting sexism and homophobia.

6.3. The Trust keeps a record of prejudice-related incidents and, if requested, provide a report about the numbers, types and seriousness of prejudice-related incidents and how they are dealt with.

7. Roles and responsibilities

7.1. The Trust Board is responsible for ensuring that the Trust complies with Equality Act legislation, and that this policy and its related procedures and action plans are implemented.

7.2. The Executive Headteacher/Headteacher of each Academy/School is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination. Also for taking steps to ensure that contractors working at the Trust operate within the requirements of this Equality Statement.

7.3. The Senior Leadership Team are responsible for supporting the Executive Headteacher/Headteacher as above and ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

7.4. All teaching staff are expected to:-

7.4.1. promote an inclusive and collaborative ethos in their classroom;

7.4.2. deal with any prejudice-related incidents that may occur;

7.4.3. plan and deliver curricula and lessons that reflect the principles set out above;

7.4.4. support pupils in their class for whom English is an additional language;

7.4.5. keep up-to-date with equalities legislation relevant to their work; and,

7.4.6. record and report prejudice related incidents

7.5. All support staff are expected to:-

7.5.1. support the Trust Board in delivering a fair and equitable service to all stakeholders;

7.5.2. uphold the commitment made by the Executive Headteacher/Headteacher on how pupils and parents/carers can be expected to be treated; and,

7.5.3.record and report prejudice related incidents.

7.6. All pupils / learners are expected to:-

7.6.1.support the Trust to achieve the commitment made to tackling inequality; and,

7.6.2.uphold the commitment made by the Head teachers on how pupils / learners and parents/carers, staff and the wider community can be expected to be treated; ensuring that members of the Trust community are not subject to inequality.

7.7. All parents are expected to:-

7.7.1.take an active part in identifying barriers for the Trust community and in informing the Trust Board or Local Governing Bodies of actions that can be taken to eradicate these.

7.7.2.take an active role in supporting and challenging the Trust to achieve the commitment given to the Trust's community in tackling inequality and achieving equality of opportunity for all.

8. Information and resources

8.1. The Trust ensures that the content of this policy is known to all staff and Directors /Governors and, as appropriate, to all pupils and their parents and carers

8.2. All staff and Directors/Governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

8.3. The Trust will ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

9. The Trust's Equality Objectives are set out below:-

9.1. to increase participation by black pupils in after Academy/School activities;

9.2. to narrow the gap in performance by disabled pupils;

9.3. to reduce exclusion rates for black boys;

9.4. to increase understanding between religious groups;

9.5. to reduce the number of homophobic incidents;

9.6. to raise attainment for English in boys;

9.7. to encourage girls to consider non-stereotyped career options;

9.8. to anticipate the needs of incoming pupils from a new group, such as traveller children;

9.9. to increase participation by girls in STEM subjects;

9.10. continued analysis of vulnerable groups by identifying and planning provision for vulnerable groups;

9.11. support and tailored provision for pupils displaying complex learning needs;

- 9.12. continued development and monitoring of the new curriculum;
- 9.13. continued development and consolidation of the student voice;
- 9.14. to continue to monitor and analyse pupil achievement by race, gender and disability and act upon any trends or patterns in this data that require additional support for pupils;
- 9.15. to continue to raise levels of attainment in core subjects for vulnerable learners;
- 9.16. to continue to monitor and support attendance of all groups of children at the Academy/School;
- 9.17. to review levels of parental and pupil engagement in learning and Academy/School life, across all activities to ensure equity and fairness in access and engagement; and,
- 9.18. to ensure the Trust's environment is as accessible as possible to pupils, staff and visitors.

10. Policy access

- 10.1. A copy of this policy will be displayed on the Trust's website.