PDET

Equality Information and Objectives

This is a Trust Statement - information and objectives specific to individual academies and their procedures are added by the academy in *Appendix 2 and Appendix 3.* (*For a copy of the academy specific information and objectives – see the individual academy website).*

Date	Revision & Amendment Details	By Whom
September 2019	Approved	Executive
September 2023	Review and updated	Executive

Review / Updates

Education Committee

- Update equality information (described in sections 4 – 7) annually
- Review the whole document every four years

Academies

- Update academy specific equality information (described in Appendix 2) annually
- Review and update objectives every four years

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1. Aims

Peterborough Diocese Education 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 Directors 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, and that the objectives are reviewed and updated at least every four years
- Delegate responsibility for monitoring the achievement of the objectives in each academy on a daily basis to the headteacher / head of school and delegate responsibility for monitoring progress of the objectives to the Academy Governance Committee (AGC).

3.2 The Academy Governance Committee (AGC) 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 academy's Equality Objectives as set out in *Appendix 3*
- Attend appropriate equality and diversity training
- Report back to the Board of Directors through the Central Executive Team regarding any issues.

3.3 The headteacher / head of school will:

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

If an academy has a designated member of staff for equality, they will:

- Support the Headteacher / Head of School 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 / Head of School in identifying any staff training needs, and deliver training as necessary.

3.3 All staff

All academy 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*.

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.

Directors, 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.

How individual academies specifically work to eliminate discrimination is set out in *Appendix 2.*

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 (e.g. pupils / staff 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.

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

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
- Working with communities.

For academy specific details in relation to how they foster good relations – *see Appendix 2*.

7. Equality Considerations in Decision-Making

The Trust and its academies ensure they have due regard to equality considerations whenever significant decisions are made.

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

8. Equality Objectives

The Trust expects each academy 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 academies Equality Objectives are set out in *Appendix 3*.

9. Monitoring Arrangements

The Board of Directors, acting through the Education Committee, will update the equality information it publishes, described in sections 4 to 7 above, at least every year and this whole document will be reviewed by them at least every 4 years.

The Headteacher / Head of School will, in partnership with their AGC:

- Update the equality information the academy publishes, described in *Appendix 2*, at least every year; and
- Review and agree the academy-specific equality objectives in *Appendix 3* every four years.

10. Links with Other Policies

This document links to the following policies:

- Accessibility plan
- 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

Equality Information - Academy Specific

Name of academy: Milton Parochial Primary School

Eliminating Discrimination in Our Academy

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
- Staff receive training on the Equality Act, and all staff receive refresher training

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 (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 academy clubs).

Fostering Good Relations

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

- Promoting tolerance, 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.
- Holding collective worship dealing with relevant issues. Pupils will be encouraged to take a lead in such collective worship and external speakers will also be invited to contribute.
- Working with our local community. An example of how we work with our local community is inviting leaders of local faith groups to speak at collective worship.
- Our School Council has representatives from different year groups and is formed of pupils from a range of backgrounds.
- All pupils are encouraged to participate in the academy's activities, such as sports clubs.

Equality Considerations in Decision-Making

We will always consider the impact of significant decisions on particular groups.

When an academy trip or activity is being planned, the academy considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for all pupils regardless of gender

Reviewed by the Headteacher / Head of School: 17/9/2026

Appendix 3

Milton Parochial Primary School Equality Objectives

Objective 1: Ensure all staff and governors have up to date and relevant information linked the Equalities Act, demonstrated through completion on Smartlog.
Objective 2: Have a designated member of staff for monitoring equality issues and who has a mechanism for reporting to SLT and Governors.
Objective 3: Plan trips to places of worship on a yearly cycle linked where possible to RE curriculums, working with other schools to ensure viability.
Objective 4: Agree and plan a yearly calendar with focus of world religion and non-religious events to widen children's knowledge and understanding of the world community.

Objective 1:

Ensure all staff and governors have up to date and relevant information linked the Equalities Act, demonstrated through completion on Smartlog.

Why have we chosen this objective:
Through evaluation we have recognised that this training have lapsed for some staff and governors and needs to be re-added to our training update schedule.
To achieve this we plan to:
All staff to be assessed on Smartlog and completion monitored.
Progress we are making towards achieving this objective:
All governors and SLT have complete training Sept '25. 2025/2026 All staff completed updated training Sept '26. This is now completed through The Key.

Objective 2:

Have a designated member of staff for monitoring equality issues and who has a mechanism for reporting to SLT and Governors.

Why have we chosen this objective:
Currently not a post in school.
To achieve this we plan to:
Identify a member of staff in school.
Progress we are making towards achieving this objective:
Currently this role is maintained by HoS. After training, this role could be devolved to a member of staff not currently SLT. 2025/26 Staffing changes, including a change of leadership structure means this role is currently held by the Principal. There is still the intention that this be held by another member of staff when capacity allows the role to fulfilled effectively.

Objective 3:

Plan trips to places of worship on a yearly cycle linked where possible to RE curriculums, working with other schools to ensure viability.

Why have we chosen this objective:
Identified on subject action plans and in conjunction with DSC as an area for development
To achieve this we plan to:

Work with local schools to develop a cycle of visits
Progress we are making towards achieving this objective:
Trip to a mosque with other local primary schools 2024/25 School linked with CofE town primary school to discuss 'big questions' and identify areas of similarity and celebrate difference. Other trips to be planned on a yearly cycle to enhance understanding of world faiths. 2025/26 School trip to Peterborough Cathedral for y3-6, identifying symbols and impact on faith. Link with CofE town primary school - group from y5/6 visited each school. Discussion on similarities and differences in terms of building make-up and how spaces are used.

Objective 4:

Agree and plan a yearly calendar with focus of world religion and non-religious events to widen children's knowledge and understanding of the world community.

Why have we chosen this objective:
Identified as an opportunity to widen children's knowledge and understanding of the wider world community, outside of their own experiences.
To achieve this we plan to:
Develop a cycle that will feed into Collective Worship schedule
Progress we are making towards achieving this objective:
Ongoing; Picture News resource enables this in a way that children can access and understand. Other national and international days are acknowledged for example World Religion Day, alongside work to support a school in Uganda. 2025/2026 Collective Worship cycle has been updated to create planned opportunities for children to reflect upon Spirituality and British Values, alongside school Values. The next step is to map faith and awareness events and days to reflect a global community.

Reviewed by Principal and School Forum: 17/9/2026