

For purposes of this policy, the Trust refers to Ascendancy Partnership Trust and all schools within the Trust

# Statement on equality information and objectives (Public Sector Equality Duty)

Monitoring and review	
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## **1. Context**

The Ascendancy Partnership Trust (APT) recognises its role in advancing equality. As a significant local employer and provider of education to some of the most vulnerable sections of our community, the Trust has an important role in improving life opportunities for people who are disadvantaged, vulnerable or from diverse backgrounds.

We hope that, by establishing a clear framework in which to govern the treatment of all students at our schools, we can avoid human prejudice decision-making processes and inequality to ensure that every child and young person that attends our school receives an education that offers them the best chance at fulfilling their potential.

Our policy tackles concerns about conditions and prejudices that fuel inequality that are still prevalent in our society. We seek to remove barriers that stop children and young people having full access to the rights and services that are guaranteed to them through both national and international law.

## **2. Legal and Advisory Framework**

This statement has due regard to statutory legislation, including, but not limited to, the following:

- UN Convention on the Rights of the Child 1989
- Human Rights Act 1998
- The Equality Act 2010

It has due regard to statutory guidance, including, but not limited to, the following:

- DfE 'The Equality Act and schools' 2014
- DfE 'Promoting the education of looked after children' 2014

The statement is part of a suite of policies outlining the Trust's commitment to providing a high quality of education and pastoral care for its students. It should be read alongside:

APT SEND Policy

Anti-bullying Policy

APT Child Protection and Safeguarding Policy

APT Behaviour Support Policy

APT Data Protection Policy

This document also complies with the Trust's funding agreement and Articles of Association.

### **Public Sector Equality Duty**

The Equality Act 2010 places a requirement on public agencies to publish relevant equalities related information. The Act requires public bodies to publish information about people sharing a protected characteristic who are:

- a) Employees
- b) Students

The most recent data is published in [Appendix A](#).

Note: there are some protected characteristics where statistical data is less likely to be readily available, and employees/students will not be pressured into providing information related to any characteristic that they may identify with.

The Trust also has a duty to publish equality objectives (at least every four years) outlining how we may further equality in our schools. [See Appendix A](#)

### **3. Scope**

This policy sets out the Ascendancy Partnership's Trust approach to equality. The Trust's equality objectives are outlined in appendix 1. 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.

Foster good relations across all characteristics, between people who share a protected characteristic and people who do not share it.

The protected characteristics are:

Age

Disability

Gender reassignment

Marriage and civil partnership

Pregnancy and maternity

Race

Religion or belief

Sex

Sexual orientation

### **4. Roles and Responsibilities**

The Board of Trustees is responsible for:

- Ensuring that the equality information as set out in this statement is published and communicated throughout the trust, including to local governors, staff, students and parents and that it is reviewed and updated at least once every 4 years.
- Delegating responsibility for monitoring the achievement of the objects on a daily basis to the Headteacher and Local Governing Board.

The Local Governing Board is responsible for:

- Receiving regular updates from the designated member of staff for equality, and other relevant staff members, to discuss any issues and how these are being addressed.
- Ensuring they are familiar with legislation and the contents of this document.

- Attending appropriate equality and diversity training.
- Reporting back to the board of trustees regarding any issues.

The Headteacher is responsible for:

- Promoting knowledge and understanding of the equality objectives amongst staff and students.
- Implementing this policy, ensuring that all staff and students apply its guidelines fairly in all situations.
- Ensuring regular training sessions are delivered that enable all members of staff to be aware of their responsibilities, as well as to develop their skills and knowledge.
- Monitoring equality issues, success in achieving the objectives and reporting back to the Local Governing Board.
- Reporting to the Local Governing Board on a regular basis to raise and discuss any issues.

Teachers are responsible for:

- Having due regard to the sensitivities of all students, and ensuring they do not provide material that may cause offence

All staff across the Trust are responsible for:

- Having regard to this document and working to achieve the objectives as set out in [Appendix A](#).
- Being alert to the possible harassment of students, both inside and outside of the school, dealing with incidents of harassment/discrimination as the highest priority and referring students to supportive measures the school will have in place if required.

## **5. Data Protection**

The Trust will adopt secure controls on sensitive personal data, ensuring all data is accurate, secure and processed fairly and lawfully.

The Trust will gain consent from the student and parents/carers before any sensitive personal data is processed.

The Trust will respect all students' right to privacy and will not disclose a student's <sup>1</sup>Trans\* status or sexual orientation to any other students, staff members or third parties.

The school holds a Data Protection Policy containing further information addressing data protection.

## **6. Statement of Intent - Protected Characteristics**

We will not discriminate against a student, or prospective student, because of a characteristic related to a person, such as a parent/carer, with whom the student or prospective student is associated.

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<sup>1</sup> Trans\* is an umbrella term that refers to all of the identities within the gender identity spectrum.

We will not discriminate against a student, or prospective student, because of a characteristic which they are believed to have, even if the belief is mistaken.

### Disability

We will ensure that students with disabilities are not singled out or treated less favourably than other students simply because they have a disability, regularly reviewing our school practices to ensure they are fair.

We will ensure that we do not discriminate against students with a disability by implementing a rule for all students that could have an adverse effect on students with disabilities only (for example, making physical fitness a basis for admission), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

We will ensure that we do not discriminate against students with disabilities because of something which is a consequence of their disability. For example, by not allowing a student on crutches outside at break time because it would take too long for him/her to get in and out, unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

We will make any reasonable adjustments, and provide any auxiliary aids, necessary to ensure the full inclusion of students with disabilities, especially where the child also has a special educational need (SEND), but does not have a SEND statement or education, health and care (EHC) plan.

We will meet our duty to undertake accessibility planning for students with disabilities, and ensure that any accessibility plan is duly implemented and reviewed where necessary.

The school holds a SEN Policy containing further information addressing equal opportunities for students with SEND.

### Gender reassignment

We will ensure that students are not singled out or treated less favourably because they have undergone, or are proposing to undergo, gender reassignment, or have trans\* parents/carers, regularly checking our school practices to ensure that they are fair.

We will make reasonable adjustments to accommodate absence requests for treatment and support of Trans\* students by external sources. Any such absences will be recorded accurately and sensitively to ensure the privacy of the student.

Students have the right to dress in accordance with their true gender identity within the constraints of our dress code.

Students who face discomfort using a shared changing space will be provided with a safe and non-stigmatising alternative, such as curtains or a separate changing schedule.

We will ensure that there is a designated safe space within our school where Trans\* students can discuss issues of gender without fear of discrimination.

### Pregnancy and maternity

We will ensure that students are not singled out or treated less favourably because they become pregnant, or have recently given birth, or because they are breastfeeding.

We will make reasonable adjustments to accommodate absence requests for the treatment and support of students who are pregnant, or just given birth.

### Race and ethnicity

We will ensure that students of all races and ethnicities (including those who have English as an additional language) are not singled out for different and less favourable treatment from that given to other students, regularly reviewing our school practices to ensure that they are fair.

We will not segregate students on the basis of their race or ethnicity, understanding that claims of 'separate but equal' cannot be sustained, and that such action will always be viewed as direct discrimination.

We may, however, take positive action to address the particular challenges affecting students of one racial or ethnic group, where this can be shown to be a proportionate way of dealing with such issues.

### Religion and belief

We will ensure that students are not singled out or treated less favourably because of their religion or belief, regularly reviewing our school practices to ensure that they are fair.

We will ensure that students are provided with the appropriate space in which they can practice their faith, e.g. to perform their daily prayers.

### Sex

We will ensure that students of one sex are not singled out for different or less favourable treatment from that given to students of other sexes, regularly reviewing our school practices to ensure that they are fair.

There may be occasions where we deem it necessary to teach some subjects in single-sex classes, such as sex and relationship education (SRE), but we will ensure that such classes do not give children an unfair disadvantage when compared to children of the other gender in other classes.

Where a subject is taught in a single-sex class, students undergoing gender reassignment will be allowed to attend the single-sex class that corresponds with the gender role in which they identify.

All genders will have equal opportunities to participate in comparable sporting activities.

### Sexual orientation

We will ensure that all gay, lesbian and bi-sexual students, or the children of gay, lesbian or bi-sexual parents/carers, are not singled out for different or less favourable treatment from that given to other students, regularly reviewing our school practices to ensure that they are fair.

We will ensure that students are taught about marriage of same-sex couples whilst meeting our legal requirement to teach about the nature of marriage in SRE lessons.

We will ensure that there is a designated safe space within our school where gay, lesbian and bi-sexual students can discuss issues of sexual orientation without fear of discrimination.

## **7. Children Looked After**

Children Looked After (CLA), and previously looked after children (PCLA), will be given the highest priority for admissions, as per the requirements of our Admissions Policy.

We will ensure that students are not singled out or treated less favourably because they are looked after, or have previously been looked after, by the state.

A personal education plan will be created, and implemented, for all CLA and PCLA, to ensure that their education and development needs are fully covered, including appropriate transition and catch-up support to ensure that they do not fall behind.

We will ensure that any SEND that a CLA or PCLA has, are duly taken into account and addressed, whether this is with or without a SEND statement or EHC plan.

## **8. The Curriculum**

We believe that students should be exposed to thoughts and ideas of all kinds, however challenging or controversial, and will not make any unjustified changes to our curriculum content on the grounds of any protected characteristics that a student may have.

We will ensure, however, that the curriculum is as balanced as possible, and delivered in such a way as to prevent discrimination, and the promotion of prejudicial stereotypes.

The observation of inclusive teaching strategies is a key aspect of the school leadership team's annual programme of monitoring.

We will respect the right of parents/carers to withdraw their child from religious education classes.

When a school trip or activity is being planned, the school will consider whether the trip:

- Cuts across any religious holiday
- Is accessible to students with disabilities

Has equivalent facilities for all students irrespective of their gender.

The school keeps 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 with the risk assessment.

### **9. Promoting Inclusion**

We will promote inclusion and equality at our school through:

Carrying out Equality Impact Assessments (EQIAs) to make sure that individuals and teams think carefully about the likely impact of their work on the community and take action to improve services, policies and projects, where appropriate.

Ensuring that students are called by their preferred names, taking into account the correct spelling, structure and pronunciation.

Ensuring, as far as possible, that our governing bodies and school staff reflect the full diversity of our local community.

Providing an environment where prejudiced assumptions, attitudes and behaviours are continually challenged.

Instilling in students an awareness of prejudice, giving them confidence that it can, and must, be eradicated.

Providing a variety of educational visits that expose students to a wide range of cultural experiences.

Taking care in the use of language and the choice of resources, so that teaching and non-teaching staff avoid reinforcing stereotypical views of society.

Valuing the cultural experiences and contributions of all students, regardless of any protected characteristic that they may have.

Communicating our policy to parents/carers to gain their understanding, agreement and support for its provisions.

Discussing equality issues as an agenda item for the school council.

### **10. Supporting Students with Medical Conditions**

We will ensure that any medical conditions are fully supported, regardless of it being related to a student with a protected characteristic or not.

### **11. Students that have Left School**

Our liability not to discriminate, harass or victimise does not end when a student has left the school, but will continue to apply with regards to subsequent actions related to our previous relationship with the student, such as the provision of references.

### **12. Bullying and Discrimination**

The APT Anti-bullying Policy will be used in conjunction with this policy in order to prevent, and effectively deal with, any discriminatory incidents.

Any incidents of a child protection or safeguarding nature will be reported, recorded and dealt with in line with the process in the APT Safeguarding Policy.

Concerns with regard to the handling of bullying and discrimination incidents will be dealt with via the procedures outlined in the APT Complaints Policy. It will be up to the Headteacher to decide when it is appropriate to notify social services, and/or the police, of any incident.

### **13. Staff Training**

New staff will receive relevant training on the provisions of this policy during their HR induction.

Staff will receive the appropriate equalities training on an annual basis, which will:

- Ensure all staff are aware of, and comply with, current equalities legislation and government recommendations.
- Ensure all staff are aware of their responsibilities and how they can support students with protected characteristics.
- Provide support for teachers to effectively manage any discrimination towards students with protected characteristics.
- Provide up-to-date information on the terms, concepts and current understandings relating to each of the protected characteristics.
- Develop appropriate strategies for communication between parents, educators and students about any issues related to a protected characteristic.
- Ensure that the school is aware of, and participates in, relevant awareness days, taking in to account the level of comprehension of our students.

### **14. Equality Objectives**

Governors of schools have set objectives for the next four years to be reviewed annually.

[See Appendix B](#)

### **15. Monitoring and Review**

The Headteacher and governors will review and amend this policy, taking into account new legislation and government guidance, and previously reported incidents, in order to improve procedures.

The board of trustees will update the equality information we publish at least every year.

This document will be reviewed by the board of trustees at least every 4 years.

The equality objectives will be reviewed by the board of trustees and published at least once every 4 years.

The document will be approved by the board of trustees.

## Appendix A: Equality Report and Objectives September 2025

### 1. Profile of name of school employees

Brookfields School will update and publish its workforce profile annually on its website.

The workforce profile information shows:

- The number of employees
- Percentages of men and women employed
- Percentage of employees with a disability
- Percentages of employees from the black, Asian and minority ethnic communities

#### Age profile

There is some evidence that older people are under-represented in the work force, this may be due to the physical nature of support roles which make up the bulk of the workforce.

Age range	<25	25-35	36-45	46-55	56+
Number of staff	12	48	47	28	29
Percentage	7%	29%	29%	17%	18%

#### Gender and disability

In common with many public sector employers, the school employs a higher percentage of females than males at 87% to 13% respectively. The representation of females in leadership positions on LT and SLT is broadly in line at 93% female to 7% male.

Gender	Number of staff	Percentage
Female	143	87%
Male	21	13%

The Local Authority employs 3.15% of staff who report themselves disabled, which is more than our percentage. We are a registered disability confident employer.

Disability	Number of Staff	%
Disabled	0	0%

a) Ethnic profile

<b>Ethnicity</b>	<b>Number of staff</b>	<b>Percentage</b>
Any Other Asian Background	1	0.6%
Any Other Black Background	0	0%
Any Other Ethnic Group	0	0%
Any Other White Background	6	3.7%
Bangladeshi	3	1.8%
Black - African	3	1.8%
Black Caribbean	2	1.2%
Chinese	1	0.6%
Indian	6	3.7%
Information Not Yet Obtained	0	0%
Pakistani	7	4.3%
Refused	1	0.6%
White - British	128	78%
White - English	2	1.2%
White - Irish	3	1.8%
White and Asian	0	0%
White and Black African	1	0.6%
White and Black Caribbean	0	0%
<b>Total</b>	<b>164</b>	<b>100%</b>

The profile of the school's workforce by ethnicity broadly reflects the Borough's overall population; at the 2011 census, 77.53% of the Royal Borough's population were White British and the school employs 84.8% of employees from White British and Other White Backgrounds. Employees from a minority background form 15.2% of overall staff numbers, which is broadly in line with the BME representation in the wider community which according to the 2011 Census which was 13.6%.

## 2. People affected by our policies and practices

a) Pupils demographics

Key Stage	Male	Female	Total
Year 14	8	5	13
Key Stage 5	20	10	30
Key Stage 4	22	14	36
Key Stage 3	36	16	52
Key Stage 2	52	15	67
Key Stage 1	16	6	22
Foundation Stage	2	2	4

b) Ethnicity

Ethnicity	Student number	Percentage
Afghan	1	0.45%
Albanian	1	0.45%
Any Other Asian Background	3	1.34%
Any Other Black Background	5	2.23%
Any Other Mixed Background	2	0.89%
Arab Other	1	0.45%
Bangladeshi	3	1.34%
Black - Ghanaian	2	0.89%
Black - Somali	1	0.45%
Black - Sudanese	1	0.45%
Black Caribbean	5	2.23%
Chinese	4	1.79%
Filipino	1	0.45%
Gypsy / Roma	1	0.45%
Indian	16	7.14%
Information Not Yet Obtained	1	0.45%
Other Black African	2	0.89%
Other Ethnic Group	1	0.45%
Pakistani	11	4.91%

<b>Ethnicity</b>	<b>Student number</b>	<b>Percentage</b>
Turkish/ Turkish Cypriot	2	0.89%
White – British	142	63.39%
White and Asian	6	2.68%
White and Black Caribbean	1	0.45%
White Eastern European	4	1.79%
White Other	5	2.23%
White Western European	2	0.89%
<b>Total</b>	<b>224</b>	<b>100</b>

c) The Special Educational Needs profile

<b>SEN need(s)</b>	<b>Number of Students</b>
Autistic Spectrum Disorder	144
Other Difficulty/Disability	
Speech, Language and Communication Needs	
Moderate Learning Difficulty	20
Severe Learning Difficulty SLD	50
Physical Disability	
Profound & Multiple Learning Difficulty PMLD	10
Social, Emotional & Mental Health ASD	
Multi-Sensory Impairment	
Specific Learning Difficulty MLD	
Vision Impairment	
SEN Support, No Specialist Assessment	
Angelman syndrome	
Hearing Impairment	
Fragile X syndrome	

d) Pupil Premium

Brookfields School has a much higher percentage of students eligible for Free School Meals than other schools in RBWM where the overall figure is 9%. The national poverty statistics can explain this and reports “Poverty rates are higher for children living in families where someone is disabled than for the population as a whole. Based on income excluding disability benefits, the rate of relative low income for children living in families where someone is disabled was 35% AHC” (AHC is after housing costs). Statistics for 2011 show that 4 in 10 disabled children live in poverty. The additional support the school gives to these students and their families is essential, our Family Advisor role within the school is particularly important for families.

Category	Number of students	Percentage
Eligible for Free School Meals	72	32.14%
EAL	40	17.86%
Looked After (In Care)	4	1.79%
Service Child	1	0.45%
Adopted from Care	1	0.45%

e) Equality Objectives

We suggest the following objectives for this year; to be reviewed annually:

- 1) For there to be no significant gaps between students entitled to Pupil Premium and their peers in any area of the curriculum.
- 2) For all pupils to have high expectations set for them and to be given opportunities for stretch and challenge, regardless of learning needs or having EAL, so there is no significant gaps in the progress of any one cohort.
- 3) Undertake an analysis of recruitment and performance data trends with regard to race, gender and disability every academic year and report on this annually in order to establish that these factors are not influencing outcomes.

## Appendix B: School Four Year Objectives

Governors of schools have set objectives for the next four years to be reviewed annually –

### **Objectives**

In successfully implementing this statement we are guided by principles clearly outlined in school aims. These are to:

- Give all pupils the opportunity to achieve to their full potential by providing equal access to a broad and balanced programme. By providing this our ultimate aim is to prepare each pupil for life beyond school.
- Ensure that all pupils are offered opportunities to broaden and enrich their experiences within the wider multi-cultural community through active involvement with and use of the community.
- Provide a school culture that enables pupils to develop within themselves a sense of their own and others worth, irrespective of race, ethnicity or nationality, gender, age, sexual orientation, religious belief or disability.
  - Take steps to take account of a disabled person's impairments, even where that involves treating the disabled person more favourably than others within the community.
- Value pupils as individuals ensuring that their education and care is developed in direct relation to their needs and abilities.
- Ensure that all staff feel valued and supported and have appropriate advice and encouragement for professional development.
- Establish Equal Opportunity practices that are evident in
  - a) the formal curriculum (the programme of lessons);
  - b) the informal curriculum (extra-curricular activities); and
  - c) the 'hidden' curriculum (the ethos of the school, the quality of personal relationships etc).