



# The Equality Act Statement

Revised date: May 2026

Review date: May 2030

## Principle Vision

We put children first, pioneering excellence and championing each and every child.

## Equality Vision

We are committed to ensuring that every pupil, regardless of background, identity or need, can:

- Achieve highly
- Feel safe and valued
- Fully participate in school life

We actively promote a culture of belonging, respect and high expectations for all amongst all of our stakeholders.

## The Equality Act (2010)

The academy is required to publish its Equality Statement and objectives and review them every four years. This statement has been approved by the Board of Trustees and adopted by the School Boards of The Pioneer Academy.

Our key objective over the next four years is to promote excellence and enjoyment for all pupils so that they are able to equally access all areas of school life including pastoral support. This objective aligns with [Trust Name]'s overarching equality objectives and strategic priorities.

## Introductory notes

Since the Equality Act 2010 came into effect in April 2011 there has no longer been a requirement that schools should draw up and publish equality schemes and policies. It is still good practice, however, for a trust and its schools to make a statement about the principles according to which they review the impact on equalities of their policies and practices, and according to which they gather and publish information, and decide on specific objectives.

## Our Commitment

The Pioneer Academy fully understands the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

This commitment is shared across The Pioneer Academy, with the Board of Trustees providing strategic oversight and each school implementing the principles in their local context.

## Protected Characteristics

A protected characteristic under the act covers the groups listed below:

- Age;
- Disability;
- Race, colour, nationality, ethnic or national origin;
- Sex (including transgender);
- Gender reassignment;
- Maternity and pregnancy;
- Religion and belief;
- Sexual orientation; and
- Marriage and civil partnership (for employees).

## Legal Framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations to age (as appropriate), disability, ethnicity, gender (including issues of transgender, paternity and of maternity and pregnancy), religion and belief, and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with disabilities, and the Human Rights Act 1998.
4. As an academy trust, we comply with the requirements of the Academy Trust Handbook in relation to equality and inclusion.

## Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as The Pioneer Academy. This will include the following functions:

- Admissions;
- Attendance;
- Attainment;
- Exclusions; and
- Prejudice related incidents.

## Guiding principles

In fulfilling the legal obligations cited above, we are guided by nine principles:

### Principle 1: All learners are of equal value

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

### **Principle 2: We recognise and respect difference**

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

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, women and men, are recognised
- religion, belief or faith background
- sexual identity
- socio-economic status and those in care – those in receipt of pupil premium
- ability

### **Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging**

We intend that our policies, procedures and activities should promote:

- 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, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

### **Principle 4: We observe good equalities practice in staff recruitment, retention and development**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identify, and with full respect for legal rights relating to pregnancy, maternity and paternity.

**Trust-wide approach:** The Pioneer Academy operates trust-wide HR policies that ensure consistency in recruitment, retention and development practices across all schools, whilst allowing for local flexibility where appropriate.

### **Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

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

### **Principle 6: We consult and involve widely**

We engage 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.

We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both men and women, and girls and boys
- homosexual people as well as heterosexual.

**Trust and school consultation:** Consultation takes place at both trust and school level. Trust-wide policies are consulted on across all schools and stakeholder groups. School-specific initiatives are consulted on locally.

### **Principle 7: Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, as a greater participation in public life of:

- disabled people as well as none
- people from a range of ethnic, cultural and religious backgrounds
- both men and women, and girls and boys
- homosexual people as well as heterosexual.

### **Principle 8: We base our practices on sound evidence**

We comply with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010. The Board of Trustees ensures that equality impact assessments are conducted for trust-wide policies and significant decisions, with findings informing strategic planning and resource allocation.

### **Principle 9: Objectives**

We keep our equality objectives under review and report annually on progress towards achieving them. The Board of Trustees reviews trust-wide objectives annually, and each academy reports on progress towards both trust-wide and academy-specific objectives.

## **The curriculum**

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out above. This is monitored at school level through curriculum reviews and quality assurance processes, with findings reported to the School Board and, where appropriate, to the Board of Trustees.

## **Ethos and organisation**

We ensure the principles listed in the principles above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance

- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

**Policy Framework:** The Pioneer Academy operates a clear policy framework, as set out in the scheme of delegation, which identifies:

- Trust-wide policies that apply to all academies
- Academy-specific policies that are delegated to local governing bodies
- The approval and review process for each policy

All policies, whether trust-wide or school-specific, must align with the principles set out in this Equality Statement.

## **Addressing prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to above:

- prejudice around disability and special educational needs
- 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.
- prejudice reflecting sexism and homophobia.

## **Reporting and Recording**

There is Whistleblowing policy on how prejudice-related incidents should be identified, assessed, recorded and dealt with. In the first instance it is anticipated that issues are reported to the Head Teacher.

We keep a record of prejudice-related incidents and, if requested, provide a report to the appropriate authority above the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

## **Roles and responsibilities**

**The Members** are responsible for:

- Ensuring the Board of Trustees is fulfilling its duties under the Equality Act 2010
- Holding the Board of Trustees to account for equality outcomes across the trust

**The Board of Trustees** is responsible for:

- Ensuring the trust and all its academies comply with the Equality Act 2010 and all related legislation
- Approving the trust-wide Equality Statement and objectives
- Setting the strategic direction for equality across the trust
- Ensuring adequate resources are allocated to meet equality objectives
- Ensuring all trust-wide policies undergo equality impact assessments

- Holding the CEO and executive leadership team to account for equality outcomes

**The CEO and Executive Leadership Team** are responsible for:

- Implementing the trust-wide Equality Statement and objectives
- Providing strategic leadership on equality across the trust
- Ensuring all academies have appropriate support and resources to meet their equality duties
- Reporting to the Board of Trustees on equality matters
- Coordinating trust-wide training and development on equality
- Investigating serious prejudice-related incidents or patterns of concern
- Ensuring consistency of approach across academies whilst respecting local context

**The School Board** is responsible for:

- Adopting and implementing this Equality Statement at The Pioneer Academy
- Monitoring the implementation of the policy and its related procedures and action plans
- Reviewing school-level equality data termly
- Ensuring the Head Teacher has appropriate support to fulfil equality duties
- Approving school-specific equality objectives
- Holding the Head Teacher to account for equality outcomes

**The Head Teacher** is responsible for:

- Day-to-day implementation of this policy at The Pioneer Academy
- Ensuring all staff are aware of their responsibilities and are given appropriate training and support
- Taking appropriate action in any cases of unlawful discrimination
- Coordinating the collection and analysis of equality data
- Reporting prejudice-related incidents to the School Board and, where appropriate, to trust leadership
- Leading the development of school-specific equality objectives (in line with trust-wide objectives)
- Ensuring the curriculum and school ethos promote equality
- Liaising with parents, carers and the local community on equality matters

**All Staff** are expected to:

- Promote an inclusive and collaborative ethos in their classroom and across the academy
- Deal with any prejudice-related incidents that may occur, following the procedures set out in the Whistleblowing Policy
- Plan and deliver curricula and lessons that reflect the principles in this statement
- Support pupils in their class for whom English is an additional language
- Keep up-to-date with equalities legislation relevant to their work
- Report any concerns about discrimination or prejudice to the Head Teacher
- Attend training on equality as required

## **Information and resources**

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

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

### **Religious observance**

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice. Requests should be made to the Head Teacher, who will consider them in line with the trust's policies and operational requirements.

### **Staff development and training**

We 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.

### **Breaches of the policy**

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Head Teacher and Trustees.

### **Monitoring and review**

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

## Responsibility Summary Table

| Stakeholder                                    | Responsibility  |
|--|---|
| <b>Trust Members</b>                           | Ensure the Board of Trustees is fulfilling its duties under the Equality Act 2010; hold trustees to account for equality outcomes across the trust  |
| <b>Board of Trustees</b>                       | Set overarching equality strategy for the trust; ensure compliance across all academies; approve trust-wide Equality Statement and objectives; monitor trust-wide equality data; allocate resources; review and publish annual progress |
| <b>CEO and Executive Leadership Team</b>       | Implement trust-wide strategy; provide strategic leadership; support academies; report to trustees; coordinate trust-wide training; investigate serious incidents   |
| <b>Local Governing Body</b>                    | Adopt and implement this policy at The Pioneer Academy; monitor academy-level data termly; report to trustees annually; hold Head Teacher to account; approve academy-specific objectives (where delegated)                             |
| <b>Head Teacher</b>                            | Day-to-day implementation; ensure staff training and support; take action on discrimination; collect and analyse data; report incidents; develop academy-specific objectives; promote equality through curriculum and ethos             |
| <b>Designated Equality Lead (if appointed)</b> | Coordinate implementation; support staff; maintain incident records; coordinate training; liaise with leadership and governors  |
| <b>Teaching Staff</b>                          | Deliver inclusive curriculum; deal with incidents; uphold commitment to equality; record and report prejudice-related incidents; attend training  |
| <b>Support Staff</b>                           | Support inclusive ethos; uphold commitment to equality; deal with incidents; record and report prejudice-related incidents; attend training   |

| Stakeholder                    | Responsibility  |
|--------------------------------|---|
| <b>Parents and Carers</b>      | Identify barriers; support and challenge the academy; work in partnership to promote equality                         |
| <b>Pupils</b>                  | Support tackling inequality; uphold commitment to respectful treatment; report incidents; participate in consultation |
| <b>Local Community Members</b> | Identify barriers; support and challenge the academy; promote equality in the wider community                         |

## Background and acknowledgements

1. In its overall framework this policy is based on the race equality policy that Derbyshire County Council developed in response to the Race Relations Act 2000, and that was included in Here, There and Everywhere: Belonging, identify and equality in schools published by Trentham Books in 2004.
2. The policy takes into account guidance issued by several local authorities, including Buckinghamshire, Cambridgeshire, Dudley, Durham, Hertfordshire, Newcastle, Sheffield and Somerset.
3. The list of principles is adapted from material in Equality Impact Analysis: a workbook, which was published by the Department for Education in February 2011.
4. The phrasing at certain points reflects the specific duties required by the Equality Act 2010 to publish information (principle 8) and to formulate and publish objectives (principle 9).

This policy has been updated in March 2026 to ensure compliance with multi-academy trust governance requirements

### **Appendix: Links to Related Policies**

This Equality Statement should be read in conjunction with the following trust-wide and academy policies:

- Admissions Policy
- Whistleblowing Policy
- Disciplinary Procedure
- Safer Recruitment Policy
- Pay Policies
- Mental Health and Emotional Wellbeing Policy
- Safeguarding Policy
- GDPR Data Protection Policy
- Behaviour (including anti-bullying) Policy
- SRE Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Accessibility Plan
- EDI Policy

The scheme of delegation clarifies which policies are set centrally by the trust and which are delegated to schools.