



## Single Equality Scheme

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## 1: Introduction

Extol Trust are committed to responding to all diversity related legislation and feel that a single equality scheme is the best way to do this. Through this scheme we will evidence how Extol Trust will meet the five obligations of the Public Sector Equality Duty.

1. Have 'due regard' to the need to eliminate discrimination, harassment and victimisation
2. Have 'due regard' to the need to advance equality of opportunity
3. Have 'due regard' to the need to foster good relations
4. Publish equality information
5. Publish equality objectives

### **Our Ethos:**

Extol Trust is passionate and wholly committed to every child reaching their full potential. We are an inclusive Trust and believe that every child, whatever their background or circumstances has the right to stand out education. In our family of schools, we encourage everyone to show respect for each other, for our schools and the wider and global community.

### **Values Promoted within Trust schools:**

The core activities of the Trust are teaching and learning. However, as a Trust we are committed to maximising the educational opportunities of all children within our schools and beyond.

This will be achieved by:

- Providing each child within our schools' access to a broad, balanced, relevant, creative and challenging curriculum.
- Offering high quality teaching and learning which is adapted to meet the needs of each child.
- Ensuring a safe, orderly, and attractive learning environment.
- Promoting high standards of conduct and behaviour and encouraging personal responsibility for all.
- Our schools presenting themselves as a school at the centre of the community it serves.

Our schools work hard to build trusting relationships with all pupils and families to ensure their engagement and enjoyment in every aspect of school life. Pupils and families may experience a range of needs at different times in their lives and by working in close partnership with many agencies, we ensure that individual needs are catered for.



## 2: School Contexts: The Characteristics of our Schools

### Clavering Primary School

Characteristic	Total	Breakdown (number)
Number of staff	53	5.7% Male 94.3% Female
Number of governors	9	33.3% Male 66.7% Female
Religious character		Not Recorded
Attainment on entry		Majority of children enter Nursery slightly below age related expectation
Mobility of school population		Average
IDACI Score	0.054	
Disabled staff		None declared/Not recorded
Pupils on roll including nursery	374	
SEN Support	56	Not including EHCP
Pupils with an EHCP	5	
Bangladeshi pupils		
Chinese pupils		
Indian pupils	2	0.5%
Pakistani pupils		
White/Asian pupils	6	1.6%
White/Black African pupils	5	1.3%
White/Black Caribbean pupils		
Black African pupils		
White British pupils	352	94.1%
Any other white background pupils	4	1.2%
Any other Asian background pupils		
Any other Black background pupils	5	1.3%
Any other ethnic background pupils		
Any other mixed background pupils		
Average attendance rate	93.69%	3-year average 2021/22 – 2023/24
Significant partnerships, extended provision, etc.		<b>Safeguarding and SEN Alliance</b> Psychological Services, Changing Futures, Daisy Chain, Harbour, HBC, Hartlepool Carers, Sensory Teaching Advisory and Resources Service (STARS) <b>Student Placements</b> Hartlepool Vllth Form College, Hartlepool College of FE <b>The Arts</b> Drake the Bookshop, Tilly Too Tales, Tees Valley Music Service <b>PE and Sport</b> Durham Cricket Club, Dylan Jones Gymnastics, Eldon Grove Tennis Club, Hartlepool Athletics Club, NE Cycling Academy, Outdoor Learning and Play (OPAL), Mighty Warriors, Skipping School, Smashing Coaching, West View Project
Awards, accreditations, specialist status		School Games <b>Platinum</b>



## Eldon Grove Academy

Characteristic	Total	Breakdown (number)
Number of staff	54	47 (87%) Female 7 (13%) Male
Number of governors	10	7 Female (70%) 3 Male (30%)
Religious character		None
Attainment on entry		Vast proportion of pupils enter nursery at 20-40 months band.
Mobility of school population		Average
IDACI Score	0.063	
Disabled staff	0	None
Pupils on roll including nursery	496	As of 16 January 2025
SEN Support	65	
Pupils with an EHCP	5	
Bangladeshi pupils	4	0.8%
Chinese pupils	1	0.2%
Indian pupils	3	0.6%
Pakistani pupils	6	1.2%
White/Asian pupils	6	1.2%
White/Black African pupils	3	0.6%
White/Black Caribbean pupils	1	0.2%
Black African pupils	9	1.8%
White British pupils	445	89.7%
Any other white background pupils	7	1.4%
Any other Asian background pupils	3	0.6%
Any other Black background pupils	4	0.8%
Any other ethnic background pupils	1	0.2%
Any other mixed background pupils	3	0.6%
Average attendance rate	94.9%	3-year average 2021/22 – 2023/24
Significant partnerships, extended provision, etc.		Oscars, Footprints, Ready Steady Grow, Lonsdale, NESC
Awards, accreditations, specialist status		Eco Schools, Rights Respecting Schools Bronze, Artsmark Award, SMSC Award



## New Silksworth Infant and Junior Academy

Characteristic	Total	Breakdown (number)
Number of staff	44	39 (89%) Female 5 (11%) Male
Number of governors	8	6 Female (75%) 2 Male (25%)
Religious character		None
Attainment on entry		Below (School is seeing more pupils entering nursery with complex needs)
Mobility of school population		Average
IDACI Score	0.248	New Silksworth Ward is one of the third most deprived wards nationally.
Disabled staff	0	None
Pupils on roll:		
Infant including nursery / Junior	206 / 208	
SEN Support		
EYFS / Infant including EYFS / Junior	13 / 32 / 57	
Pupils with an EHCP Infant / Junior	0 / 4	0% / 1.9%
Bangladeshi pupils	0	None
Chinese pupils	0	None
Indian pupils Infant / Junior	3 / 0	1.5% / 0%
Pakistani pupils	1 / 1	0.5% / 0.5%
White/Asian pupils Infant / Junior	0 / 1	0% / 0.5%
White/Black African pupils Infant / Junior	0 / 3	0% / 1.5%
White/Black Caribbean pupils Infant / Junior	1 / 1	0.5% / 0.5%
Black African pupils	15 / 8	7.3% / 3.8%
White British pupils		
Infant / Junior	182 / 189	88.3% / 90.9%
Any other white background pupils	2 / 0	1% / 0%
Any other Asian background pupils		
Infant / Junior	1 / 2	0.5% / 1%
Any other Black background pupils	0 / 1	0% / 0.5%
Any other ethnic background pupils	1 / 0	0.5% / 0%
Any other mixed background pupils		
Infant / Junior	0 / 2	0% / 1%
Average attendance rate	92.6% / 93.5%	3-year average 2021/22 – 2023/24
Significant partnerships, extended provision, etc.		AP Coaching, Lingotots
Awards, accreditations, specialist status	Arts Award Centre Status, Artsmark Silver, International Schools Award Foundation Level, Elkan Communication Friendly Setting Accreditation (Early Years), Elkan Training to Support Children's Language Practitioner, Gold Active Mark (Sunderland), Eco Schools Green Flag Award, School Games Platinum Award, Skills Builder Bronze Award, Rights Respecting Award – Bronze, Green Tree School – Silver, Mental Health Charter Mark, Silver Anti-bullying Charter Mark, Healthy Schools Award, Level 3 RHS School Gardening Award, Primary Science Quality Mark, Inclusion Quality Mark Champion School, OPAL Gold School.	



## Roseberry Primary School

Characteristic	Total	Breakdown (number)
Number of staff	63	3 Senior Leaders 3 Admin 1 PSA 1 Caretaker 21 Teachers 1 HLTA 12 TAs 15 Lunchtime supervisors 6 Cleaners
Number of governors	9	5 Co-Opted Governors 1 Head Teacher 2 Parent Governors 1 Staff Governor
Religious character		None
Attainment on entry		
Mobility of school population		
IDACI Score	0.254	Roseberry Ward is one of the third most deprived wards nationally.
Disabled staff	0	
Pupils on roll including nursery	346	
SEN Support	106	
Pupils with an EHCP	10	
Asian and other ethnic group pupils	0	
Black and any other ethnic group	0	
Gypsy/Gypsy Roma	0	
Indian	3	
Iraqi	0	
Other mixed background	2	
White British	317	
White and any other Asian background	0	
White and Pakistani	0	
White and Black African	4	
White Eastern European	0	
White other	0	
Information not yet received	0	
Average attendance rate		3-year average 2021/22 – 2023/24
Significant partnerships, extended provision, etc.		
Awards, accreditations, specialist status		



## Rossmere Academy

Characteristic	Total	Breakdown (number)
Number of staff	51	49 (96%) Female 2 (4%) Male
Number of governors	11	8 (73%) Female 3 (27%) Male
Religious character		None
Attainment on entry		Children enter nursery at age 2 or 3 are emerging into the EYFS curriculum.
Mobility of school population		Average
IDACI Score	0.143	
Disabled staff	0	
Pupils on roll including nursery	414	
SEN Support	75	18%
Pupils with an EHCP	10	2%
Indian pupils	0	
Bangladeshi pupils	0	
Chinese pupils	1	0.25%
White/Asian pupils	2	0.5%
White/Black Caribbean pupils	4	1%
Black African pupils	3	0.7%
White British pupils	395	96%
Any other white background pupils	3	0.75%
Any other Asian background pupils	0	
Any other ethnic background pupils	6	1.4%
Any other mixed background pupils	0	
Average attendance rate	93.8%	3-year average 2021/22 – 2023/24
Significant partnerships, extended provision, etc.		Oscars, Sporting Chance, Games@Hart, Seaton Academy of Dance, St Francis FC, Rossmere Youth Centre, Rossmere Forest School, Manor Academy
Awards, accreditations, specialist status		Schools Games Mark - Bronze SMSC Mark – Gold Arts Mark – Commitment of Intent Football Association Equal Access Award



## Springwell School

Characteristic	Total	Breakdown (number)
Number of staff	93	87 (93%) Female 6 (7%) Male
Number of governors	11	9 (82%) Female 2 (18%) Male
Religious character		None
Attainment on entry		Springwell School is a special school, for children with a broad range of needs including, severe, profound and multiple learning difficulties, Speech and Language needs, Autistic Spectrum Disorders and Social, Emotional and Mental Health difficulties (SEMH).
Mobility of school population		Average
IDACI Score		N/A as Special School
Disabled staff	1	
Pupils on roll including nursery	99	School is operating above its 94 planned places
SEN Support	2	
Pupils with an EHCP	97	
Bangladeshi pupils	3	3%
Chinese pupils	0	
White/Asian pupils	0	
White/Black African pupils	0	
Black African pupils	2	2%
White British pupils	86	86%
Any other white background pupils	4	4%
Any other Asian background pupils	2	2%
Any other ethnic background pupils	2	2%
Any other mixed background pupils	0	
Average attendance rate	91.7%	3-year average 2021/22 – 2023/24
Significant partnerships, extended provision, etc.		Families First, Exmoor Grove Residential and Granville Lodge
Awards, accreditations, specialist status		Trauma & Attachment Sensitive Setting – Gold Award, Healthy School Status, Sport England Active Mark, Makaton Friendly School.



## Thorntree Academy

Characteristic	Total	Breakdown (number)
Number of staff	33	7 Male = 21% 26 Female = 79%
Number of governors	8	3 Female 38% 5 Male 63%
Religious character		None
Attainment on entry		The vast majority of children enter nursery well below age related expectation
Mobility of school population		High
IDACI Score	0.558	Thorntree Ward is in the top 1% most deprived areas nationally
Disabled staff	0	One member of staff with limited mobility
Pupils on roll including nursery	258	@ 15/01/2025
SEN Support	46	
Pupils with an EHCP	6	Two pupils educated at alternative provision
Asian and other ethnic group pupils	2	1%
Black and any other ethnic group	4	2%
Gypsy/Gypsy Roma	1	0%
Indian	2	1%
Iraqi	11	4%
Other mixed background	2	1%
White British	3	1%
White and any other Asian background	2	1%
White and Pakistani	2	1%
White and Black African	207	80%
White Eastern European	2	1%
White other	2	1%
Information not yet received	7	3%
Average attendance rate	91.5%	3-year average 2021/22 – 2023/24
Significant partnerships, extended provision, etc.		SEMH Tree Tops & Treehouse, CATS therapist, Headstarters, Cleveland Police Mini-Police, NE Wellbeing Wilderness Schools, Greggs Foundation Breakfast Club, Schools NE
Awards, accreditations, specialist status		IQM Centre of Excellence, Flagship School, Active Mark, School Games Gold Award



### 3: Legal Background: The Duties that Underpin our Scheme

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 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 Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

The Equality Act 2010 provides a single, consolidated source of discrimination law. It simplifies the law and it extends protection from discrimination in some areas. (From 1<sup>st</sup> January 2021 the British parliament is entitled to amend the Equality Act without regard to EU Law, though subject to the UK-EU Trade Agreement. So far, the Equality Act is not amended. Brexit does not affect the European Convention of Human Rights and the Human Rights Act.)

#### Human Rights Act

The Human Rights Act 1998 came fully into force on 2 October 2000. The Act enshrines the European Convention on Human Rights (ECHR) into UK law and makes it unlawful for a public authority to violate those Convention rights, stating that all legislation should fit with the rights. Since its enactment, the Human Rights Act has made rights from the ECHR enforceable in UK courts. (Brexit does not affect the European Convention of Human Rights and the Human Rights Act.)

Extol Trust is committed to the government's agenda of raising awareness of rights amongst children, parents, staff, governors and leaders. Some individual schools have enrolled in the '*Rights Respecting Schools Award*' and will aim to gain this status over the forthcoming years. The DCSF supports this award and research has shown that in the UK this project/award leads to:

- Improved pupil self-esteem
- Improved behaviour and relationships
- More positive attitudes towards diversity in society
- Increased global awareness
- Reduction of prejudice
- Active citizenship, locally, nationally and globally
- Less bullying
- More readiness by pupils to be assertive in intervening and mediating in bullying situations.



The Human Rights Act makes it unlawful for the responsible body, i.e. The Trust, to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions
- In the way it provides education for pupils
- In the way it provides pupils access to any benefit, facility or service, or
- By excluding a pupil or subjecting them to any other detriment.

It is unlawful to discriminate against a pupil or prospective pupil by treating them less favourably because of their protected characteristics i.e.:

- Age
- Sex
- Race
- Disability
- Religion or belief
- Pregnancy and maternity
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity.

### Race

The definition of race includes colour, nationality and ethnic or national origins. We have a statutory duty to promote race equality with due regard to the need to:

- Eliminate unlawful discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups.

### Disability

The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

The Disability provisions in the Equality Act mainly replicate those in the Disability Discrimination Act (DDA). There are some minor differences as follows:

- Unlike the DDA, the Equality Act does not list the types of day to day activities which a disabled person must demonstrate that they cannot carry out, thus making the definition of disability less restrictive for disabled people to meet.



- Failure to make a reasonable adjustment can no longer be defended as justified – bringing it into line with the definition of direct discrimination generally.
- Schools and LA will have a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through Special Educational Needs and Disability (SEND) support or an Educational Health Care Plan (EHCP).

### Indirect Discrimination

As a Trust we have a duty to ensure that when a 'provision, criterion or practice' is applied generally it will not put pupils with a particular characteristic at a disadvantage when compared to those without the characteristic.

### Discrimination arising from Disability

As a Trust we must not discriminate against a disabled pupil because of something that is a consequence of their disability.

### Harassment

As a Trust we have a duty to ensure that there is no unwanted conduct related to a relevant protected characteristic which has the purpose or effect of violating a person's dignity or creating an offensive environment for that person.

### Victimisation

We have a duty to ensure that we do not treat pupils less favourably than they otherwise would have been because of something they, their parent or sibling has done, a 'protected act'.

### General Duties

As stated earlier, the Equality Act 2010 introduces a single equality duty. Extol Trust will ensure and have due regard to the need to:

- Eliminate conduct that is prohibited by the Act;
- 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.

Within each school, age will be a relevant characteristic in considering their duties in their role as an employer but not in relation to pupils.

As a Trust, we will ensure that all protective characteristics are addressed in our school policies and procedures and reviewed appropriately.



## 4: Roles and Responsibilities

### Chain of Accountability

The Trustees, supported by the CEO, are responsible for ensuring the implementation of this scheme.

- Ensure that the schools comply with all relevant equalities' legislation;
- Seek to ensure that people are not discriminated against when applying for jobs at Extol Trust on grounds of race, gender or disability.
- Take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- Ensure that the Admission Policy welcomes all applicants to join our schools

Local Governing Bodies (LGBs) are delegated duties of organisational issues.

### Commitment to Implementation

The Headteachers and LGB retain overall responsibility for ensuring that this scheme is delivered effectively.

Every term, the Leadership Team will report to Headteachers on actions and progress.

Statements will be provided on equality and diversity to the Local Governing Body.

The **Local Governing Body** 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
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.

The **Equality Link Governor** will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- 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 body 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.



The **designated member of staff for equality** will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Support the headteacher in identifying any staff training needs and deliver training as necessary.

**All school staff** will:

- Have due regard to this document and work to achieve the objectives as set out in section 8
- Ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan
- Strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images
- Challenge any incidents of prejudice, racism, homophobia, or transphobia and record any serious incidents, drawing them to the attention of the Headteacher

**Teachers** will:

- support the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents
- foster close working relationship with external professionals who support inclusion work in school. These may include the Hearing-Impaired Service, Occupational Health and Speech and Language Therapists. Recommendations from such professionals will always be acted upon in school.

### Responsible Key Person

Responsibility For	Key Person(s)
Single Equality Scheme	CEO Headteachers and LGBs Senior Leadership Team (SLT)
Disability equality (including bullying incidents)	Headteachers and LGBs SLT
SEND/LDD (including bullying incidents)	Headteachers SENDCo SLT
Accessibility	Headteachers SLT SENDCo
Gender equality (including bullying incidents)	Headteachers SLT



Race equality (including racist incidents)	Headteachers Senior Leadership Team
Equality and diversity in curriculum content	Headteachers Curriculum Leads PSHE Lead RSE Lead
Equality and diversity in pupil achievement	Headteachers
Equality and diversity – behaviour and suspensions	Headteachers / LGB
Participation in all aspects of school life	All staff
Impact assessment	Head teachers SLT All Subject Leaders
Stakeholder consultation	CEO Headteachers
Policy review	CEO Headteachers Curriculum Lead
Communication and publishing	CEO Head teachers

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying).
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

### **Commitment to Review**

The implementation of this single equality scheme will be monitored within the Trust's self-evaluation and other review processes as well as being updated at least annually. The whole equality scheme will be reviewed at least every four years

### **Commitment to Publish**

Extol Trust are committed to sharing information about our single equality scheme and will do this at regular intervals and in line with The Government's secondary legislation (the Equality Act 2010 (Specific Duties) Regulations 2011) which is intended to help public authorities meet their obligations under the PSED.

The specific duties require schools/academies to –



- i) Publish information to demonstrate how they are complying with the PSED, and update this annually, and
- ii) Prepare and publish equality objectives, at least every four years

## **Commitment to Action**

The **Trustees** will:

- Provide leadership and drive for the development and regular review of the school's equality scheme and other policies;
- Highlight good practice and promote it throughout the school and wider community
- Ensure a consistent response to incidents e.g. bullying cases and racist incidents;

The **Local Governing Body** will:

- Provide leadership and drive for the development and regular review of the school's equality scheme and other policies
- Provide leadership and ensure the accountability of the Headteacher and senior leaders for the communication and implementation of school policies
- Highlight good practice and promote it throughout the school and wider community
- Provide appropriate role models for staff, pupils, parents and all other stakeholders
- Congratulate examples of good practice from the school
- Ensure a consistent response to incidents e.g. bullying cases and racist incidents
- Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the Local Authority and the Trust).

The **Headteacher and Senior Leadership Team** will:

- Initiate and oversee the development and regular review of equality policies and procedures
- Consult pupils, staff and stakeholders in the development and review of the policies
- Ensure the effective communication of the policies to all pupils, staff and stakeholders
- Ensure that staff are trained as necessary to carry out the policies
- Oversee the effective implementation of the policies
- Hold subject leaders accountable for effective policy implementation
- Provide appropriate role models for all staff and pupils
- Provide opportunities and mechanisms for the sharing of good practice
- Ensure a consistent response to incidents e.g. bullying cases and racist incidents
- Ensure that the school carries out its statutory duties effectively
- Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
- Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary
- Be accountable for the behaviour of the staff team, individual members of staff and pupils
- Behave in accordance with the school's policies, leading by example
- Contribute to managing the implementation of the school's equality scheme
- Conduct exit interviews with staff who are leaving.



## Resources and Materials

The provision of good quality resources and materials is a high priority. These resources should:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of the school community in terms of language.

We recognise that it is important that all members of the Trust use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self esteem
- Uses accurate language in referring to particular groups or individuals and challenges instances where this is not the case.

Extended Learning Opportunities - It is our aim to provide equal access to all activities. We undertake responsibility for making contributions to extended learning opportunities and are aware of the commitment to equality of opportunity.

## Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among Trust staff.

- This must include pupils' access to a balance of male and female staff at all key stages where possible
- We encourage the career development and aspirations of all school staff
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils
- It is our policy to provide staff with training and development, which enables them to confidently carry out their roles and responsibilities in relation to equality.
- Access to opportunities for professional development is monitored on equality grounds.

## Staff Recruitment

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process
- Equalities policies and practices are covered in all staff inductions
- All temporary staff are made aware of policies and practices



- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

## **5: Stakeholder Involvement; Involving our Learners, Parents/Carers and Other Stakeholders**

Extol Trust is fully committed to encouraging everyone to contribute to the life of the schools within the Trust and its impact within the wider community. We have involved staff, pupils, parents and governors with particular interests in the development of this scheme. We will continue to consult various stakeholders on this scheme and on our policies.

## **6: Impact Assessment: Evaluating the Impact in Terms of the Outcomes**

### **Impact Assessment Statement**

All Trust policies will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan. Any outcomes will be reported to Trustees.

## **7: Eliminating Discrimination**

Extol Trust is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

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.

New staff receive training on the Equality Act as part of their induction. All staff receive refresher training every September.

Each school within the Trust has a designated member of staff for monitoring equality issues, and an Equality Link Governor, an aspect of their safeguarding remit. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## **8: Advancing Equality of Opportunity**

As set out in the DfE guidance on the Equality Act, Extol Trust aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities.



## 9: Social Class and Equality

Extol Trust is in full agreement with the Government's view that everyone in society, regardless of their background, should have the opportunity to achieve their full potential. We understand that some children who grow up in poverty are less likely to gain qualifications or go onto higher education. This means that whole families can be locked into cycles of deprivation. Therefore, to this end we endeavour to raise the aspirations and expectations of all pupils in our care to try and break this cycle by working with pupils and parents through early intervention supported by our social inclusion staff in schools.

We recognise that families and communities play a crucial role and we aim to help parents stay closely involved in their children's education. Our social inclusion staff work in close partnership with parents in addressing the following issues:

- Violence against women
- Behaviour support in the home
- Attendance and punctuality
- Housing issues etc.

## 10: Equality Considerations in Decision-making

Extol Trust ensures it has due regard to equality considerations whenever significant decisions are made. Each school in the Trust always considers the impact of significant decisions on particular groups. For example, when a school visit or activity is being planned, the school considers whether the visit:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

Schools keep a written record, known as an Equality Impact Assessment, to show they have actively considered their equality duties and asked themselves 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 electronically with the completed risk assessment.

## 11: Equality Objectives

### Eldon Grove Academy

Objective	Rationale	Key Actions	Responsible Person	Timescale	Success Criteria	Progress towards objective
Advancing equality of opportunities  Increase the participation of particular groups in afterschool activities	In school data indicates that disadvantaged pupils do not access as many after school activities as other groups	<ul style="list-style-type: none"> <li>Audit of current provision</li> <li>Pupil interviews</li> <li>Liaise with staff</li> <li>Parental voice</li> <li>Discussions with after school providers</li> <li>Promotion of activity to groups of pupils</li> <li>Monitoring the attendance of pupils</li> <li>Monitor the impact of the provision on children</li> </ul>	Subject/aspect leader liaising with relevant member of SLT/PSA.  PP Champion	Termly	Number of disadvantaged children participating has increased	
Eldon Grove Academy aims to foster good relations between those who share a protected characteristic and those who do not share it	Eldon Grove Academy is inclusive to all	<ul style="list-style-type: none"> <li>Curriculum audit to identify where opportunities exist to enhance learning</li> <li>Research and establish links within the local community</li> <li>Contact links to incorporate into timetable of events</li> <li>Consider funding forces and budgetary requirements</li> </ul>	SLT Curriculum Lead PHSE Lead RE Lead Pastoral Lead SENDCo	Half Termly	Links established with community groups Increased number of visits and opportunities	
Ensure all staff and LGB are fully informed, and regularly reminded, of their responsibilities under the Equality Act. Evidence through meeting minutes	Increase staff awareness of the Equality Act 2010 (which was updated 2014) and how the act applies to all stakeholders	<ul style="list-style-type: none"> <li>Single Equality Scheme shared with all stakeholders</li> <li>Included as part of induction process and annual staff update</li> <li>Referenced in all policies</li> </ul>	Equality Governor Headteacher SLT SENDCo Teachers	Termly updates	Key stakeholders demonstrate increased awareness. Minutes evidence	Single Equality Scheme shared Annual update proforma updated
Promote equality through resources including reading materials	To provide a balanced viewpoint to children, parents and carers	<ul style="list-style-type: none"> <li>Audit resources, especially reading materials and address deficit</li> </ul>	Curriculum Lead English Lead PSHE Lead RE Lead	Annual refresh of materials	Materials are readily available throughout school	Autumn 21 resources displayed and pupils accessing



## New Silksworth Infant and Junior Academies

Objective	Rationale	Key Actions	Responsible Person	Timescale	Success Criteria	Progress towards objective
To continue to close attainment gaps for children in receipt of pupil premium and those with SEND.	In school data indicates that in some subjects and year groups, the disadvantaged gap has reduced but attainment gaps between disadvantaged and others still remain in areas, especially Y2 and Y5.	<ul style="list-style-type: none"> <li>• Improve the provision and achievement for identified groups of pupils to close any gaps between them and their peers: Disadvantaged, EAL, SEN and any other group identified as with a protected characteristic</li> <li>• Develop and implement innovative strategies and high quality first teaching informed by research practice</li> <li>• Robust data analysis to identify underperforming pupils</li> <li>• Tuition groups and booster groups</li> <li>• Curriculum audit to identify where opportunities exist to enhance learning</li> <li>• Review effective allocation of support staff</li> <li>• PP Strategy – impact of provision</li> <li>• Ensure teaching is of the highest quality so that pupils reach their potential and all pupils are given equal entitlement to success.</li> <li>• Provide effective CPD to enhance teaching and learning - GTT</li> </ul> <p>Raise achievement of all children through developing effective partnerships with parents, carers and families</p>	SLT PP Champion	Termly	Disadvantaged gap continues to reduce, especially in Year 2 and Year 5.	
To embed the importance of good attendance within the culture of the whole school community to secure equality of opportunity for pupil engagement, attainment and progress	Attendance has improved but continues to be a school priority, especially in the infant academy and or pupils with SEND. This is an area that continues to need robust monitoring. Groups at risk need to be identified and targeted for support.	<ul style="list-style-type: none"> <li>• SIO to work collaboratively to support improved attendance</li> <li>• through pastoral work and follow up with families as well as tracking attendance data and identifying children at risk</li> <li>• Provide mental health and wellbeing support for children through mental health lead, Thrive practitioner and referrals to emotional resilience team to support those at risk of emotional school avoidance</li> <li>• Work with agencies to provide family support for parents/carers who need support</li> <li>• Continue to develop links with families from an early stage</li> <li>• Use of communication at parental consultations and Dojo to promote importance of good attendance</li> <li>• Use of attendance rewards for the whole school working towards attendance objectives</li> </ul>			Attendance percentages continue to improve and PAs reduce for identified individuals and groups.	

Continue to embed an effective mental health and wellbeing strategy (Thrive) so that pupils are resilient and have good mental health and wellbeing	The number of pupils presenting with SEMH needs has significantly increased over the past two years. This group of pupils struggle to regulate their emotions, which impacts on their ability to access learning opportunities.	<ul style="list-style-type: none"> <li>• Further continuous professional development to ensure staff fully understand SEMH and mental health problems and strategies to support</li> <li>• Ensure school's Thrive approach to social, emotional, mental health and behaviour is an embedded, consistent whole school approach</li> <li>• proactive engagement with families, outside agencies, and the wider community to promote consistent support for children's health and wellbeing</li> <li>• using the curriculum and Thrive to develop pupils' knowledge about health and wellbeing</li> <li>• Ensuring family support is timely and effective</li> <li>• setting clear behaviour expectations, that embody high expectations from all</li> <li>• Positive classroom management</li> <li>• Continue to develop the Arts and PESSPA to support mental wellbeing</li> <li>• Provide opportunities for pupils to experience success and achieve awards</li> </ul>			<p>Pupils with SEMH actively engage in lessons</p> <p>Disruptions to learning decrease</p> <p>Fewer incidents recorded on CPOMS for identified pupils</p> <p>Staff consistently use Thrive approach and shared language</p> <p>Behaviour policy is followed consistently by all staff</p>	
Continue to ensure the curriculum at New Silksworth Academy provides opportunities for ALL and that barriers are removed so that pupils are not disadvantaged because of limited first hand experiences	Intentionally engaging pre-existing knowledge with new classroom content can promote meaningful and lasting learning. The first-hand experiences of learning outside the classroom can help to make subjects more vivid and interesting for pupils and enhance their understanding. It can also contribute significantly to pupils' personal, social and emotional	<ul style="list-style-type: none"> <li>• Curriculum audit to identify where opportunities exist to enhance learning through first hand experiences</li> <li>• Ensure planned experiences become an integral element of</li> <li>• Long-term curriculum planning and are closely linked to classroom activities.</li> <li>• Plan for use of own buildings, grounds and the neighbouring area to support learning development. Due to high deprivation in Silksworth, some pupils may have limited experiences compared to those living in affluent areas.</li> <li>• Evaluate the impact of learning outside the classroom on improving achievement.</li> <li>• Ensure equal and full access for all learners to learning outside the classroom by monitoring participation in activities by different groups of learners and removing any barriers.</li> </ul>	SLT PP Champion SENDCo SIO Curriculum Lead Subject Lead	Termly	<p>planned experiences are an integral element of long-term curriculum plans</p> <p>Experiences and activities are planned for and accessed by different groups of learners</p>	



## Roseberry Primary School (taken from RPS Equal Opportunities Policy October 2017)

<b>Objective:</b> To improve access to the curriculum for those pupils who find learning difficult						
<b>Aligned to protected characteristics (list protected characteristics):</b> Learning disability/Age of the children – not age appropriate/Children for who English is a second language						
<b>What helped us arrive at this objective( consultation with stakeholders):</b> The number of pupils emerging as having very specific needs (identified through school procedures and work with external agencies including the Educational Psychologist						
Action	How?	When?	Who?	Cost	Success Criteria	Monitored
Up-skill staff with regards identifying specific learning difficulties and SEMH difficulties	Via professionals working individually or with groups of TAs National College subscription	As required	Specific professionals	SLA costs	Staff have the skills required to develop specific areas of need	SLT
Up-skill staff on teaching reading supported by RWI but also when phonics does not work	Staff meeting	September 17	Rebecca Baxter	CPD costs	Teachers have an understanding of strategies to use for struggling readers	English Lead
Continue to develop Teaching of maths	Introduce WRM and PUMA assessments	2023-2024	All TA staff (N – Y6)	Time from other professionals, WRM resources	Maths is sequential and builds upon prior knowledge. There is a commonality in language and approach across school to support the with memory load.	Maths Lead
Improve assessment methods, particularly for small steps of learning	Embed B Squared Introduce PIRA PUMA	2023-2024	All staff		Teachers are better able to plan intervention to support learning	SENDCo
<b>Objective:</b> To improve access to information						
<b>Aligned to protected characteristics (list protected characteristics):</b> Learning disability/Families for who English is a second language/an increase of Parents experiencing children with SEMH needs						
<b>What helped us arrive at this objective ( consultation with stakeholders):</b> Parents requesting information. Pupils lack of knowledge around key areas						
Action	How?	When?	Who?	Cost	Success Criteria	Monitored
Information re parents specific needs gathered	Appointment of Parent Support advisor	October 2023	HT		Parents have a consistent point of contact for support	SLT
Monthly newsletters and up to date information on website	Our Schools App information/paper copies Access to website	Weekly	SLT	Cost of apps, texts and e-mails	Parents are kept up to date with school events	LGB



Pupils more informed re rights and respects and re policies	Rights respecting work across the curriculum	As and when necessary	Teachers	NA	Children informed about key policies and understand how they can receive help	SLT
Visual timetabling to be developed	Individual timetables to be developed	As and when required to support pupils	Individual teachers	NA	Children understand what they need to do and when	Team leaders
<b>Objective:</b> To further develop the school's contribution to community cohesion						
<b>Aligned to protected characteristics (list protected characteristics):</b> Learning disability, Children and families for who English is a second language, Gender reassignment						
<b>What helped us arrive at this objective( consultation with stakeholders):</b> The emphasis on British Values						
Action	How?	When?	Who?	Cost	Success Criteria	Monitored
Identify pupils from different groupings not on track	Use tracking information to look at progress	Termly	Teachers/SLT	NA	Groups across school make similar progress	SLT
Further develop the pupil voice	Rights Respecting agenda to continue to develop.	On-going	Rights Respecting team	Time	Pupils have a strong voice that contributes to school improvement	SLT
Develop Rights Respecting Agenda	Action plans to be followed	On-going	RRSA Lead	Cost of award	Rights Respecting embedded in curriculum	SLT
Develop empathy with children from around the world	Regular events to raise awareness – e.g. Thandigudi/ harvest/Christmas	On-going	Language team		Children have understanding about fair trade and its meaning	SLT



## Rossmere Academy

Objective	Rationale	Key Actions	Responsible Person	Timescale	Success Criteria	Progress towards objective
To improve the achievement of children from low income and disadvantaged families	Rossmere has a high percentage of disadvantage pupils, attainment for these pupils below that of others within school	Pupil Premium Action Plan: <ul style="list-style-type: none"> <li>books for children</li> <li>access to technology</li> <li>small group catch up</li> </ul>	Pupil Premium Champion	Ongoing	<ul style="list-style-type: none"> <li>Improved outcomes as evidenced by internal &amp; external data</li> <li>Intervention reports</li> <li>Case studies</li> </ul>	Ongoing objective – gap has closed in some cohorts
To improve the achievement of children with SEND	Rossmere attracts a high percentage of SEND pupils, % is well above national figures.	<ul style="list-style-type: none"> <li>Quality First Teaching</li> <li>Staff training to ensure competent and knowledgeable staff regarding specific SEND needs</li> </ul>	SENDCo	Ongoing	<ul style="list-style-type: none"> <li>Tracking data</li> <li>ILPs</li> <li>Intervention Reports</li> </ul>	Achievement is improving but they may not all reach ARE due to complex SEND needs
To ensure early identification of need or barrier to engagement of a child or parent	Any parent or child with SEND or a barrier	<ul style="list-style-type: none"> <li>Home visit takes place with every new nursery child.</li> <li>Any in year transfer – parent and child meet HT and PSA.</li> <li>Use of CPOMS to record any concerns, no matter how small.</li> <li>SLT / SENDCo meet with parent if there is a concern</li> </ul>	EYFS Lead / SENDCo	Termly	<ul style="list-style-type: none"> <li>Evidence from CPOMS</li> <li>SEND Register</li> <li>Inclusion Team records</li> </ul>	Children are identified on entry to nursery and co-ordinated support plan is in place at that point
To promote understanding of and respect for differences	British Values and Equality is threaded through school offer	<ul style="list-style-type: none"> <li>Balance curriculum with clear intent evident</li> <li>Participate in Anti Bullying week</li> <li>Well planned and resources PSHE curriculum</li> <li>Ensure full access for all children, regardless of need or ability</li> </ul>	Curriculum Lead	Ongoing	<ul style="list-style-type: none"> <li>Clear curriculum intent published</li> <li>Pupil voice evidences pupils understanding</li> <li>Reduction of reported incidents</li> </ul>	Children demonstrate a very good understanding
To promote cultural understanding	To ensure pupils understand their place within 21 <sup>st</sup> Century global world	<ul style="list-style-type: none"> <li>Diversity of books on offer</li> <li>Reading lists to include authors from other cultures, a balance of male and female authors etc</li> <li>Visitors into school that represent a variety of cultures</li> </ul>	Curriculum Lead	Ongoing	<ul style="list-style-type: none"> <li>Children can talk about people from different countries and cultures</li> </ul>	Impact seen already
To improve oracy	To ensure all children are taught the skills necessary to be able to speak clearly, have the confidence to speak and to listen attentively	<ul style="list-style-type: none"> <li>CPD for all staff on oracy</li> <li>Teach children sentence stems for everyday conversation</li> <li>Modelling of paired discussions by adults</li> </ul>	Oracy Lead	Ongoing	<ul style="list-style-type: none"> <li>All children are able to speak in a full sentence to give their opinion or get their needs met</li> </ul>	



## Springwell School

Objective	Rationale	Key Actions	Responsible Person	Timescale	Success Criteria	Progress towards objective
Springwell School has good relations between those who share a protected characteristic and those who do not share it	Continue to ensure children are aware and accepting of differences	<ul style="list-style-type: none"> <li>Curriculum Co-ordinators to explicitly identify where Springwell pupils access the local community to support the curriculum, enhance learning and awareness of differences.</li> <li>Maintain and build upon established links within the local community</li> </ul>	Subject Leaders and class teachers	Complete updates by December 2024	Community Links maintained and explicitly clear in the Springwell Curriculum	
Ensure our Inclusion Equality Statement is up to date and implemented in full	Inclusion and equality is essential to the effectiveness of our school so that all children are able to thrive	<ul style="list-style-type: none"> <li>Review the statement annually</li> <li>Use all school self-evaluation activities to identify any non-compliance and act on it immediately</li> <li>Accessibility Audit and Plan to be implemented</li> </ul>	ZW All staff, particularly leaders  ZW	Annually Ongoing (see SEF Calendar)  Every 5 years or earlier if required	Statement shared with staff and published on website A fully inclusive education environment accessible to all See detail in Accessibility Plan	
Promote Equality through resources	Continue to source resources which reflect the protected characteristics particularly disability which tend to be hard to come by and expensive	Subject Co-ordinators and class teachers to purchase appropriate resources with relevant budgets	Subject Co-ordinators	Annually	Children are able to access an range of resources which support awareness of difference	



## Thorntree Academy

Objective	Rationale	Key Actions	Responsible Person	Timescale	Success Criteria	Progress towards objective
To continue to narrow the attainment gap for ALL Thorntree Academy pupils and the attainment of peers nationally	In school data indicates that in some subjects and year groups, the cohorts underperform when compared nationally to their peers. To ensure the pupils the best start in life, their educational attainment when leaving Thorntree Academy needs to be in line or better than national average for KPIs.	<ul style="list-style-type: none"> <li>Robust data analysis to identify underperforming pupils</li> <li>Tuition groups and booster groups</li> <li>Curriculum audit to identify where opportunities exist to enhance learning</li> <li>Review effective allocation of support staff</li> <li>PP Strategy – impact of provision</li> <li>Ensure teaching is of the highest quality so that pupils reach their potential and all pupils are given equal entitlement to success.</li> <li>Provide effective CPD to enhance teaching and learning - GTT</li> </ul>	SLT	Termly	Disadvantaged gap continues to reduce.	
To ensure the curriculum at Thorntree Academy provides opportunities for ALL and that barriers are removed so that pupils are not disadvantaged because of limited first hand experiences	Due to high deprivation with the Thorntree Academy community, some pupils may have limited experiences compared to those living in affluent areas. As such, the school intends to enrich the lived experiences of all pupils through planned curricular events that are meaningful and promote aspirations for all.	<ul style="list-style-type: none"> <li>Curriculum audit to identify where opportunities exist to enhance learning through first hand experiences</li> <li>Ensure planned experiences become an integral element of long-term curriculum planning and are closely linked to classroom activities.</li> <li>Ensure equal and full access for all learners to learning outside the classroom by monitoring participation in activities by different groups of learners and removing any barriers.</li> </ul>	SLT SENDCo Curriculum Lead Subject Leads	Termly	<p>Planned experiences are an integral element of long-term curriculum plans</p> <p>Experiences and activities are planned for and accessed by different groups of learners</p>	
To support the health and wellbeing of all pupils through the development of the Arts and PESSPA	Thorntree Academy strive to ensure ALL pupils can engage in Arts and physical activity to empower them to develop in a holistic manner. Accessing creative activities and engaging with physical activity aids pupils' mental and physical health. This in turn will improve attendance, attainment and	<ul style="list-style-type: none"> <li>Curriculum audit to identify where opportunities for PESSPA and 'Arts' exist</li> <li>Research and establish further links within the local community</li> <li>Provide opportunities for pupils to experience success and achieve awards</li> <li>Monitor the uptake and participation in activities by different groups of learners</li> </ul>	PESSPA Lead Arts Lead Curriculum Lead SLT SENDCo	Termly	<p>Links established with community groups</p> <p>Increased number of activities and opportunities</p> <p>Pupils receive awards</p>	



	behaviour – especially for those with SEND.					
Thorntree Academy aims to educate all stakeholders about protected characteristics to foster good relations between those who share a protected characteristic and those who do not.	Thorntree Academy is inclusive to all with a holistic view of the individual	<ul style="list-style-type: none"> <li>Curriculum audit to identify where opportunities exist to enhance learning</li> <li>PSHCE curriculum to be further reviewed and consultations with parents arranged</li> <li>Research and establish links within the local community</li> </ul>	SLT Curriculum Lead PSHCE Lead RE Lead SENDCo	Half Termly	Links established with community groups Increased number of visits and opportunities	
To operate an all informed and acting on, including the LGB, strategy regarding their responsibilities under the Equality Act. Evidence through meeting minutes.	Increase staff awareness of the Equality Act 2010 (which was updated 2014) and how the act applies to all stakeholders	<ul style="list-style-type: none"> <li>Single Equality Scheme shared with all stakeholders</li> <li>Included as part of induction process and annual staff update</li> <li>Referenced in all policies</li> </ul>	Governors Headteacher SLT SENDCo Teachers	Termly updates	Key stakeholders demonstrate increased awareness. Minutes evidence	



## **12: Monitoring Arrangements**

The Trust and Schools will review the equality information we publish at least every year.

This document will be reviewed by the Trust at least every four years.

This document will be approved by the Local Governing Body.

## **13: Links with other Policies**

This document links to the following policies and procedures:

- Public Sector Equality Duty Statement
- Accessibility Plan
- Risk Assessments
- SEND Policy
- Curriculum Policies
- Pupil Premium Strategy
- Educational Visits and School Trips Policy