



Equalities Objectives

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1. Compliance

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

1.1.1. Equality Act 2010;

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

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

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

2. About this statement

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

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

2.2.1. sex;

2.2.2. disability;

2.2.3. race;

2.2.4. age;

2.2.5. gender reassignment;

2.2.6. marriage and civil partnership;

2.2.7. pregnancy and maternity;

2.2.8. religion or belief; and,

2.2.9. sexual orientation.

2.3. The Equality Act makes it unlawful to treat someone differently, either through direct or indirect discrimination, harassment, and victimisation or by failing to make a reasonable adjustment for a disabled person.

3. Statement

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

3.2. The specific duty on the Trust is to:

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

3.2.2. to prepare and publish equality objectives.

4. Guiding principles

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

4.1.1. Principle 1: All pupils are of equal value

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

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

4.1.3. Principle 2: The Trust recognises and respect difference

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

- 4.1.4.1. disability, so that reasonable adjustments are made;
- 4.1.4.2. ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised;
- 4.1.4.3. gender and gender identity, so that the different needs and experiences of girls and boys, women and men, and those who have reassigned their gender are all recognised;
- 4.1.4.4. pregnancy and maternity, so that the differing needs of pregnant pupils and new mothers can be recognised;
- 4.1.4.5. religion, belief or faith background; or,
- 4.1.4.6. sexual identity.

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

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

- 4.1.6.1. positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people;
- 4.1.6.2. positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status;
- 4.1.6.3. positive attitudes towards pregnant pupils and new mothers;

4.1.6.4. mutual respect and good relations between boys and girls, women and men, and those who have reassigned their gender; and,

4.1.6.5. an absence of sexual and homophobic harassment.

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

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

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

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

4.1.10.1. disabled and non-disabled people;

4.1.10.2. people of different ethnic, cultural and religious backgrounds; and

4.1.10.3. girls and boys, women and men.

4.1.11. Principle 6: The Trust consult and involve widely

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

4.1.12.1. disabled people as well as non-disabled;

4.1.12.2. people from a range of ethnic, cultural and religious backgrounds;

4.1.12.3. women and men, girls and boys, and those who have reassigned their gender;

4.1.12.4. pregnant pupils and new mothers, and those with relevant experiences; and,

4.1.12.5. both women and men, and both girls and boys.

4.1.13. People of different sexual orientation.

4.1.14. Principle 7: The Trust bases its policies and practices on sound evidence

4.1.14.1. The Trust maintains and publishes quantitative and qualitative information which shows its compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010, and on the basis of which the Trust decide on specific and measurable objectives.

4.1.15. Principle 8: Measurable objectives

4.1.15.1. The Trust formulates and publishes specific and measurable objectives, based on the consultations the Trust have conducted (principle 6) and the evidence the Trust have collected and published (principle 7). The objectives which the Trust identify take into account national and local priorities and issues, as appropriate. The Trust's equality objectives are integrated into the school improvement plan]. The Trust will keep its equality objectives under review and report annually on progress towards achieving them.

5. Ethos and organisation

5.1. The Trust] is committed to ensuring that the principles listed above apply to the full range of its policies and practices.

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

5.2.1. prejudices around disability and special educational needs;

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

5.2.3. prejudices reflecting sexism and homophobia.

6. Roles and responsibilities

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

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

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

6.4. All teaching staff are expected to:

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

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

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

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

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

6.4.6. record and report prejudice related incidents

6.5. All support staff are expected to:

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

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

6.5.3. record and report prejudice related incidents.

6.6. All pupils / learners are expected to:

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

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

6.7. All parents are expected to:

6.7.1. take an active part in identifying barriers for the School community and in informing the Trust Board of actions that can be taken to eradicate these.

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

7. Information and resources

7.1. The Trust ensures that the content of this policy is known to all staff and trustees and governors and, as appropriate, to all pupils and their parents and carers

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

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

8. The Trust's Equality Objectives are:

8.1 Objective 1

To ensure that schools monitor and report to their Local Governing Bodies the extent to which pupils with protected characteristics regularly access enrichment.

8.2 Objective 2

As part of recruitment, selection, induction and HR welfare meetings, make reasonable adjustments for all prospective and current employees with disabilities to meet their needs, making sure that any workplace disadvantages they experience are addressed.

8.3 Objective 3

Governors and Directors to undertake EDIJ refresher training so that they are up to date with best practice.

8.4 Objective 4

Undertake a termly analysis of recruitment data and trends with regard to race, gender and disability and report on this to the Resources Committee.

9. Policy access

9.1. A copy of this policy will be displayed on the Trust's website and issued to all appropriate staff members employed by the Trust.