



# Paradise Rida Schools Trust

## Equality Policy

<b>Approved by:</b>	Governors	<b>Date:</b> Sep 2025
<b>Last reviewed on:</b>	Sep 2025	
<b>Next review due by:</b>	Sep 2027	

## Aims

Our trust aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination, harassment, and victimisation, 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 protected characteristics – between people who share a protected characteristic and people who do not share it.

Our trust aims to promote respect for difference and diversity in accordance with our values.

## 2. Legislation and guidance

This document meets the requirements under the following legislation:

- **The Equality Act 2010**, which introduced the public sector equality duty and protects people from discrimination.
- **The Equality Act 2010 (Specific Duties) Regulations 2011**, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives.

This document is also based on the latest Department for Education (DfE) guidance for schools on the Equality Act (updated 2025), the technical guidance for schools from the Equality and Human Rights Commission, and guidance from the Government Equalities Office on meeting the specific duties that support the public sector equality duty.

## 3. Roles and responsibilities

### 3.1 The Board of Trustees

The board of trustees will:

- Ensure that the equality information as set out in this statement is published and communicated throughout the trust, including to governors, staff, pupils, and parents.
- Ensure that the published equality information is updated at least annually, and that the objectives are reviewed and updated at least every four years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.

### **3.2 The Headteacher**

The Headteacher will, for their school:

- Promote knowledge and understanding of the equality objectives among staff and pupils.
- Monitor success in achieving the objectives and report back to governors.

### **3.3 The designated member of staff for equality**

The designated member of staff for equality will, for their school:

- Support the monitoring and reporting of equality objectives.
- Liaise with the Headteacher, governors, and staff regarding equality issues.

### **3.4 All staff across the trust**

All staff across the trust are expected to have regard to this document and work to achieve the objectives as set out in section 8.

## **4. Eliminating discrimination**

The 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, harassment, victimisation, and other prohibited conduct.

Trustees, governors, and all staff are regularly reminded of their responsibilities under the Equality Act, for example during meetings, and such discussions are recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually.

Each school has a designated member of staff for monitoring equality issues. They regularly liaise regarding any issues and make senior leaders and governors aware as appropriate.

## **5. Advancing equality of opportunity**

As set out in DfE guidance, the trust aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people connected to a particular protected characteristic (e.g., pupils with disabilities or LGBTQ+ pupils experiencing harassment).
- Taking steps to meet the particular needs of people who have a protected characteristic (e.g., enabling Muslim pupils to pray at prescribed times).
- Encouraging people with a protected characteristic to participate fully in all activities (e.g., promoting involvement in school societies and leadership opportunities).

### **5.1 Publishing information about pupils**

In fulfilling this aspect of the duty, the trust will, for every school:

- Publish attainment data each academic year showing how pupils with different characteristics are performing.
- Analyse the data to identify strengths and areas for improvement, implement responsive actions, and publish this information.
- Provide evidence of improvements for specific groups (e.g., reductions in homophobic, transphobic, or other discriminatory incidents).
- Publish further data on issues associated with protected characteristics that may affect pupils.

Relevant information about each school will be published on their individual websites.

### **6. Fostering good relations**

The trust aims to foster good relations between those who share a protected characteristic and those who do not by:

- Promoting tolerance, friendship, and understanding of a range of religions, cultures, and identities through the curriculum, including RE, citizenship, PSHE, and other subject areas. For example, pupils will engage with literature and case studies from diverse backgrounds.
- Holding assemblies on relevant issues, encouraging pupil leadership, and inviting external speakers.
- Engaging with the local community, including leaders of local faith groups, and organising trips and activities linked to the community.
- Implementing initiatives to address tensions between pupil groups, encouraging participation in school councils, sports, and cultural activities, and working with parents to promote understanding of diversity.
- Developing links with specialist organisations to enhance knowledge and practice on protected characteristics.

## **7. Equality considerations in decision-making**

The trust ensures due regard to equality whenever significant decisions are made.

All schools consider the impact of significant decisions on particular groups. For example, when planning a trip or activity, schools ensure it:

- Does not conflict with religious holidays.
- Is accessible to pupils with disabilities.
- Provides equivalent facilities for all pupils irrespective of gender or other protected characteristics.

Schools maintain a written record (Equality Impact Assessment) to demonstrate active consideration of equality duties. This is stored electronically alongside the risk assessment for the activity.

## **8. Monitoring arrangements**

The Trustees will update the equality information published at least annually.

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