



Equality Information and Objectives Policy

Document Control:

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Owner	CEO		
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Review period	Four yearly	Version	1 (Apex)

Version	Changes identified

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Equality Information and Objectives Policy

1. Statement of intent

Apex Collaborative Trust understands that, under the Equality Act 2010, all schools have a duty to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality between different groups.
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

Apex Collaborative Trust is a values-led organisation. Our core values of Ambition, Collaboration and Trust are fundamental to our approach and shape our culture. We believe establishing a strong culture is the most important ingredient for our success, so that we create an ideal environment for learning where all members of our trust community can flourish.

Our mission is to make a difference in our communities by placing learning at the heart of all we do. The Trust will prioritise an inclusive and fair culture where people feel able to be themselves and where different opinions and backgrounds are valued, enriching our decision-making and systems.

2. Aims

The aim of this document is to outline how Apex Collaborative Trust is committed to ensuring that every member of our trust community is regarded as being of equal worth and importance, irrespective of culture, race, gender, learning abilities, sensory or physical impairment/disabilities, social class or lifestyle. The Trust recognises differences and is committed to meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered.

The trust commits to:

- Actively prevent unlawful discrimination of any form and ensuring working environments free of bullying, harassment and victimisation.
- Actively explore and challenge our unconscious biases.
- Promoting a culture of dignity, acceptance and respect where individual differences and the contributions of all people are recognised and valued.
- Promote an inclusive culture where people feel comfortable and confident to be themselves.
- Take seriously complaints of bullying, harassment, victimisation and unlawful discrimination.
- Create an environment where people have the freedom to express opinions that do not discriminate, harass or are defamatory and / or unlawful.
- Provide equal opportunities, ensuring all members of the community are encouraged to develop to their full potential.
- Recruit staff, whether internally or externally, based on relevant qualifications, skills, experience and performance.
- Monitor the operation of policies across the trust to ensure no group is discriminated against, making changes where necessary.
- Monitor the make-up of the workforce regarding information such as age, gender, ethnic background, sexual orientation, religion or belief, and disability.

3. Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Human Rights Act 1998
- The Equality Act 2010
- UK General Data Protection Regulation (UK GDPR) and Data Protection Act 2018

4. Roles and responsibilities

The trustees will:

- Be responsible for ensuring the school complies with the appropriate equality legislation and regulations.

- Take all reasonable steps to ensure students and potential students will not be discriminated against, harassed or victimised in relation to:
 - Admissions
 - The way schools provide an education for students
 - How students are given access to benefits, facilities and services
 - The exclusion of a student or subjecting them to any other detriment
- Ensure all policies are developed and implemented with appropriate equality impact assessments informing future plans

Headteachers will:

- Implement and champion this policy, ensuring that all staff and students apply its guidelines fairly in all situations.
- Provide appropriate training to ensure all members of staff are aware of their responsibilities, as well as to develop their skills and knowledge.
- Develop appropriate school specific equality objectives to address identified equality/diversity gaps and monitor implementation and impact.
- Ensure that appropriate interventions are put in place swiftly for students, staff and parents/carers who require them.

All staff will:

- Be alert to the possible harassment of students, both inside and outside of the school, and to deal with incidents of harassment and/or discrimination as the highest priority.
- Carry out their statutory duties relating to equal opportunities and inclusivity and pertaining to their specific roles.
- Have due regard to the sensitivities of all students and will ensure all materials are age appropriate and educationally justified.
- Act as a role model for equality, diversity, and inclusion across the whole school community.

All students will:

- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Abide by all the school's equality and diversity policies, procedures and codes and not discriminate or harass any other student or staff member.
- Report any incidences of bullying or harassment, whether to themselves or to others, in line with school protocols.

5. Protected characteristics

For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'. The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities.

Protected characteristics, under the Act, are as follows:

- Age
- Disability
- Race, colour, nationality or ethnicity
- Sex
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership

6. Staff training

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

Whole-school staff equalities training will:

- Ensure all staff are aware of, and comply with, current equalities legislation and government recommendations.
- Ensure all staff are aware of their responsibilities and how they can support students, colleagues and other members of the community with protected characteristics.
- Ensure all staff know how to report any negative issues linked to equality, diversity or inclusion.
- Provide support for staff to effectively manage any discrimination towards students with protected characteristics.
- Provide up-to-date information on the terms, concepts and current understandings relating to each of the protected characteristics.

- Promote participation in, relevant awareness days, e.g. Black History Month, International Women's Day.

7. Trust Equality Objectives 2026–2029

Objective 1: To create a working environment that is increasingly attractive to currently underrepresented groups (people with disabilities and people from a non-white British background)		
Why have we chosen this objective?	What we are doing to achieve this objective	Success Criteria
• Staff with protected characteristics serve as role models for students with protected characteristics. • A more diverse workforce brings more perspectives and greater understanding of cultural differences.	• Ensure that all staff appointments and promotions are made on the basis of merit and ability in compliance with the law. However, we will be concerned to ensure wherever possible that the staffing reflects the diversity of our community. • Ensure that our recruitment promotional material includes significant contributions from staff from minority ethnic communities, disabilities, etc. • Positive action, for example shortlisting any candidates from identified underrepresented groups who meet the essential criteria for posts. • Appropriate training for staff around unconscious bias, 'covering', etc. • Ensure appointment panels give due regard to the equality information and objectives, so that no-one is discriminated against when it comes to employment or training opportunities. • Work with National Institute of Teaching to support members of the local community to enter the profession.	• By 2029 the number of applicants from underrepresented groups for all roles across the trust will increase from 2026 levels.

Objective 2: To work proactively to foster positive relationships across all characteristics, between people who share and do not share a protected Characteristic. This includes students, staff and the wider community.

Why have we chosen this objective?	What we are doing to achieve this objective	Success Criteria
• The Equality Act stipulates our responsibility to have due regard to foster good relationships across all characteristics. • There is a need to challenge unconscious bias and prejudice towards people with some protected characteristics.	• Ensure PSHE curriculum explicitly addresses misconceptions, unconscious bias, and incidents within the school, community & media. • Review our curriculum offer in all subjects to ensure broad, balanced and fair representation. • Provide appropriate CPD for staff around unconscious bias and protected characteristics. • Keep accurate records of any abuse perpetrated on the basis of a protected characteristic against both peers and staff and identify any patterns • Use this data to inform our PSHE curriculum, responsive and preventative offer, and individualised intervention. • identify and support students who are 'below the radar' across a number of recognised vulnerabilities and provide early help to students and families who may be at risk. • Apex Support Networks to have a focus of building systems and provision and sharing expertise to build a positive culture which fosters good relationships across all characteristics.	• Proportion of students agreeing or strongly agreeing with the statement 'My school encourages me to respect everyone and treat people more fairly' in the student survey increase by 10% across the trust from 2026 levels. • In the same survey, the proportion of students who state that they have not seen bullying or that teachers always deal with it increases by 10% on 2026 levels.

8. School Objective(s)

Objective: 3. To ensure that all pupils, particularly those from vulnerable groups and those with protected characteristics, have equitable access to an inclusive and ambitious curriculum and can participate fully in all aspects of school life.		
Why have we chosen this objective?	What we are doing to achieve this objective	Success Criteria
• To ensure all pupils, particularly those who may be disadvantaged or vulnerable, have equal access to learning opportunities and can achieve their full potential. • To promote an inclusive school culture that celebrates diversity, removes barriers to participation, and fosters respect and belonging for all members of the school community. • To ensure that all pupils, including those who may face social, emotional or other barriers to learning, are able to access the curriculum, participate fully in school life and achieve their potential.	• Monitoring the attainment, progress and participation of different groups of pupils to identify and address any barriers to success. • Ensuring our curriculum reflects diversity, promotes equality and celebrates different cultures, backgrounds and experiences. • Providing targeted support and interventions for pupils who may be vulnerable or disadvantaged. • Adapting teaching strategies, resources and learning environments to meet the needs of all learners, including those with SEND. • Delivering a comprehensive PSHE curriculum that promotes respect, inclusion and understanding of protected characteristics. • Providing staff training to ensure inclusive practice and challenge discrimination, prejudice and stereotyping. • Engaging with pupils, families and the wider community to promote equality and strengthen a sense of belonging. • Regularly reviewing the impact of our equality	• Pupils from vulnerable groups make progress in line with, or better than, their peers. • Gaps in attainment, attendance and participation between pupil groups are reduced or remain minimal. • Pupil voice demonstrates that pupils feel safe, respected and included. • Participation in enrichment activities is representative of the school population. • Monitoring shows teaching is adapted effectively to meet the needs of all learners.

	objectives and taking action where improvements are needed.	
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9. Monitoring and review

This policy will be reviewed by the CEO and Director of People annually and updated where appropriate – any amendments will be duly communicated to staff.