Oxford Diocesan Schools Trust
St Mary's Convent
Denchworth Road, Wantage
Oxford, OX12 9AU
odst.governance@oxford.anglican.org
www.odst.org.uk

Statutory:	Policy provided centrally for adoption by schools with minimal amendment to the core text. Changes are allowed to the text where indicated

Equality Information: Trust Statement and School Policy

Benson C of E Primary School

Approved by:	**Pay & Personnel**
Date:	**November 2026**
Next review date:	**31 December 2029**

Adopted by school:	**Benson C of E Primary**
Date:	**November 2026**

Contents

1. Aims 3
2. Legislation and statutory requirements 3
3. Roles and responsibilities 3
3.1 The Trust Board 3
3.2 The local governing body (LGB) 4
3.3 The headteacher/executive headteacher/head of school 4
3.4 All staff across the trust 4
4. Eliminating discrimination 4
5. Advancing equality of opportunity 4
5.1 Information about pupils 5
5.2 Publishing information about staff 5
6. Fostering good relations 5
7. Equality considerations in decision-making 5
8. Equality objectives 6
9. Monitoring arrangements 6
10. Links with other policies 6

This policy sets out our approach to equality for The Oxford Diocesan Schools Trust (ODST)

Section 8 provides the equality objectives framework for each school which will also be published on their own website

1. Aims

The Oxford Diocesan Schools Trust (ODST) aims to meet its obligations under the Public Sector Equality Duty 2011 (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, 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 a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
    - Age
    - Disability
    - Gender reassignment
    - Marriage or civil partnership
    - Pregnancy and maternity
    - Race
    - Religion or belief
    - Sex
    - Sexual orientation

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

2. Legislation and statutory requirements

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 Department for Education (DfE) advice for schools on the Equality Act, 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.
This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 The Trust Board

The trust board will:

- Ensure that the equality information as set out in this statement is published and communicated throughout the trust, including to local governing body members, staff, pupils and parents/carers
- 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 / head of school and local governing body

3.2 The local governing body (LGB)

The LGB will, for their schools:

- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full board of trustees regarding any issues as required

3.3 The headteacher/executive headteacher/head of school

The headteacher/executive headteacher/head of school will, for their school:

- Promote knowledge and understanding, appropriate to age and school context, of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to the LGB
- Have "due regard" when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics4.3 School staff and volunteers

3.4 All staff across the trust

All school and central trust staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8 for their own setting.

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 and other prohibited conduct.

Trustees, LGB members and all staff should be reminded of their responsibilities under the Equality Act, through a variety of communications. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the school's approach to equality as part of their induction.

How each school works specifically to eliminate discrimination is set out in Appendix 1

5. Advancing equality of opportunity

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

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the specific needs of people who have a particular characteristic
- Supporting people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

How our school works specifically to advance equality of opportunity is set out in Appendix 1.

5.1 Information about pupils

In fulfilling this aspect of the duty the trust will ensure that every school will:

- Scrutinise attainment data for each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response
- Make evidence available identifying improvements for specific groups in the termly Headteacher's report

5.2 Publishing information about staff

This list is based on the guidance of suggested information to publish from the Equality and Human Rights Commission.

In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics. As a trust, we will publish information to show:

- Gender pay-gap reporting and other pay equality issues by 30 March annually, and any other statutory reporting required

We will consider what other information we will publish to demonstrate our commitment to equality and diversity and will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

6. Fostering good relations

The trust and its schools aim to foster good relations between those who share a protected characteristic and those who do not share it in a range of ways, including:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of the curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Making pupils aware of our behaviour and anti-bullying policies
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we may also invite external speakers to contribute
- Making sure schools work with their local community. This may include inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop how they implement their approach

How our school works specifically to foster good relations, see Appendix 1.

7. Equality considerations in decision-making

The trust ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

8. Equality objectives

The Trust requires each school to set their own objectives depending on their context and in keeping with the Trust's overall approach to equality set out in this document. See Appendix 2 for further information on this school's equality objectives.

9. Monitoring arrangements

The Trust Board acting through the Pay & Personnel Committee will update the equality information we publish, described in sections 4 to 7 above, at least every year.

This document will be reviewed by them annually to ensure compliance with the PSED.

School-specific equality objectives will be reviewed and set by the headteacher/executive headteacher and agreed with the LGB every 4 years.

This document will be approved by Pay and Personnel Committee every 4 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEN information report
- SEND policy
- Inclusion Strategy