The Equality Act Statement

Revised date: November 2026
Review date: November 2030

Principle Vision

We put children first, pioneering excellence and championing each and every child.

The Equality Act (2010)

The academy is required to publish its Equality Statement and objectives and review them every four years. Our Trust members have agreed on our Equality Statement below.

Our key objective over the next four years is to promote excellence and enjoyment for all pupils so that they are able to equally access all areas of school life including pastoral support.

Introductory notes

Since the Equality Act 2010 came into effect in April 2011 there has no longer been a requirement that school should draw up and publish equality schemes and policies. It is still good practice, however, for a school to make a statement about the principles according to which it reviews the impact on equalities of its policies and practices and according to which it gathers and publishes information, and decides on specific objectives.

The Pioneer Academy fully understands the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- Age;
- Disability;
- Race, colour, nationality, ethnic or national origin;
- Sex (including transgender);
- Gender reassignment;
- Maternity and pregnancy;
- Religion and belief;
- Sexual orientation; and
- Marriage and civil partnership (for employees).

Legal Framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations to age (as appropriate), disability, ethnicity, gender (including issues of transgender, paternity and of maternity and pregnancy), religion and belief, and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with disabilities, and the Human Rights Act 1998.

Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as The Pioneer Academy. This will include the following functions:

- Admissions;
- Attendance;
- Attainment;
- Exclusions; and
- Prejudice related incidents.

Guiding principles

In fulfilling the legal obligations cited above, we are guided by nine protected characteristic / principles:

Principle 1: All learners are of equal value

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

Principle 2: We recognise and respect difference

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

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, women and men, are recognised
- religion, belief or faith background
- sexual identity
- socio-economic status and those in care – those in receipt of pupil premium
- ability

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- 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, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identify, and with full respect for legal rights relating to pregnancy, maternity and paternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

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

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6: We consult and involve widely

We engage 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.

We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both men and women, and girls and boys
- homosexual people as well as heterosexual.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, as a greater participation in public life of:

- disabled people as well as none
- people from a range of ethnic, cultural and religious backgrounds
- both men and women, and girls and boys
- homosexual people as well as heterosexual.

Principle 8: We base our practices on sound evidence

We comply with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

Principle 9: Objectives

We keep our equality objectives under review and report annually on progress towards achieving them.

The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out above.

Ethos and organisation

We ensure the principles listed in the principles above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to above:

- prejudice around disability and special educational needs
- 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.
- prejudice reflecting sexism and homophobia.

There is Whistleblowing policy on how prejudice-related incidents should be identified, assessed, recorded and dealt with. In the first instance it is anticipated that issues are reported to the Head Teacher.

We keep a record of prejudice-related incidents and, if requested, provide a report to the appropriate authority above the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Roles and responsibilities

The Trust Board is responsible for ensuring that the school complies with legislation.

The local governing body (school board) is responsible for ensuring the implementation of this policy and its related procedures and action plans are implemented.

The Head Teacher 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.

The Head Teacher has day-to-day responsibility for co-ordinating implementation of the policy.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles in paragraph 4 above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

Information and resources

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

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

Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

We 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.

Breaches of the policy

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Head Teacher and Trustees.

Monitoring and review

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

Responsibility

We believe that promoting equality is the whole academy responsibility. The Pioneer Academy does this by measures that include:

- for pupils - implementation of policies on equal opportunities (including special needs, behaviour and anti-bullying);
- for staff - implementation of policies on equal opportunities, recruitment and selection, pay and wellbeing policy;
- PSHCE, SRE, RE and other elements within the curriculum that promote friendship and understanding about cultures and lifestyles;
- employing specialist staff to support pupils with special needs or disabilities, and implementing the school's Local offer;
- monitoring of welfare, with intervention and support where required for all stake holders and pupils;
- taking steps to meet the particular needs of pupils or staff that have a particular characteristic, such as access to the school councillor.

School Community	**Responsibility**
School Board	Involving and engaging the whole community in identifying and understanding equality barriers and in the setting of objectives to address these.
Head Teacher	As above including: • Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day-to-day duties. • Ensure that staff have appropriate skills to deliver equality, including pupil awareness. • Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	To support as above. • Ensure fair treatment and access to services and opportunities. • Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	• Help in delivering the right outcomes for pupils. • Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Support Staff	• Support the school and the governing body in delivering a fair and equitable service to all stakeholders. • Uphold the commitment made by the Head Teacher on how pupils and parents/carers can be expected to be treated. Support colleagues within the school community. Ensure that you are aware of your responsibility to record and report prejudice related incidents.

Parents	• Take an active part in identifying barriers for the school's community and in informing the governing body of actions that can be taken to eradicate these. • Take an active role in supporting and challenging the school to achieve the commitment given to the school's community in tackling inequality and achieving equality of opportunity for all.
Pupils	• Supporting the school to achieve the commitment made to tackling inequality. • Uphold the commitment made by the Head Teacher on how pupils and parents/carers, staff and the wider community can be expected to be treated.
Local Community Members	• Take an active part in identifying barriers for the school's community and in informing the governing body of actions that can be taken to eradicate these • Take an active role in supporting and challenging the school to achieve the commitment made to the community in tackling inequality and achieving equality of opportunity for all.

Background and acknowledgements

1. In its overall framework this model policy on all equalities in education is based on the race equality policy that Derbyshire County Council developed in response to the Race Relations Act 2000, and that was included in Here, There and Everywhere: Belonging, identify and equality in schools published by Trentham Books in 2004.
2. The model statement takes into account guidance issued by several local authorities, including Buckinghamshire, Cambridgeshire, Dudley, Durham, Hertfordshire, Newcastle, Sheffield and Somerset.
3. The list of principles at paragraph 4 is adapted slightly from material in Equality Impact Analysis: a workbook, the most recent version of which was published by the Department for Education in February 2011.
4. The phrasing at certain points reflects the specific duties required by the Equality Act 2010 to publish information (principle 8) and to formulate and publish objectives (principle 9).