Public Sector Equality Duty Statement

The Arthur Terry Learning Partnership ("ATLP") takes its responsibilities under the Equality Act 2010 very seriously. In the development of our equality objectives in 2025, the Trust Board had regard for the experience of all ATLP stakeholders, including but not limited to its employees, suppliers, students and their families and their communities. Rather than approach EDI as singular objectives, our EDI objectives draw from and expand upon existing strategies and plans across the Partnership. Strong EDI principles is a common thread that supports our Partnership's focus on developing a sense of belonging for our students, families, staff and wider community.

Every school in our Partnership is at a different stage of its EDI journey, and this will always be the case due to the ever-evolving nature of education. Changes in staff, student cohorts, and broader societal shifts mean that EDI work is never "finished" but requires ongoing reflection and adaptation. What matters most is a commitment to continuous progress, ensuring that policies, practices, and cultures remain inclusive and responsive to the needs of the communities we serve.

1   The Public Sector Equality Duty and Supporting Specific Duties

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) made up of the general duty and supporting specific duties. The PSED applies to public bodies, including all schools and academies but not independent schools. The general duty is contained in S149 of the Act and requires schools, when carrying out their functions, to have due regard to the need to:

- eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Act
- advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it.
- foster good relations across all characteristics.

Specific equality duties are detailed in the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017. In order to comply with their specific duties, schools are required to:

- publish information to demonstrate how they are complying with their general duty. This should be done at least annually.
- prepare and publish one or more specific and measurable equality objectives. This should be done at least once every four years.
- publish gender pay gap information annually if they employ 250 or more employees.

As many initiatives take place on a collective basis and are managed centrally, as one legal entity the ATLP publishes this information annually on behalf of its schools.

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2   How We Meet the Public Sector Equality Duty

1. **Eliminating Discrimination**

The ATLP does not tolerate any form of discrimination, harassment or victimisation. As a trust, we ensure that this is evident within all of our trust, staff and student policies and procedures, including our recruitment processes. Embedded systems are in place through our recording and analysing systems to ensure we use data and information to identify any concerns within each of our schools concerning pupils with a protected characteristic. Discrimination, harassment and victimisation is addressed with students in school curriculums, and staff receive regular training on this dependent on role. Mandatory training for all staff takes place on an annual basis which supports strong safeguarding systems at school and trust level to identify bullying, discriminatory or prejudice-based behaviours and to allow us to put appropriate actions in place to respond and address these challenges.

The ATLP continued its engagement of an equalities advisor throughout 2024-25, continuing a planned programme of guidance that commenced during the 2023-24 academic year.

- Our partnership maintains robust safeguarding, relationship and behaviour, online safety and equality and diversity policies which explicitly address discrimination based on race, gender, disability, and other protected characteristics. Schools additionally support these messages with individual anti-bullying policies.

- We ensure representative student voice opportunities across our family of schools where students are encouraged to discuss inclusivity and raise any observations and concerns.

- Specific assemblies and PSHE lessons across all our schools explicitly focus on addressing stereotypes, identifying and addressing unconscious bias, and promoting positive role models from all backgrounds.

- The provision of iPads to learners enables us to track and analyse online activity in real-time, ensuring early intervention in cases where discriminatory language or searches are detected. This allows us to take swift and appropriate action, reinforcing our commitment to equality and safeguarding.

- Additional support from pastoral for students' self-esteem, emotional regulation and use of social media which contribute to discrimination for different reasons. One school cited the delivery of pastoral workshops to students on these topics.

Examples:

An ATLP secondary school changed the way in which they address discrimination in school this year, putting greater emphasis on ensuring that the schools response supports reflection and restoration. As part of a student's reintegration back into main school circulation (either after suspension or a period of time in internal exclusion) they will work with one of the pastoral heads to prevent a repeat in this behaviour. This includes

- *Completion of a discrimination booklet linked to the type of discrimination e.g. racism/homophobia. This is done collaboratively with one of the pastoral heads to talk through each of the questions and have a discussion around responses.*
- *A written apology*

- *A mediation meeting which also includes a verbal apology*
- *Contact home to both the perpetrator and victim to talk through the incident and steps that have followed*
- *Bespoke wellbeing support for the victim*

An ATLP primary school is deploying a unit of 8 lessons from Anti-Racism Education to add further focus on discrimination with their young learners. These lessons include definitions, stereotypes and how to be anti-racist in our actions.

One school introduced additional reporting functionality on one of their incident recording platforms to support the maintenance of accurate records of any incidents of racism or discrimination.

2. Advancing Equality of Opportunity

- Our leaders ensure that we pay due regard to equality issues within all our key policies, planning, decision-making processes and performance management; We review our policies on a regular basis and make policy and procedural amendments if we identify that there may be unintended disadvantage to any individual or groups of individuals based on their personal characteristics. For example, positive action of guaranteeing an applicant an interview where the candidate meets the role requirements, and the applicant makes the partnership aware that they are from a global majority background was introduced in the 2024/25 update to the ATLP's Recruitment and Selection of Employees and Volunteers policy.

- Equalities information monitoring, including but not limited to the monitoring of complaints, attainment, attendance, suspensions and exclusions to identify and close gaps in attainment between different groups of students, ensuring all students receive targeted support.
- Encouraging all students and their families to participate fully in all aspects of school life regardless of age, race, gender, disability, religion and sexual orientation. Greater emphasis has been put on this in 2024/25 through engagement of local governance representatives to oversee the inclusivity of school trips, to provide assurance that schools continue to take active steps to increase participation from under-represented student groups.

- Removing barriers to accessibility, particularly in relation to IT through the Trust's equitable 1-1 device programme for students, education, employment and access to services, information and buildings. In provision of iPad technologies, our students have a range of accessibility support including text-to-speech, voice recognition, language support and other features, ensuring that students requiring additional support can engage fully and independently.

- Adaption of curriculum for students with SEND in ways to allow children to make progress against their personal learning targets.

- Supporting students, staff and families according to their individual need.

Examples:

An ATLP school commissioned mentoring support for a colleague with a different ethnic heritage to support their sense of belonging and integration within their local team.

An ATLP primary established calm corners in every classroom to support emotional regulation and promote dignity in addressing individual needs.

An ATLP primary established a nurture provision, to provide targeted support for pupils with additional needs, ensuring they feel valued and included.

An ATLP primary took part in an Apple Conference, with 6 female students presenting at the BETT conference in London regarding challenging gender stereotypes and promoting females in tech.

3. Fostering Good Relations

- Fostering understanding and respect for diversity through educating our students and their families both informally and formally within ATLP school curriculums, school and trust newsletters.

- Embedding the partnerships vulnerable children strategy, to ensure that all children experience equity, understanding, belonging and love at partnership schools.

- Countering myths and misinformation that may undermine good community relations. This includes teaching students through the curriculum in age-appropriate ways about positive social media use, online presence and safety, how to analyse news and social media critically to prevent misinformation and prejudice from spreading.

- Teaching students conflict resolution skills and promoting these to parents and carers.

- Ensuring the school staff, students and their families as well as the wider community fully understand the principles of equality, good relationships and good community relations, and facilitating experiences for them to apply what they have learnt within real life situations both inside and outside of school, e.g. school visits to places of worship.

- Implementing targeted small-group conversations and solution-circles to address incidents (sometimes involving protected characteristics), emphasizing understanding and improvement over punitive measures.

- Our schools actively celebrate cultural and religious diversity through events such as Black History Month, LGBTQ+ Pride celebrations, and faith-based celebrations.

- Offering extra mental health support for students identified as needing extra support, including those who have been affected by local, regional and global conflicts, including those with family ties to impacted regions or social groups.

Examples:

Several ATLP schools have continued their established Student Leadership models which include Equality & Diversity committees, where members shape actions for whole school events, supported by staff members. At some schools, these committees lead on the

production of action plans with planned tutor time activities, assemblies, charity events and other activities mapped over the course of the academic year.

An ATLP secondary's celebration of Black History Month included workshops, guest speakers and A Black Excellence Conference which was attended by several other ATLP secondary schools, local Erdington MP, Paulette Hamilton, Ava Sturridge-Packer plus local businesspeople. Workshops included poetry, music technology, dance, art and the 'Power of Hair' workshop with Pantene shampoo. This fostered relationships between students from a wide variety of backgrounds- Autumn 2024.

All children from year 4 and above were invited to complete the Breathe Education Wellbeing Census, twice in the year and this will be revisited annually. The results of the census have supported schools abilities to monitor the children and young people's wellbeing and connectedness to school.

Multiple ATLP schools hold annual diversity days with staff and students across all year groups to contribute should they wish, with money being raised for appropriate charities supporting good causes.

An ATLP primary's Student Leaders conducted an audit of staff and pupils across school to find out what religions, languages and heritage is represented. This was then celebrated in a Diversity Assembly as part of Black History Month.

An ATLP school's celebration of Disability Awareness Month included assemblies, staff profiles, teaching sign language, updated posters and information across school. This included World Deaf Day- Autumn 2024.

An ATLP secondary school runs Wellbeing Weeks each term linked to a variety of themes including Inclusion, Diversity. Identity and Community with activities to educate students on protected characteristics. Each November they celebrate National Anti-Bullying Week, which includes a week of activities in line with their annual theme plus wearing Odd Socks across school.

ATLP's secondary schools form tutor and PSHE programmes have been contextualised to cover both statutory requirements but also emerging and live issues, related to our contexts and cohorts e.g. knife crime, Gaza conflict, summer riots, European Union and immigration, British Values.

Several ATLP schools have reviewed their curriculum materials and reading spines to include a wider range of EDI texts and ensure children can see themselves in reading curriculum.

An ATLP primary school launched a 'person of the month' initiative this academic year, focusing on promoting individuals from a range of abilities, backgrounds and circumstances.

3   ATLP Equalities Objectives 2025-2029

Establish benchmarks and methodologies for measurement

- Develop a strategy and framework to ensure the impact of work to-date and future equalities initiatives is cohesive and measurable.

Conclude and embed existing work across partnership schools

- All schools to complete national accreditation as Trauma Informed, Attachment Aware Schools, continuing work commenced in September 2023.

Reducing Attainment Gaps

- Close the attainment gap between disadvantaged students (including those eligible for Pupil Premium, SEND, and EAL learners) to ensure all schools reach above average attainment and progress at KS4 & KS5, and that no child leaves EY without securing GLD.

Enhance Student Voice & Participation

- Establish and strengthen student equalities councils in at least 85% of schools, ensuring that student perspectives shape policies on inclusion and anti-discrimination.

Strengthening Parent & Community Engagement

- Increase parental engagement from underrepresented groups by 50%, through increasing tailored workshops, parent voice sessions & increased governance representation.

Workforce Representation

- Establish a data baseline, then increase the representation of employees from global-majority backgrounds by 5% in leadership roles through mentorship programs and clear promotion pathways with equitable access to training and stretch assignments.

Embed global perspective into curriculum resources

- Ensure that the development of 'bank' curriculum resources are decolonised and reflect a global perspective and are inclusive, ensuring accessibility, reflective of all protected characteristics and are relevant for diverse audiences.