Equality Information and Objectives Statement

2026–2029

Helping children step into their greatness by championing excellence and equity to unlock the potential of every individual.

Collaboration • Support • Challenge

Document owner	Chief Executive Officer / Trust Board
Applies to	All Greensand schools and services
Publication requirement	Equality information updated annually; equality objectives reviewed and published at least every four years
Review cycle	Annual equality information review; full statement review by 2029 or earlier if legislation, guidance or Trust priorities change
Status	Merged draft for review before publication

1. Introduction

This statement brings together Greensand Multi Academy Trust's equality information and equality objectives into one streamlined, publishable document. It has been structured to place children first, while recognising that an inclusive, values-led workforce is essential to enabling every child to thrive.

As a Multi Academy Trust, Greensand is subject to the Public Sector Equality Duty under the Equality Act 2010. In carrying out our functions, we must have due regard to the need to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between people who share a protected characteristic and those who do not.

This statement also sets out how we publish equality information and equality objectives, how we monitor progress, and how we embed equality considerations in governance, leadership, policy, practice and decision making.

1.1 Scope

This statement applies to all schools and services within Greensand Multi Academy Trust. It covers education, employment, governance, community engagement and the delivery of services. It applies to pupils, colleagues, trustees, governors, volunteers, families, contractors, visitors and prospective employees.

1.2 Protected characteristics

The Equality Act 2010 protects people from discrimination linked to protected characteristics. In the context of the Trust's work, equality analysis may include, where relevant and lawful, age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Marriage and civil partnership is also protected in relation to employment.

2. Our Greensand Commitment

Our starting point is children. Greensand exists to enrich the lives of every child in our Trust by providing inspiring and transformational learning, cultural and life experiences. We harness the collective power of our schools through collaboration, generous support and honest challenge, always striving to be even better tomorrow than we are today.

We are committed to helping children step into their greatness by championing excellence and equity to unlock the potential of every individual. Inclusion is fundamental to educational excellence: diversity strengthens our schools, belonging enables children to thrive, and equity ensures that every child has fair access to opportunity, support and success.

We recognise that children experience school through the adults, systems, relationships and environments around them. Helping staff step into their greatness matters because a thriving, inclusive and values-led workforce is better able to support children, remove barriers and build great schools. Our values of collaboration, support and challenge shape how we work together and how we make decisions.

Greensand principle	What this means for equality and inclusion
Children first	Equality work must improve children's access, experience, belonging, safety, participation and outcomes.
Collaboration	Schools, families, pupils, staff, governors and partners work together to understand barriers and share effective practice.
Support	We provide reasonable adjustments, targeted help and professional development so barriers are reduced rather than normalised.
Challenge	We use evidence honestly, ask difficult questions and hold ourselves to account where outcomes or experiences are unequal.

Constructive restlessness	We keep improving systems, practice and culture so that Greensand schools are even better tomorrow than they are today.

3. Public Sector Equality Duty: How We Meet the Duty

PSED duty	Greensand response
Eliminate discrimination, harassment and victimisation	We embed clear expectations of dignity, respect and inclusion in behaviour, conduct, safeguarding, recruitment, complaints, grievance, training and reporting procedures. Discriminatory behaviour is challenged and addressed promptly.
Advance equality of opportunity	We identify and reduce barriers to education, participation, recruitment, development and progression. We use pupil data, workforce data and lived experience to inform proportionate action, reasonable adjustments and targeted support.
Foster good relations	We promote mutual respect, positive relationships, inclusive curriculum practice, open dialogue and a culture where difference is valued across pupils, staff, families and communities.
Publish equality information	We publish information that demonstrates how we comply with the PSED. Equality information will be reviewed and updated annually.
Publish equality objectives	We publish clearly defined and measurable equality objectives. Objectives will be reviewed and published at least every four years and monitored through the Trust's improvement cycle.

4. Equality Objectives 2026–2029

The Trust has identified four equality objectives for 2026–2029. The first two are explicitly pupil-focused. The workforce objectives follow because the quality, diversity, wellbeing and inclusion of our workforce directly affect children's experiences and outcomes.

4.1 Equitable Access, Attendance and Participation for Pupils

Objective	To reduce barriers to attendance, access and participation so that every child, particularly those from disadvantaged, vulnerable or under-represented groups, can engage fully in school life.
Where we are now	Current evidence indicates variation in attendance, participation and access across pupil groups. Some groups, including pupils with SEND and pupils from disadvantaged backgrounds, require continued focus through school and Trust improvement work.
Where we want to be	Every child has equitable access to learning, enrichment, leadership opportunities, pastoral support and wider school life. Disparities in attendance, persistent absence and participation are reduced over time.
How we will get there	• Analyse attendance, persistent absence and participation data by pupil group at school and Trust level. • Use pupil voice and family engagement to understand barriers to attendance, belonging and participation. • Strengthen early intervention, reasonable adjustments and targeted support for pupils who face barriers. • Work in partnership with schools that share children's educational pathways into and out of Greensand schools. • Track participation in enrichment and wider opportunities, particularly for disadvantaged pupils and other groups where participation is lower.

Measures of progress:

- attendance and persistent absence across pupil groups
- participation in enrichment, leadership opportunities and the wider curriculum
- reduction in disparities between identified pupil groups
- pupil and parent voice relating to access, inclusion and participation

4.2 Pupil Outcomes, Experience and Belonging

Objective	To reduce inequalities in educational outcomes and experiences so that every pupil feels safe, included, valued and able to achieve their potential.
Where we are now	Current analysis highlights variation in attainment, progress, behaviour, suspension/exclusion and experience across different pupil groups. The Trust recognises that quantitative data must be understood alongside pupil voice, family feedback and pastoral insight.
Where we want to be	Pupils with protected characteristics and other identified vulnerabilities experience high expectations, inclusive practice, strong belonging and improving outcomes. Gaps in outcomes and experience are understood, addressed and monitored.
How we will get there	• Review attainment, progress, behaviour and exclusion information by pupil group as part of school and Trust improvement cycles. • Embed inclusive teaching, curriculum review, reasonable adjustments and targeted support. • Strengthen pupil voice on safety, belonging, inclusion and wellbeing. • Share effective practice between schools, especially where approaches improve outcomes for pupils who have historically faced barriers.

Measures of progress:

- attainment and progress across pupil groups
- behaviour, suspension and exclusion data
- pupil voice measures of belonging, inclusion, safety and wellbeing
- reduction in identified gaps between groups

4.3 Workforce Representation and Equity in Service of Children

Objective	To increase the diversity of the Trust workforce and ensure equitable access to recruitment, development and leadership opportunities, so that we advance equality of opportunity, foster good relations and better reflect the communities we serve.
Where we are now	Workforce equality information indicates variation in representation across protected characteristics and organisational levels. Representation remains limited in some areas, particularly ethnicity and disability, and declaration rates for some characteristics are low or unknown.
Where we want to be	Children benefit from a workforce that brings a wider range of experiences, perspectives and expertise. Staff experience fair, transparent and values-led recruitment, development, progression and leadership pathways.
How we will get there	• Improve the quality, consistency and completeness of workforce equality data through clear communication, confidential voluntary updates and regular audit. • Review recruitment data across applications, shortlisting and appointments where equality information is available. • Strengthen inclusive recruitment practices, including job descriptions, person specifications, advertising and panel training. • Monitor representation in leadership and development opportunities over time.

Measures of progress:

- workforce diversity across protected characteristics where data is available
- representation within leadership and management roles

- diversity of applicant pools, shortlisting and appointments
- staff confidence in the fairness of recruitment and career progression
- improvements in data completeness and declaration rates

4.4 Staff Belonging, Safety and Inclusion to Enable Great Schools

Objective	To cultivate a consistently inclusive culture in which all staff experience belonging and psychological safety, so that colleagues can thrive, equality of opportunity is advanced and children benefit from the very best of our collective expertise and commitment.
Where we are now	Current engagement suggests broadly positive staff experiences, but the Trust recognises the need to strengthen ongoing staff voice and to understand differences in experience across staff groups, roles and schools.
Where we want to be	Staff feel respected, valued, safe and able to contribute. They understand the Trust's values, have opportunities to develop, and experience collaboration, support and challenge in ways that strengthen outcomes for children.
How we will get there	• Develop safe and transparent staff voice mechanisms, including surveys, focus groups and consultation where appropriate. • Use staff voice alongside workforce data to understand barriers to wellbeing, development, progression and inclusion. • Monitor incidents relating to bullying, harassment or discrimination and ensure consistent, lawful responses. • Communicate actions and progress back to staff to close the feedback loop and build confidence.

Measures of progress:

- staff survey outcomes relating to inclusion, belonging, wellbeing and psychological safety
- participation in staff voice and engagement activities
- retention trends across staff groups
- incidents relating to bullying, harassment and discrimination
- engagement with wellbeing and support provision

5. Equality Information Summary

Our equality information is used to understand the communities we serve, identify barriers and disparities, inform action, and evaluate impact. The Trust will publish a proportionate summary of equality information annually, ensuring individuals are not identifiable in small groups.

Evidence area	What we monitor	How it informs action
Pupil data	Attendance, persistent absence, attainment, progress, behaviour, suspensions, exclusions, participation and other relevant indicators by pupil group.	Supports inclusive teaching, targeted support, reasonable adjustments, early intervention, school improvement and Trust oversight.
Pupil and family voice	Experience of school, belonging, safety, inclusion, access to wider opportunities and barriers to participation.	Helps leaders understand lived experience and test whether actions are improving day-to-day experiences for children and families.
Workforce data	Representation, recruitment, progression, leadership, retention and declaration rates across available characteristics.	Supports fair recruitment, workforce planning, leadership development and data quality improvement.
Recruitment data	Applicants, shortlisting and appointments where equality information is available.	Identifies patterns or possible barriers and informs inclusive recruitment practice.

Staff voice	Belonging, inclusion, wellbeing, psychological safety, consultation and feedback mechanisms.	Supports improvement in culture, communication, wellbeing, professional growth and inclusive practice.
Incidents and concerns	Bullying, harassment, discrimination, complaints and equality-related concerns where recorded.	Informs training, policy review, support, safeguarding, behaviour expectations and governance assurance.

5.1 Data Quality and Development

The Trust recognises that some equality data is incomplete, not routinely updated or affected by low declaration rates. We will improve data quality through a planned and proportionate approach, including clear communication about why information is collected, how it is used, how confidentiality is protected, and how aggregate analysis supports positive change.

Where data relating to protected characteristics is limited or not currently collected, we will record this transparently and prioritise improvement where it is lawful, proportionate and helpful to understanding barriers, experiences and outcomes.

6. Equality in Decision Making

Equality considerations must be embedded in decision making at Trust and school level. Decisions should be made transparently, fairly and consistently, with due regard to the Public Sector Equality Duty and the potential impact on pupils, staff, families and communities who share protected characteristics.

Decision stage	Equality consideration
Identify	What is being decided and who may be affected, especially children and families who may already experience barriers?
Analyse	What relevant pupil, workforce, engagement or contextual evidence is available? Where are the data gaps?
Engage	Whose voice should inform the decision, and how will views be gathered proportionately?
Mitigate	Could the decision create or worsen disadvantage? What reasonable adjustments or alternative options are needed?
Decide	How has due regard been demonstrated and recorded?
Review	How will the impact be monitored and what will happen if the intended improvement is not seen?

7. Roles and Responsibilities

Role	Responsibilities
Trust Board	Holds strategic accountability for PSED compliance; approves and reviews equality objectives; scrutinises equality performance, risks and outcomes; ensures equality is embedded in governance, risk management and strategic planning.
Central Team	Embeds equality considerations in Trust-wide policies, systems and procedures; supports schools; monitors pupil and workforce data; ensures consistent responses to concerns; shares effective practice.

School Committees	Ensure equality information and objectives are communicated locally; monitor implementation; challenge leaders on pupil experience, outcomes, attendance and inclusion.
Headteachers and senior leaders	Promote understanding of equality objectives; implement reasonable adjustments and targeted support; address discrimination, harassment or victimisation; monitor training and report progress.
All staff	Treat pupils, colleagues, parents and visitors with dignity and respect; uphold Trust and school policies; challenge and report discriminatory behaviour; maintain high expectations and inclusive practice for all pupils.

8. Monitoring, Publishing and Review

- Equality information will be updated annually and published in a proportionate, accessible format.
- Equality objectives will be reviewed and published at least every four years, with progress reviewed through the Trust's improvement and governance cycles.
- Progress will be monitored using quantitative data, qualitative insight and stakeholder voice.
- The Trust will use evidence to evaluate impact, identify where actions need to change, and maintain accountability through governance structures.
- This statement will be reviewed by 2029 or sooner if legislation, guidance, Trust priorities or local evidence indicate that a review is required.

Appendix A: PSED Compliance Checklist

Requirement	How this statement addresses it	Evidence / location
Due regard to eliminate discrimination	Sets out expectations, roles, procedures and evidence use to prevent and address discrimination, harassment and victimisation.	Sections 3, 6 and 7
Due regard to advance equality of opportunity	Includes objectives, data review and targeted action to reduce barriers and disparities.	Sections 4 and 5
Due regard to foster good relations	Commits to mutual respect, dialogue, inclusive curriculum practice and positive relationships across communities.	Sections 2 and 3
Publish equality information	Confirms annual publication of proportionate equality information using pupil, workforce and stakeholder evidence.	Sections 5 and 8
Publish equality objectives	Sets out four clearly defined objectives for 2026–2029 with measures of progress.	Section 4
Review objectives at least every four years	Confirms full review by 2029 or earlier if required.	Sections 1 and 8

Appendix B: Evidence and Publication Schedule

When	What will be reviewed	Output
Annually	Pupil equality information, workforce equality information, staff voice, pupil voice, recruitment data and data quality gaps.	Published equality information summary and internal action updates.

Termly / within governance cycle	Priority indicators linked to equality objectives, including attendance, participation, outcomes, behaviour, staff voice and workforce trends where available.	Leadership and governance monitoring, challenge and support.
By 2029	Full equality objectives review and updated priorities.	New objectives published for the next cycle.
As needed	Major policy decisions, organisational changes, consultation outcomes or emerging equality risks.	Equality impact considerations and proportionate action planning.

Appendix C: Linked Policies and Procedures

Add list of Greensand policies and procedures that are publicly available and connect to the content of this document