Date of last review:	September 2026	**Review period:**	4 yearly plan – annual review
Date of next review:	September 2029	**Owner:**	Director of SEND & Inclusion

Equality Information and Objectives 2025-2029

Empowering People – Shaping the Future

History of Policy Changes

Date	Section	Change	Origin of Change
Sept 2023	various	Updates to statistical information	Updated data on National statistics
Sept 2023	9	Update to name of EMTAS	Wiltshire structure
Sept 2023	2	Inclusion of new section on commitment	CEO
Sept 2023	4	Inclusion of additional items	CEO
Sept 2024	7	Protected characteristics	CEO
Sept 2024	8	Equality objectives	CEO
Sept 2024	6	Adding staff equality of opportunity	CEO
Sept 2024	9	Update to section academy objectives	CEO
September 2025	Various	New Equality objectives and action plan	

1. Aims

Our Trust aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination 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 it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

2. Our commitment

Everyone in the Trust is of equal value and is entitled to equal opportunities in all aspects of life within it. Together we seek to create an inclusive, empowering and positive culture that is free from discrimination, recognising the individual value we all bring.

MLP Trust is committed to building a workforce which reflects diversity from the communities it serves and values the contributions from all staff from a wide range of different backgrounds. The Trust actively seeks to promote an environment that is free from discrimination and harassment and where staff and children and young people are encouraged to fulfil their full potential. Equality is fundamental to the philosophy of the Trust and is embedded in the values and behaviours we have at the core of the work of the Trust.

We will:

• Empower each other to build an inclusive environment where everyone can thrive

• Not tolerate bullying, harassment, victimisation or any form of unacceptable behaviour

• Support all individuals to raise concerns

• Make our policies inclusive and accessible

• Continue to educate ourselves and our children and young people to fulfil our inclusion and diversity mission

• Develop, apply and evolve processes which support our vision and values which do not discriminate in any form on the basis of a protected characteristic and provide equal opportunities for all

• Stand up to behaviour which does not support this commitment or comply with the terms of the Equality Act 2010.

3. Legislation and guidance

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 Department for Education (DfE) guidance: The Equality Act 2010 and schools and 'Valuing All God's Children' a guidance document for Church of England schools on challenging homophobic, biphobic and transphobic bullying.

This document also complies with our funding agreement and articles of association.

The Equality Act 2010 protects staff and children and young people/children and young people from discrimination and harassment based on protected characteristics. The protected characteristics are:

- Disability
- Ethnicity and race
- Gender (Sex)
- Gender identity and reassignment
- Pregnancy, maternity and breastfeeding
- Religion and belief
- Sexual orientation
- Age
- Marriage and Civil Partnerships

4. Roles and responsibilities

The Trust board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated by the Trust, and that they are reviewed and updated at least once every four years
- Develop a Trust wide culture which promotes equality and inclusion

- Integrate and embed equality into all aspects of Trust business
- Monitor the achievement of Trust objectives
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Academy Leader of each academy.
- Ensure familiarity with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training

The CEO will:

- Promote knowledge and understanding of the equality objectives amongst staff and children and young people
- Monitor success in achieving the objectives and report back to governors

All Trust staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

5. 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.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Staff receive appropriate training on Equality, Diversity and Inclusion annually.

6. Advancing equality of opportunity

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

- Mitigating or eliminating disadvantages faced by individuals due to specific characteristics (e.g. children and young people with disabilities or those experiencing homophobic bullying).
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim children and young people to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all children and young people to be involved in the full range of academy societies)

In fulfilling this aspect of the duty for children and young people, the Trust will:

- Publish attainment data each academic year showing how all children and young people, including children and young people with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information

- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of bullying related to protected characteristics)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own children and young people.

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

- The make-up of our workforce, with breakdowns of staff with different protected characteristics
- Gender pay-gap reporting and other pay equality issues
- Recruitment and retention rates for staff with different protected characteristics
- Applications for flexible working and their outcomes for staff with different protected characteristics
- Applications for learning and development opportunities and their outcomes for staff with different protected characteristics
- Grievances and disciplinary issues for staff with different protected characteristics
- Policies and programmes in place to address equality concerns from staff
- Information from staff surveys

We will make sure that with any data we publish, we will demonstrate how we meet our equality duties and individual staff or children and young people will not be identifiable. This means we may suppress some data if it relates to a very small number of staff or children and young people to preserve their confidentiality.

7. Fostering good relations

The Trust aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our 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, children and young people will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. We will also invite external speakers to contribute as appropriate
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of children and young people/children and young people within the academies. For example, through a School Council. All children and young people are encouraged to participate in the academy's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

8. Equality considerations in decision-making

The Trust ensures it has due regard to equality considerations whenever significant decisions are made.

The Trust always considers the impact of significant decisions on particular groups. For example, when a trip or activity is being planned, the academy may consider whether the trip:

- Cuts across any religious holidays
- Is accessible to children and young people with disabilities
- Has equivalent facilities for boys and girls

9. Equality objectives

Magna Learning Partnership is committed to fostering an inclusive environment that values diversity and promotes equality in all aspects of our work. Our Equality Strategy aims to ensure that all individuals regardless of their race, gender, age disability, sexual orientation, religion or any other characteristic are treated with respect and dignity.

Trust Equality Objectives

Objective 1: To create an inclusive and innovative culture that enables everyone to feel a sense of belonging

Objective 2: To ensure pupils gain a broad and balanced curriculum, giving them opportunity to gain the best outcomes possible

Objective 3: To ensure staff and potential staff have equality of opportunity throughout MLP

Objective 4: To develop a highly inclusive safeguarding culture

Please see the action plan below for further detail of each objective and how these will be measured

Academy Objectives

Each academy follows the equality objectives set by Magna Learning Partnership.

10. Monitoring arrangements

The Trust will update the equality information we publish, described above, at least every year.

This document will be approved by the Trust Board or delegated Committee annually.

11. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Trust Improvement Plan

Trust Equality Objective: To create an inclusive and innovative culture that enables everyone to feel a sense of belonging

Trust Equality Objective: To ensure pupils gain a broad and balanced curriculum, giving them opportunity to gain the best outcomes possible

What needs to change and why?	Who is responsible?	How will it be done? Actions	By when?	How will you know that it is having impact? What will impact look like?	By when?
1. Students feel a sense of belonging throughout all MLP Academies	DoE	Review of pastoral systems in academies to ensure cohesive offer in place	Autumn 2026	Pastoral systems are ensuring that students are thriving and in school (attendance is good for all)	Autumn 2027
	DoS	CPD in place to enable pastoral teams to support students diverse needs	Spring 2027	Emotionally Based School Non-Attendance is low across academies (lower than pre-strategy)	Autumn 2027
	DoS & DoSI	Mental health and wellbeing analysis across the Trust to gain next steps	Summer 2026	Student voice shows that they feel supported and part of the "family" (feel seen and heard)	Autumn 2027
	Headteachers	MLP Student Wellbeing Charter to be focussed on in all academies throughout the Trust (one aspect per year)	Summer 2026	Parent voice shows their child feels supported in school Each academy will have next steps that will ensure they can support the mental health and wellbeing of students	Autumn 2027

	DoE, Headteachers	Attendance to remain a priority in ensuring all students are accessing education		Students show through student voice activities and engagement (attendance, motivation) that they feel valued Attendance in line with national average	Autumn 2028 Autumn 2028
2. All students able to access a curriculum that is appropriate and challenging without outsourcing to Alternative Provision	Headteachers DoE & DoSI DoE & DoSI DoE & DoSI	Development of curriculum in each subject to ensure a wealth of knowledge and experience offered Suitable qualifications offered for all students Assessment system that shows the progress of all learners	Autumn 2027 Autumn 2026 Autumn 2026	Students engaged in the curriculum through learning walks, student voice and staff voice Students being successful and achieving for their next steps in education, training and employment Students making progress due to the 'next steps' in their learning being accounted for External views of inclusion across academies is at least 'expected'	Summer 2028 Summer 2028 Summer 2027 Summer 2027

		Potential of resource base or enhanced provision within some primary and/or secondary academies to enable all learners to flourish – discussions with stakeholders – action plan from here	Autumn 2026 Summer 2027	Plan on how to ensure all learners can achieve their potential through pathways within MLP academies Learners who are accessing alternative provision decreases Learners who are accessing alternative provision are doing this for a short time period	Summer 2027 Summer 2027
3. Staff feel a sense of belonging through an inclusive workplace	DoH DoH & Headteachers DoH & Headteachers DoH	Provide Equality leadership CPD for all leaders throughout the Trust All new staff to complete an equality and diversity training module by the end of the first month in post All existing staff to complete an equality and diversity training module by 12/2026 followed by 3 yearly refresher Conduct a stakeholder survey to see how staff feel about equality and diversity at work and what activities/initiatives they would welcome	Autumn 2026 Autumn 2026 Autumn 2027 Autumn 2026	Staff voice shows that leaders feel more enabled to ensure equality and inclusion throughout their academy Reduce % of staff giving 'prefer not to say' in equality information % of new staff completing Equality and Diversity module % of existing staff completing Equality and diversity module Benchmark to be developed from the audit – with next steps as appropriate	Autumn 2028 Autumn 2028 Autumn 2028 Autumn 2028 Autumn 2028 Autumn 2028

		Equality and diversity questions to be added to the QDP staff survey	Autumn 2026	Staff voice showing awareness of equality and diversity	
Review Date: 29th September 2026	**Actions completed:** Work is underway to look at integrated pastoral care alongside emerging needs across schools. This work is ongoing. Pupil parliament have focussed on sustainability this year – part of wellbeing charter. Expansion of any resource base was paused by Wiltshire due to change on leadership within the Trust, this conversation has restarted. Mental health analysis has led to a EBSNA toolkit being implemented. **Impact to date:** .				
Review Date: Click or tap here to enter text.	Impact to date: Click or tap here to enter text.				

Trust Equality Objective: To ensure staff and potential staff have equality of opportunity throughout MLP					
What needs to change and why?	**Who is responsible?**	**How will it be done? Actions**	**By when?**	**How will you know that it is having impact? What will impact look like?**	**By when?**
1. There is currently a gender pay gap, due to many factors. Therefore, this continues to be an area to address We acknowledge that there is a significant gender pay gap across the education sector as a whole.	DoFBM DoFBM DoH	Gender Pay Gap report annually with next step actions Report on gender pay gap to the finance and operations committee – including any action required Development of mentoring system for female middle leaders Women in leadership course offered	March 2026 March 2026 Autumn 2026	Continued spotlight on the gender pay gap and how to address this Pay gap between female and male colleagues in similar positions decreases Number of women in leadership positions across the Trust has increased % of females applying for leadership positions across the Trust	March 2026 March 2027 Autumn 2028
2. Ensure that the recruitment process continues to be inclusive	DoH DoH	Apply for the Trust to be part of the Disability Confidence Scheme Audit recruitment practices in line with equality and diversity awareness and produce an action plan (if required)	Autumn 2025 Autumn 2026	% of staff and potential staff disclosing a disability increases Action plan in place if required	Autumn 2027

Review Date: 29th September 2026	**Actions completed:** MLP are now part of the Disability confidence scheme. Gender pay gap reported with actions. **Impact to date:** The People First Strategy has steps to address the gender pay gap.
Review Date: Click or tap here to enter text.	Impact to date: Click or tap here to enter text.

Trust Equality Objective: To develop a highly inclusive safeguarding culture					
What needs to change and why?	**Who is responsible?**	**How will it be done? Actions**	**By when?**	**How will you know that it is having impact? What will impact look like?**	**By when?**
1. To reinforce the protected characteristics through a culture of respect	Executive central team	Accessibility plans are devised with stakeholders in all academies	Autumn 2026	Stakeholders feedback around the accessibility awareness of each academy Pupils feel an increased sense of belonging through pupil voice Staff feel an increased sense of belonging through stakeholder surveys Attendance is at national levels for all groups Outcomes are at national levels for all groups	Summer 2028
2. To ensure the safeguarding curriculum is a golden thread that runs through every part of the Trust and is explicitly delivered to students by well-trained academy team members who are aware of, and sensitive to, the challenges faced within the context of their community.	Executive central team DoS & DoH	Staff provided with high-quality CPD and devlopment opportunities around equality, diversity and safeguarding risks Staff audit for enhanced CPD and development	Autumn 2026 Ongoing from	Staff feel equipped to teach the safeguarding curriculum to a high standard Students and parents feel that they gain a high quality offer from the safeguarding curriculum	Summer 2027 Summer 2027

			Autumn 2025		
3. To embed a culture of continuous improvement in student welfare and attendance practice	DoE & DoS DoE & Headteacher Executive central team	Staff undertake 'lesson learned' and case study analysis regularly through staff forum groups Stakeholder voice collected and feedback on actions planned and undertaken to improve attendance, safeguarding and pupil mental health Stakeholder voice is proactively used to inform pupil welfare policies and practice Mental health first aiders within all academies – at least 1 per 150 students	Autumn 2026 Autumn 2026 Autumn 2027 Autumn 2027	Overall attendance data for students is in line with national Attendance data demonstrates improving and sustainable trends for all, including disadvantaged groups Pupil voice show that all groups feel safe in schools across the Trust External views of safeguarding culture are that there is improving outcomes for students External pupil voice shows whole staff safeguarding cultures that promote dignity and respect so that everyone is valued Staff demonstrate an increase in understanding of pupil welfare and respect through regular knowledge checks and forums	2027-2028 Summer 2027 Summer 2027 Summer 2027 Summer 2026 onwards

Review Date: 29th September 2026	**Actions completed:** 3-year CPD roadmap launched to address enhanced CPD and development offer. Accessibility plans are all compliant – a new template has been developed centrally and has been worked on with leaders across MLP in Summer term 2026. Director of safeguarding is having 'lesson learned' conversations when required, this includes Wiltshire colleagues. **Impact to date:** Click or tap here to enter text.
Review Date: Click or tap here to enter text.	Impact to date: Click or tap here to enter text.

Staff Key	
DoE	Director of Education
DoS	Director of Safeguarding
DoH	Director of HR
DoFBM	Director of Finance & Business Management
DoSI	Director of SEND & Inclusion