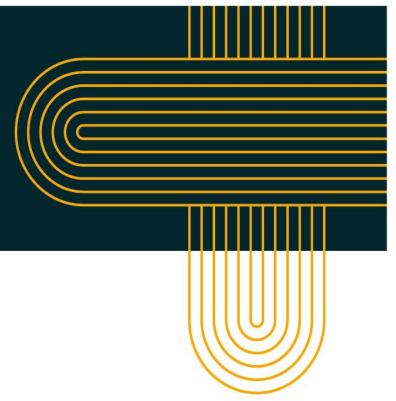




The GORSE Academies Trust

Equality Statement

Designated Person:	Director of Human Resources
Reviewed by:	Governors Policy Committee
Date:	July 2025
Version:	1.2



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Summary of Key Changes

Section	Commentary
Throughout	The structure and layout of the policy was changed to streamline how the information is presented and to align it to the GORSE policy standardised template.
Links to other policies	Reference to other policies and links to new legislation inserted.
GORSE Values	DIRK values are included in this section to enable the context of the policy within the GORSE culture to be set.
The Trust's Diversity, Equality and Inclusivity Statement	This statement has been added to the document.
The Trust's Commitments to Equality	Examples of how the trust has committed to improve and embed equality.

Equality Statement

1 Introduction

- 1.1 At the GORSE Academies Trust (GORSE), our ambition is one where every child in Leeds, no matter their background, has equal access to high quality education, giving them the same opportunities and potential to succeed. This ambition extends to our members of staff, regardless of the position they take on. As an example, teaching and non-teaching professionals are of equal importance at GORSE, with the same levels of support and opportunity available to all.
- 1.2 The trust seeks to reflect through its professional workforce the exciting city region in which we operate. We are proud to have worked with great determination over the last decade to ensure that people from all backgrounds are welcomed and celebrated within and across our trust.
- 1.3 GORSE is committed to providing an educational environment which recognises and celebrates diversity and removes barriers to individuals realising their full potential.

2 Scope of Policy

- 2.1 This policy applies to all staff within GORSE.

3 GORSE Values

- 3.1 At the centre of our policy are our GORSE values which underpin everything we do within the trust; diligence, integrity, rectitude, and kindness. The values are important and we expect everyone to exemplify those values through their behaviour and to act as ambassadors for those values, including any actions undertaken within this policy.
 - **Diligence** – we expect all professionals, through the thoroughness of their work, to minimise the opportunity for errors at all levels of the organisation.
 - **Integrity** - we seek to ensure that all professionals operate to the highest level of integrity. Great organisations are built upon people who are honest and uphold strong moral principles.
 - **Rectitude** - the quality of rectitude links carefully to the importance of integrity and emphasises qualities around probity, decency and the trait of thinking and behaving in a correct and honest way. We expect all our colleagues to do the right thing, even when there would be no obvious personal consequence of not doing so.
 - **Kindness** - as a trust we seek to be considerate and generous of spirit in all that we do and recognise that when we lack diligence, integrity and rectitude we often cause an increase in workload or anxiety for others.

4 Links to Other Policies and Legislative/ National Guidance

4.1 This policy has been developed with due regard to the following statutory legislation:

- [Equality Act 2010 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2010/154)
- [Employment Rights Act 1996 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/1996/18)
- [Employment Act 2002 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2002/29)
- [The Equality Act 2010 and schools – Department for Education \(2014\)](#)

4.2 This policy should be read in conjunction with the following trust policies:

- GORSE Anti Bullying and Harassment Policy
- GORSE Disciplinary Policy
- GORSE Grievance Policy and Procedure
- GORSE Single Equality Policy

5 Roles and Responsibilities

5.1 The board of trustees will:

- Meet its obligations under the Public Sector Equality Duty (PSED) to publish and review equality objectives at least every four years commencing on the date of the last publication.
- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the trust, including to staff, pupils and parents/carers, and that they are reviewed and updated at least every four years.
- Ensure that the trust complies with the appropriate equality legislation and regulations.
- Undertake appropriate equality and diversity training.
- Ensure that the school's policies and procedures are developed and implemented with due regard to the Equality Act 2010 legislation.

5.2 The local governing body will:

- Ensure that the equality information as set out in this statement and objectives are published and communicated throughout the trust, including to staff, students and parents/carers.
- Ensure that the GORSE Equality Statement is reviewed annually.
- Monitor adherence to the GORSE equality objectives within the trust establishment.
- Delegate responsibility for implementing the achievement of the objectives to the principals at each trust establishment.
- Undertake appropriate equality and diversity training.
- Review any identified issues.

5.3 The principals and other senior leaders will:

- Promote knowledge and understanding of the equality objectives amongst all members of staff and pupils.
- Work proactively towards and monitor success in achieving the objectives in their establishments/functions and report back to governors.

5.4 All trust staff will:

- Have regard to this document and work to achieve its objectives, which are further defined in the Trust Single Equality Policy and trust establishment development/improvement plan.
- Have regard to the three aims set out in this policy.

6 Equality Act 2010/Protected Characteristics

6.1 The trust's commitments, aims and objectives have been developed with due regard to the Equality Act 2010 legislation. The Equality Act 2010 is a consolidated legal framework that is designed to protect individuals from discrimination and in turn, advances equal opportunity for all. Under The Equality Act 2010, the nine protected characteristics for which an employee will be afforded protection against discrimination are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and Maternity
- Race including colour, nationality, ethnic or national origin
- Religion, belief or lack of religion/belief
- Sex
- Sexual orientation

6.2 The public sector equality duty is a responsibility that all schools have to consciously consider how their policies or decisions affect people who share protected characteristics.

7 The Trust's Diversity, Equality and Inclusivity Statement

7.1 GORSE is committed to creating equal opportunities for all of our educational community, creating an environment that is fair, inclusive and a place where everybody belongs.

7.2 We are relentless in our drive towards ensuring a culture that is enriched with and celebrates diversity, and that is free from prejudice, discrimination and harassment through action and education.

7.3 At GORSE we recognise that inequalities still exist within the trust. We have a crucial role in removing barriers and taking positive action to ensure that our community, and society more generally, is equitable for all.

7.4 We promise that we will always try get it right and act with diligence, integrity, rectitude and kindness in doing so.

8 The Trust's Commitment to the Public Sector Equality Duty (PSED)

8.1 The [Equality Act 2010](#) introduced a **public sector equality duty**, which public bodies, including the trust, have to meet. The general duty has three aims and requires public bodies to have due regard to:

8.1.1 Aim 1: Eliminate discrimination, harassment and victimisation and any other conduct that is prohibited by:

- The trust being aware of its obligations under the Equality Act (2010) and complying with non-discrimination provisions.
- Staff and governors being regularly reminded of their responsibilities under the Equality Act.
- The trust having a designated member of staff, the Director of HR, to monitor equality issues.
- All members of staff being trained with regards to their duties under the Equality Act. New members of staff will receive this as part of their induction training. Compliance with this training will be monitored at trust level.

8.1.2 Aim 2: Advance equality of opportunity between people who share a protected characteristic and people who do not share it:

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

- Removing or minimising disadvantages experienced by someone who has a protected characteristic.
- Taking steps to meet the particular needs of people who have a protected characteristic.
- Encouraging people who have a protected characteristic to participate fully in all aspects of school life.

8.1.3 Aim 3: Foster good relations between people who share a relevant protected characteristic and people who do not share it, by:

- Promoting tolerance, friendship and understanding of a range of beliefs and cultures developed through different aspects of the curriculum. This will include citizenship; modern British values; spiritual, moral, social and cultural (SMSC) development; Personal, Social, Health and Economic (PSHE) education (which includes statutory Relationship, Sex and Health Education); Forensic Reading and links within the wider curriculum.
- Developing awareness and understanding of protected characteristics and fostering good relationships through assemblies, extra-curriculum visits, great speakers and opportunities to develop cultural capital.
- Acting to ensure all parents/carers are encouraged to participate in the life of the academy.
- Maintaining good channels of communication through, for example, parent meetings, to ensure parents' views are captured to inform practice.
- Encouraging members of the local community to join in activities and celebrations.

- Ensuring that the parents/carers of newly arrived students, for example, English as an Additional Language/ New to English, Gypsy Roma Traveller, and those seeking asylum, feel part of the trust establishment community.

9 The Trust's Commitments to Equality

- 9.1 The trust enjoys one of the lowest gender pay gaps of any educational trust in the country. Many of our senior colleagues are women and we are committed to supporting pay equality throughout our workforce.
- 9.2 Members of the LGBTQ+ community are attracted to working at GORSE because of the infrastructure of support that exists. LGBTQ+ professionals work openly and confidently at the highest level of our trust, secure in the knowledge that as members of the LGBTQ+ community their identity is accepted and celebrated.
- 9.3 Professionals from a wide range of cultural, ethnic and religious backgrounds enjoy working with us at GORSE, reflecting the communities that we serve. Again, some of those colleagues play significant strategic roles at the trust and senior leaders within our schools.
- 9.4 We welcome applications and expertly support colleagues with a range of disabilities, confident from our experience that when colleagues with disabilities receive appropriate support they flourish and prosper as great professionals. Again, colleagues with disabilities operate at the very highest level within our trust.

10 The Trust's Equality Objectives

- 10.1 The trust is committed to achieving the following equality objectives:

10.1.1 Equality Objective 1:

- Promote understanding, awareness and respect for the diversity within our communities through our staff, the curriculum, assemblies, enrichment and wider opportunities to develop cultural capital.

10.1.2 Equality Objective 2:

- Monitor and promote the engagement of students from all different groups in extra-curricular activities and wider opportunities for enrichment and the development of cultural capital, including leadership opportunities, especially for students with Special Education Needs and Disabilities.

10.1.3 Equality Objective 3:

- Ensure an equality of opportunity for all students to enable them to fulfil their full potential, by supporting families and providing targeted support to improve the lives of the most disadvantaged, vulnerable and at-risk children in our communities.

11 Changes to the policy

11.1 GORSE reserves the right to amend the details of this policy as required at its absolute discretion.

11.2 GORSE reserves the right to withdraw this policy at its absolute discretion.

11.3 For further information, staff should refer to [The Equality Act 2010 and schools](#) document.