

Amplify Education

Equality Information and Objectives

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As part of the review process, this policy/procedure has been subject to an Equality Impact Assessment. This policy has associated templates recommended for school use. Please see the 'templates' section of your Amplify Connect.

Date	Page	Change	Purpose of Change
May 2026		New policy	New over-arching policy for the Trust

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1. Values, Principles and Standards

Amplify is **a bold voice for Bristol** - speaking with ambition and channelling the city's spirit into a shared journey of belief, opportunity and citizenship.

We **build belief** in every young person, shaping a future where every voice matters, every story is heard, and every learner moves forward with confidence.

We **expand opportunities** and nurture potential to enrich each learner's journey with a passport of inclusive, academic, creative and musical experiences.

We **strengthen citizenship** through connecting communities, educating to build unity and pride. This is Bristol, represented.

2. Aims

Amplify Education aims to meet its obligations under the Public Sector Equality (PSED) 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. The protected characteristics are:
 - Age
 - Disability
 - Gender reassignment
 - Marriage or civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual Orientation

These protected characteristics apply to pupils, prospective pupils, staff, prospective staff, anybody they are associated with, and anyone whom the Trust interacts with.

All public organisations, including schools, are required to:

- Publish information to show compliance with the PSED
- Publish equality objectives at least every four years. These objectives should be specific, measurable, attainable, relevant and timebound. As a new organisation, Amplify Education are committed to updating these in two

years' time, to reflect the changing organisation as it becomes more established.

Our Trust aims to promote respect for difference and diversity in accordance with our values of being **ambitious**, **reflective** and **collaborative**.

2.1 Legislation and statutory guidance

This policy has due regard to legislation and statutory guidance, including but not limited to, the following:

- Education Act 1996;
- Equality Act 2010;
- DfE (2024) Keeping children safe in education (KCSIE)
- Equality Act 2010 (Specific Duties) Regulations 2011 (which requires schools and Trusts 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 the Department for Education (DfE) advice for schools on the Equality Act, the technical guidance for schools from the Equality and Human Rights Commission and guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty.

2.2 Associated policies

This policy will be implemented in conjunction with all Trust policies, in particular:

- Accessibility Plans
- SEN Information Reports
- SEND Policy
- Equal Opportunities for Pupils and Staff Policy
- Staff Code of Conduct
- Child Protection and Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy

3 Responsibilities and accountabilities

3.1 Responsibilities of the Board of Trustees

- To ensure that the published equality information is updated at least every year and that the objectives are reviewed and updated at least every 4 years.
- Delegate responsibility for monitoring the achievement of the school-based objectives on a daily basis to the headteacher.

3.2 Responsibilities of the Trust central team

- To ensure that the policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- To ensure the policy is well communicated to all Headteachers.
- To ensure the policy is well communicated to all Central Services employees.
- To ensure that the policy is regularly reviewed, in line with statutory guidance.

3.3 Responsibilities of the Headteacher

- To ensure the implementation of and compliance with current policy and procedures at school level.
- To monitor systems, resources, impact and actions related to the policy.
- To ensure the policy is well communicated and staff understand their role in its implementation.
- To handle any complaints at school level which arise through this policy.
- To publish specific equality objectives for their school, and report on the monitoring (successes and impact) to local governors.

3.4 Responsibilities of school leadership

- To provide training to ensure policy compliance.
- To hold sessions for parents and pupils as required, to ensure the policy is understood.

3.5 Responsibilities of all staff

- To uphold the Trust approach to equality through modelling expected standards and utilising appropriate procedures.
- To keep up to date with policy changes over time.
- To promote a collaborative and inclusive ethos where all pupils and employees can thrive.
- To feed back to school leaders where concerns may arise in the implementation of the policy.

3.6 Responsibilities of parents

- To support the implementation of the policy with their child, as appropriate.

- Where a parent has feedback on the implementation of the policy, to raise this directly with the school while continuing to work in partnership with the school.

3.7 Responsibilities of pupils

- To uphold school rules and expectations and thereby comply with the implementation of the policy
- To feed back on the implementation of the policy through appropriate means, such as school council, to school staff

3.8 Responsibilities of local governing body / school performance board:

- Meet with the designated member of staff at least once a year to discuss any issues and how these are addressed.
- Ensure they are familiar with all relevant legislation and the school equality objectives.
- Attend appropriate equality and diversity training.

3.9 Responsibilities of the designated member of staff for equality

- Support their headteacher in promoting knowledge and understanding of the school-based equality objectives among staff and pupils.
- If applicable, meet with the governor who holds the equality remit to discuss any issues.
- Support the headteacher in identifying any staff training needs relating to equality/equity and deliver training as necessary.

4. 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.

Trustees and all staff are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

Each school has a member of staff with monitoring equality in their remit who regularly liaise regarding any issues and make senior leaders and local governors aware of these as appropriate. The school also sets their own equality objectives, to sit alongside the Trust wide approach.

5. Advancing Equality of Opportunity

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

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

This is applicable to both employees and pupils.

In fulfilling this aspect of the duty, the Trust and schools will:

- Analyse attainment data for groups to determine strengths and areas for improvement, implement actions in response and publish this information

5.1 Publishing information about pupils

In fulfilling this aspect of the duty, the Trust will encourage schools to:

- Publish attainment data for each school each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our pupils

Relevant information about each school will be published on their individual websites.

5.2 Publishing information about staff

In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics. As a Trust, we will publish information either internally or externally to show:

- Mandatory Government reports for example the Gender Pay Gap Report
- Policies and procedures to address equality concerns from staff
- Information from staff surveys

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may not publish some data to preserve their confidentiality.

6. Fostering Good Relations

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

The Trust may do this by:

- Creating an inclusive culture, valuing diversity, especially in how we treat each other and interact with those we educate and encounter
- Developing a diverse workforce that is collaborative and supportive of colleagues
- Encouraging collaborative and respectful work between all individuals, including those between colleagues from legacy trusts
- Meeting our statutory requirements and going beyond this by taking positive action and building a culture that champions diversity and inclusion

The Trust recommends that the school may do this by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of the curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas.
- Making pupils aware of behaviour and anti-bullying policies.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and schools may also invite external speakers to contribute.
- Making sure schools work with their local community. This may include each school inviting leaders of local faith groups to speak at assemblies and organising school trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within each school. For example, school councils have representatives from different year groups and are formed of pupils from a range of backgrounds. All pupils are encouraged to participate in their schools' activities, such as sports clubs. Schools also work with parents/carers to promote knowledge and understanding of different cultures.

- Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop how they implement their approach.

7. Equality Considerations

The Trust ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

The Trust keeps a written record (known as an Equality Impact Assessment) to show where we have actively considered our equality duties and asked ourselves relevant questions.

8. Equality Objectives

As a Trust, we have a responsibility to ensure equality, equity, diversity and inclusion is at the forefront of everything we do. As a new organisation, we have decided to set three overarching Trust objectives, with schools providing their own (in line with original timeframes). Schools may use the Trust created Equality Information and Objectives Template to outline and present their school-based equality objectives. It is vital that all equality objectives are specific and measurable.

Alongside this, as a Trust, we are required to publish equality information every year:

- We must report gender pay gap information by 30 March each year
- We must report on at least 1 equality objective once every four years in a way that the Trust decides is reasonable, effective and meaningful.

8.1 Equality Objective 1

Ensure Equality Impact Assessments are carried out for every statutory policy, moving towards ensuring that is common practice for all policies. The Trust has chosen this objective as it exemplifies the Trust's dedication to ensuring all voices and protected characteristics are considered before policies are introduced.

8.2 Equality Objective 2

Ensure that all employees of the Trust have a confident understanding of allergy awareness, in line with new statutory guidance about allergies in schools.

8.3 Equality Objective 3

The Trust will set-up a Trust-wide network of Adult Mental Health First Aiders both centrally and in every school to support colleagues experiencing mental health challenges.

8.4 Equality Objective 4

Consider the introduction and establishment of staff networks, centred around protected characteristics. This may include LGBTQ+ Network meetings, BAME Network Meetings and Menopause Meetings, for example.

8.5 Equality Objective 5

Encourage schools to raise awareness of the impact of bullying in schools, especially where this relates to the protected characteristics. The Trust will monitor this through pupil voice.

9. Equality Statement

Our equality statement is based on our values.

“At Amplify Education, we are a bold voice for Bristol, celebrating every individual and ensuring equitable support so all can fulfil their potential, whatever their protected characteristics. We build belief, expand opportunities, and strengthen citizenship — so every voice is heard, every learner thrives, and our diverse community is united with pride.”

10. Monitoring

The Board will review the equality information we publish, as described above, at least every year.

This document, including the equality objectives, will be reviewed by the Board at least every 4 years.