

EQUALITY STATEMENT

Date: Summer 2023

Review due: Summer 2025



Signed by: Chair of Trust Board



CONTENTS

1. Introduction
2. Ethos and Organisation
3. Equality Objectives
4. Monitoring and Evaluation

1. INTRODUCTION

- 1.1. Endeavour Schools Trust and its Schools welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (which includes colour, nationality and ethnic or national origins), religion or belief, sex or sexual orientation.
- 1.2. The Trust and its schools welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
- 1.3. The Trust and its academies recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

2. ETHOS AND ORGANISATION

2.1 Vision and Values

Our Vision for Endeavour Schools Trust is that all children and staff will be “inspired to excel.” We believe that this vision is attainable and accessible to all if we:

Inspire: our children so that they “go further and be better than before.” We want them to have ambition and high aspirations for their future and we want to instil in them a self-belief and confidence that they can achieve whatever they set out to do. This means teaching them resilience, risk taking, integrity and determination as well as providing them with the knowledge, understanding and skills they need to follow their ambitions.

For our staff we want the same thing – for them to be inspired to be the best they can be professionally, thereby creating high levels of job satisfaction, confidence and competence.

In our work with others, we want them to be inspired by our contribution to their own organisations so that they too are empowered and motivated to “go further and be better than ever before.”

Excel: We are “relentless in our pursuit of excellence” for all involved in Endeavour schools trust. Our core driver is to further build on our standards and ethos – not just in terms of learning, but in the broadest sense.

This means that the continuing development of excellent pedagogy, broad and inspiring curriculum provision and a range of real-life experiences for our children underpins everything we do.

For our staff, this pursuit of excellence is realised in the Trust investing in their potential. We believe in “growing our own” – that is giving staff the right opportunities for them to develop into “experts in the field,” or, our leaders of tomorrow. It also means we “grow to go” – that is giving staff the best possible experience thus arming them to be ready to embrace new opportunities and roles outside of our Trust, where those opportunities are not available within it. This investment ensures all staff groups have the opportunity to excel.

Respect:

Any positive relationship is predicated on mutual respect and in order to work and achieve together our Trust is deeply committed to the principle of respect for all people; actively valuing diversity and the richness that is brought to our Trust by every single member of our schools communities. Underpinned by the simple principle encapsulated in the quote above, the Trust is also determined to ensure that in everything we say and do, children learn to respect all others, themselves and the world they live in.

This vision is reflected in our behaviours, relationships and in the day-to-day experience of all who enter our buildings; and crucially through our curriculum provision, our children.

2.2 Strategic Objectives

The board of Trustees has reviewed progress against previously agreed targets and also undertaken a SWOT analysis in order to shape their thinking on the next steps for Endeavour Schools Trust. Arising from that process, the following are the key strategic and business objectives that will drive our success, sustainability, and development as a Trust over the next five years.

- 1 Continue to improve the quality of provision in all our schools
- 2 Develop a trust wide strategy to provide excellent professional development for staff, retain talent and succession plan for the future.
- 3 Ensure a financially viable and sustainable MAT, including by strengthening existing and developing New Partnerships (including with other Trusts) and by securing further growth of the Trust.

2.3. We ensure that our commitments listed below apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment, and achievement
- pupils' personal development, welfare, and well-being
- teaching approaches, strategies, and resources
- admissions and attendance

- staff recruitment, retention, and professional development
- care, guidance, and support
- behaviour, discipline, and exclusions
- working in partnership with parents, carers, and guardians
- working with the wider community

3. EQUALITY OBJECTIVES

3.1. The Trust will not discriminate because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (which includes colour, nationality and ethnic or national origins), religion or belief, sex or sexual orientation. It will not discriminate because of any other irrelevant factor and will build a culture that values meritocracy, openness, fairness and transparency.

3.2. The following have been identified as trust equality objectives:

- Implement and utilise the Information systems to enable more effective analysis of data including recruitment, promotion, pay, redundancy and disciplinary by protected characteristics (where data is available), and act on any trends or patterns in the data that require action to be taken to close any gaps between those who have protected characteristic(s) and those who do not
- Reduce the gap between the achievement of disadvantaged pupils and their peers nationally.
- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (eg disability or learning English as an additional language).
- Ensure all senior leaders and directors benefit from diversity equity and inclusion training in 2023-24, covering an introduction to DEI, intersectional approaches, representation, and diversifying the curriculum. As part of DEI strategy, cascade all training to ensure all colleagues and those responsible for governance have increasing knowledge and confidence.

4. MONITORING AND EVALUATION

4.1. We regularly monitor the application and effectiveness of this policy and make adjustments as appropriate.