

Orbis Education Trust — Equality Objectives 2026–2030

Review Date

March 2030

Introduction

The Public Sector Equality Duty (PSED) under section 149 of the Equality Act 2010 requires Orbis Education Trust to publish specific and measurable equality objectives at least every four years. These objectives must further one or more of the three aims of the general equality duty:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not

These objectives have been developed using evidence from pupil attainment and progress data, staff surveys, school self-evaluation, and engagement with our school communities. They cover the period 2026–2030, with a full refresh by March 2030. The Chief Executive Officer will monitor progress against each objective, and progress will be published on trust and school websites in line with our PSED transparency obligations.

Objective 1: Close attainment and progress gaps for disadvantaged and vulnerable groups

PSED Duty & Rationale	Actions	Success Measures	Monitoring & Timeline
PSED Duty Advance equality of opportunity Rationale Trust-wide attainment data consistently shows gaps in outcomes for pupils eligible for Pupil Premium, those with SEND, and those from certain ethnic minority backgrounds; closing these gaps is central to equality of opportunity.	– Implement targeted academic support programmes for identified groups across all trust schools – Ensure Pupil Premium and SEND funding is deployed effectively and its impact is evaluated termly – Train all teaching staff in adaptive teaching strategies and embed regular pupil progress reviews that specifically monitor vulnerable groups	– Reduction in the attainment gap (KS2 and KS4) between disadvantaged pupils and their peers year-on-year. – Reduction in exclusion rates for pupils with SEND and improved outcomes for identified ethnic minority groups vs national averages – Annual Pupil Premium reviews demonstrate measurable impact	Monitoring Chief Executive Officer Timeline Annual review; full evaluation by July 2030

Objective 2: Improve inclusion and access for disabled pupils and those with SEND

PSED Duty & Rationale	Actions	Success Measures	Monitoring & Timeline
PSED Duty Advance equality of opportunity; eliminate discrimination Rationale	– Audit physical accessibility and curriculum access across all trust schools and publish updated Accessibility Plans	– All schools have current published Accessibility Plans reviewed at least biennially – EHCP quality audit scores improve year-on-year	Monitoring Chief Executive Officer Timeline

PSED Duty & Rationale	Actions	Success Measures	Monitoring & Timeline
We have a legal duty under the Equality Act 2010 and the SEND Code of Practice 2015 to make reasonable adjustments so disabled pupils can access the curriculum and school life on an equal basis. Reviews have identified inconsistency in EHCP quality across schools.	– Strengthen EHCP and SEND support plan quality through peer review and external moderation – Provide annual staff training on disability awareness, reasonable adjustments and inclusive pedagogy, and ensure all pupils with SEND access meaningful enrichment activities	– Reduction in SEND pupils reporting exclusion from activities (pupil survey), and all teaching staff complete annual SEND/disability awareness training	Annual review; Accessibility Plans updated by September 2026

Objective 3: Deliver an inclusive curriculum and strengthen engagement with families and communities from protected groups

PSED Duty & Rationale	Actions	Success Measures	Monitoring & Timeline
PSED Duty Foster good relations; advance equality of opportunity Rationale Pupils benefit from a curriculum that reflects the diversity of British society and challenges stereotypes. Engagement with parents from some communities — particularly those with EAL, disabled parents and carers, and some ethnic minority groups — is lower than average; stronger relationships support pupil outcomes and community cohesion.	– Conduct a curriculum diversity audit across all trust schools by December 2026, involving pupils and parents in curriculum review – Ensure schemes of work include diverse voices and perspectives, with age-appropriate content on protected characteristics, British values and LGBTQ+ inclusion – Map barriers to parental engagement and develop targeted outreach plans, ensuring key communications are accessible (translated materials, Easy Read, BSL where needed) – Establish community advisory groups in each school including under-represented families, and train family liaison and front-of-house staff in cultural competence	– Curriculum diversity audits completed and action plans in place in all schools by July 2027 – Improved pupil survey results on whether pupils see themselves reflected in the curriculum, and reduction in reported prejudice-based bullying incidents year-on-year – Improvement in parental engagement data disaggregated by protected characteristic, with accessible communications protocols in place by September 2026 – Community advisory groups established in all schools and cultural competence training complete by July 2027	Monitoring Chief Executive Officer Timeline Audit by December 2026; community groups in place by July 2027; annual progress review thereafter

Objective 4: Build a diverse, representative workforce and an inclusive workplace free from discrimination and harassment

PSED Duty & Rationale	Actions	Success Measures	Monitoring & Timeline
PSED Duty Advance equality of opportunity; eliminate discrimination, harassment and victimisation; foster good relations Rationale Workforce data indicates underrepresentation of ethnic minority staff, particularly at senior leadership level. A diverse workforce and a safe, inclusive workplace are essential for retention and pupil outcomes.	– Review recruitment practices to remove barriers for underrepresented groups, including anonymised shortlisting, – Develop mentoring and leadership pipeline programmes for staff from underrepresented groups – Strengthen Grievance and Bullying & Harassment procedures, introduce mandatory annual equality and inclusion training for all staff – Conduct and act upon annual staff surveys on inclusion and belonging, with HR data disaggregated by protected characteristic reviewed annually by the CEO	– Year-on-year increase in applications and appointments from underrepresented groups, with workforce diversity data published annually – Improvement in staff survey scores on inclusion, belonging and confidence in raising concerns, with all staff completing equality and inclusion training annually – Leadership pipeline programme in place by September 2027; confidential reporting mechanism in place by January 2027 – Reduction in grievances and disciplinary cases with equality dimensions year-on-year	Monitoring Chief Executive Officer Timeline Training from September 2026; annual workforce data published each autumn; annual HR data review by the CEO; full review 2030

Publication and Transparency

In line with our PSED obligations, these equality objectives will be published on the Orbis Education Trust website and on each individual school website, monitored by the Chief Executive Officer with a full refresh by March 2030,