

## Equality Information and Objectives Policy

### Document Control

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<b>Version number:</b>	3
<b>Approved by:</b>	RBET Trustees
<b>Approved:</b>	Sept 2025
<b>Review cycle:</b>	1 Year
<b>Date of next review:</b>	Sept 2026
<b>To be published on website (yes/no):</b>	Yes
<b>Related policies:</b>	SEND Policy SEND Information Report EAL Policy Accessibility Plan Risk Assessment Policy RBET Data Protection Policy
<b>Related documents:</b>	The Equality Act 2010 The Equality Act 2010 (Specific Duties) Regulations 2011 Department for Education (DfE) guidance: <i>Equality Act 2010: Advice for schools</i> Data Protection Act 2018 and UK GDPR

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## 1. Aims

Red Balloon of the Air (RBAir) aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Equality Act 2010;
- advance the 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.

RBAir promotes respect for difference and diversity in accordance with our values:

- RBAir is committed to provide equality and fairness for all members of the RBAir community, whether learner, employee, volunteer or other stakeholder. We will not discriminate or tolerate any discrimination on the grounds of age; gender reassignment; being married or in a civil partnership; being pregnant or on maternity leave; disability (including neurological differences); race including colour, nationality, ethnic or national origin; religion or belief; sex; sexual orientation.
- RBAir encourages everyone in the organisation to:
  - take an active role against any form of harassment or discriminatory behaviour;
  - deter anyone from participating in any form of harassing or discriminatory behaviour; and
  - demonstrate to all members of the RBAir community that they can rely upon RBAir's support if they consider they have been subjected to experiences of discrimination, harassment or prejudice of any kind.

## 2. Legislation and guidance

This document meets the requirements under the following legislation which applies to all schools in England and Wales:

- The Equality Act 2010, which introduced the PSED and protects people from discrimination.
- The Equality Act 2010 (Specific Duties) Regulations 2011, which requires schools to publish information to demonstrate how they are complying with the PSED and to publish equality objectives.

This document is also based on Department for Education (DfE) guidance: 'Equality Act 2010: Advice for schools'.

Note: Following the UK Supreme Court ruling of 24 April 2025, the legal definition of a woman is based on biological sex. This ruling means that any person with the protected characteristic of gender reassignment to female (i.e. a transgender woman) is not considered 'a woman' under equality legislation. However, the Equality Act 2010 itself has not changed, and RBAir remains required to eliminate discrimination, harassment and victimisation of transgender (trans) people; advance equality of opportunity; and foster good relations between trans people and those who are not trans. RBAir will update this policy as further guidance from the Equality and Human Rights Commission (EHRC) becomes available.

### 3. Links with other policies

This document links to the following RBAir policies:

- SEND Policy
- SEND Information Report
- EAL Policy
- Accessibility Plan
- Risk Assessment Policy

### 4. Roles and responsibilities

The RBET trustees will:

- ensure that the equality information and objectives as set out in this statement are published and communicated throughout RBAir, including to staff, learners and parents;

- ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every four years;
- delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Head of Centre.

The Head of Centre will:

- promote knowledge and understanding of the equality objectives among staff and learners;
- monitor success in achieving the objectives;
- work closely with the RBAir Equality and Diversity Group to review objectives once per term;
- identify any staff training needs and deliver training as necessary. All RBAir 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

RBAir is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, policies include reference to the importance of avoiding discrimination and other prohibited conduct.

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.

New staff receive training on the Equality Information and Objectives Policy as part of their induction, and all staff receive refresher training at least every year. Training records are maintained and reviewed annually.

## 6. Advancing equality of opportunity

As set out in the DfE guidance regarding the Equality Act 2010, RBAir aims to advance equality of opportunity by:

- removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. learners with disabilities, or LGBTQ+ learners who are being subjected to homophobic, biphobic or transphobic bullying);
- taking steps to meet the needs of people who have a particular characteristic (e.g. enabling learners observing religious practices to pray at prescribed times);
- encouraging people who have a particular characteristic to participate fully in any activities.

In fulfilling this aspect of the duty, RBAir will:

- publish attainment data each academic year showing how learners 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 (e.g. declines in incidents of homophobic, biphobic or transphobic bullying);
- publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own learners.

## 7. Fostering good relations

RBAir 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, learners will be introduced to literature from a range of cultures.

## 8. Equality considerations in decision-making

RBAir ensures it has due regard to equality considerations whenever significant decisions are made. RBAir considers the impact of significant decisions on particular groups through Equality Impact Assessments (EIAs). This demonstrates our:

- awareness of duties under the Equality Act 2010;

- assessment of the impact any decision or action will have on people with protected characteristics;
- consideration of equality implications when developing and approving policies;
- commitment that these analyses are carried out seriously, rigorously and with an open mind.

EIAs are conducted when planning trips and activities, developing or reviewing policies, and making other significant decisions that may affect learners, staff, parents/carers or other stakeholders.

RBAir keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning RBAir trips and activities. The record is completed by the member of staff organising the activity or developing the policy and is stored electronically with the completed risk assessment or policy documentation.

We have carefully considered and analysed the impact of our policies and significant decisions on equality and the possible implications for learners and staff with protected characteristics, as part of our commitment to meet the PSED requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

## 9. Protected characteristics

The Equality Act 2010 covers the following protected characteristics:

- Age (in relation to employment only, not learners)
- Disability
- Gender reassignment
- Marriage and civil partnership (in relation to employment only, not learners)
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Age and marriage/civil partnership are protected characteristics in relation to staff employment but do not apply to learners, even if they are over 18.

## 10. Reasonable adjustments for disability

RBAir has a duty to make 'reasonable adjustments' to minimise disadvantages to learners, staff and parents/carers with disabilities. This includes:

- providing auxiliary aids or services where reasonable;
- making adjustments to policies, criteria or practices;
- considering the cost and effectiveness of adjustments when determining what is reasonable.

RBAir considers each individual case, taking into account factors such as:

- the resources available and the availability of financial or other assistance;
- the extent to which taking any particular step would be effective in overcoming the substantial disadvantage experienced;
- the effect of the disability on the individual;
- health and safety requirements;
- the interests of other learners and prospective learners.

Further details are set out in our Accessibility Plan.



Disability is defined as a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. 'Substantial' means more than minor or trivial, and 'long-term' means a year or more.

## 11. Duties to parents and carers

RBAir recognises its duty to make reasonable adjustments for parents and carers with disabilities at its events, such as parents' evenings. This duty is anticipatory, meaning RBAir thinks in advance about what people with a range of impairments might reasonably need.

For example, RBAir may provide:

- sign language interpreters for parents who are deaf;
- accessible venues and facilities;
- adjustments to meet the sensory needs of neurodivergent parents/carers;
- alternative communication formats.

## 12. Data protection and information sharing

RBAir complies with the Data Protection Act 2018 and UK GDPR when processing equality information. Data is processed fairly, lawfully, and kept secure. Personal information relating to protected characteristics is treated as 'special category personal data' and processed in accordance with data protection legislation.

RBAir understands that the 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner.

## 13. Equality objectives

Public Sector Equality Duty Aims	RBAir Objectives	Success Criteria
Eliminating discrimination and	To ensure that all recruitment practice is conducted in line	Staff onboarded show diversity in relation to the protected

<b>other conduct prohibited by the Equality Act 2010</b>	with the Equality Information and Objectives Policy and training for staff includes non-discriminatory processes for marketing, vetting and shortlisting.	characteristics. Recruitment data shows representation across protected characteristics that reflect the local community. Annual analysis of recruitment data identifies no patterns of discrimination.
<b>Advancing equality of opportunity between people who share a protected characteristic and people who do not share it</b>	To ensure that the curriculum is delivered in a way, across all Key Stages, that is accessible to the full range of neurodiverse young people and the learning environment is adapted to meet their needs.	Learners with a neurodiverse profile achieve similar or better attendance and engagement across the curriculum, wellbeing and pastoral offer at RBAir as non-neurodiverse peers. Attendance data for neurodiverse learners is monitored termly and shows year-on-year improvement. Learner and parent/carer feedback demonstrates satisfaction with accessibility of provision.
<b>Fostering good relations across all characteristics</b>	To ensure that staff and young people are able to communicate any gender-identity based or sexual-orientation questions in a supportive and neutral environment. To enable line managers, via training, to be confident to foster all staff being able to raise questions and foster mutual understanding throughout the provision.	All members of RBAir will be able to manage gender-identity based or sexual-orientation issues with confidence and a neutral approach.

## 14. Monitoring arrangements

The Head of Centre and the Equality and Diversity Group will:

- review progress towards equality objectives termly;

- monitor the equality information published each year;
- review the full policy and objectives at least every four years.

<b>Review Schedule</b>			
<b>What</b>	<b>How Often</b>	<b>Who</b>	<b>Purpose</b>
<b>Progress towards objectives</b>	<b>Termly</b>	Equality and Diversity Group	Monitor implementation and adjust actions
<b>Equality information (data)</b>	<b>Annually</b>	Head of Centre & Equality and Diversity Group	Update published data on learner characteristics, outcomes, incidents
<b>Full policy review</b>	<b>Annually</b>	Head of Centre, Equality and Diversity Group	Ensure policy remains current with legislation
<b>Equality objectives</b>	<b>Every four years minimum</b> (or annually if needed)	Head of Centre, Equality and Diversity Group, Trustees	Set new strategic priorities based on evidence