

# Greenshaw Learning Trust

# **Annual Equality Statement**

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**December 2025**

In accordance with the Greenshaw Learning Trust Equalities Policy, the Public Sector Equalities Duty (PSED), and DfE Regulations, the Trust is required to publish information to demonstrate its compliance with the Equality Duty, relating to both its employees and those affected by its activities.

### **What the Greenshaw Learning Trust believes:**

The Greenshaw Learning Trust Board of Trustees believes that aspiring and acting to achieve full equality of opportunity for pupils, staff and wider stakeholders is in the best interests of the organisation including all of its constituent parts, and it seeks to develop policy and practice and to employ adults that espouse these values.

Equity, equality, diversity, inclusivity and broad perspective are not desirable aspects, but essential characteristics of our work. We believe that the outcomes for our children are better when these essential characteristics are at the heart of our strategic planning and our daily routines.

It is not good enough just to commit to these values. We must live and breathe them, seek to understand individual perspectives, actively challenge prejudice and engage with our communities, showing empathy and agility in our response to changing circumstance, priority and need. We must constantly challenge ourselves to be caring, accepting, respectful and reflective and deliberately seek to broaden our own perspective.

We consider 'world class' a benchmark of success, and constantly strive to eliminate any gap between the progress of individuals and groups of children, regardless of their background, characteristic, additional need or circumstance. We will seek to adapt our curriculum and approach where necessary to ensure all children progress as well as those children who are making the most progress.

We recognise that we can always improve and that this improvement requires an organisational and individual mindset of 'Always Learning'.

## **How is the Greenshaw Learning Trust meeting the Equality Duty?**

### **We Eliminate Unlawful Discrimination by:**

- Undertaking analysis and completing external reviews of relevant Trust and School Policies, to ensure that they eliminate unlawful discrimination and other conduct prohibited by the Equality Act 2010 and advance equality of opportunity across those with and without protected characteristics
- Monitoring pupil and staff welfare with intervention and support where required.
- Ensuring that any new buildings to schools in the Trust are fully accessible.
- Ensuring that School Accessibility Plans specifically address the statutory duties to increase disabled pupils' access to the curriculum, improve the physical environment, and provide accessible information.
- Ensuring that all Staff, Trustees and Governors receive appropriate training in equality and diversity, both during induction and on a regular basis.
- Ensuring that if incidents of workplace discrimination, harassment and other conduct prohibited under the Equality Act do occur, they are dealt with robustly, and providing training to senior leaders across our organisation to support this.

### **We Advance Equality of Opportunity by:**

- Employing specialist staff, including an Assistant Director with responsibility for SEND and Special Provision to support pupils with special needs or disabilities.
- Monitoring the performance and attendance of pupils within specific groups (including pupils who have special needs and/or disabilities, pupils who are disadvantaged, pupils who are eligible for the Pupil Premium grant, pupils who have English as an additional language and children who are looked after) and ensuring that expectations for these children are suitably ambitious.
- Reviewing the provision in all of our schools of PSHE, RSE and other elements within the curriculum that promote tolerance and understanding about cultures and lifestyles and embrace the diversity of our communities.
- Taking steps to meet the particular needs of pupils or staff that have a protected characteristic.

### **We Foster Good Relations by:**

- Working with key stakeholder groups of staff with the support of an external facilitator, to build a culture of openness and equity through listening and consulting.
- Placing EDI principles at the heart of our People Strategy, to ensure fairness and encourage a sense of belonging.
- Encouraging and supporting all our employees to learn, grow and develop in flexible and diverse ways thus broadening the scope of participation to enable everybody to develop a path for success in accordance with their own unique identity.
- Undertaking regular staff voice surveys through an external provider, including an EDI focussed survey, in order to gain information about our Trust community and culture, and the impact of our policies.

- Using this feedback to inform practice, action improvements, and ensure engagement levels, and perceived equality of opportunity, are broadly similar for those who share a protected characteristic and those who do not.
- Employing an external DEI consultant who provided three webinars for senior leaders, followed by a further three interactive workshops on 'Dismantling Bias and Psychological Safety', 'The Language of Inclusion' and 'Handling Micro-Aggressions'

**Our Equality Objectives:**

1. To continue to seek ways in which the culture, policies and practices across Greenshaw Learning Trust can be further improved to advance equality and to eliminate discrimination
2. To ensure that all pupils and all staff, including those with protected characteristics, feel that they belong, that they have good relations with others, and that they are supported to develop and to achieve.
3. To actively close gaps in attainment, achievement, and attendance between all pupils and all groups of pupils, including those with protected characteristics.

This Statement and the Objectives were approved by the Board of Trustees on 17 December 2025.

**Appendix A: Information on Trust workforce with protected characteristics (01/04/26)**

<b>Ethnicity</b>	<b>Percentage of workforce as at 1st April 2026</b>
Asian - Any Other Asian Background	0.65%
Asian - Bangladeshi	0.10%
Asian - British	0.24%
Asian - Chinese	0.65%
Asian - Indian	1.44%
Asian - Pakistani	0.50%
Black - British	0.07%
Black or Black British - African	0.96%
Black or Black British - Any Other Background	0.38%
Black or Black British - Caribbean	1.01%
Mixed - Any Other Background	0.72%
Mixed - White & Asian	0.50%
Mixed - White & Black African	0.07%
Mixed - White & Black Caribbean	0.48%
Prefer not to say	23.82%
White - Any Other Background	4.73%
White - British	62.61%
White - Irish	0.58%
Not recorded	0.48%

<b>Gender</b>	<b>Percentage of workforce as at 1st April 2026</b>
Female	78.58%
Male	21.40%
Unspecified	0.02%

<b>Disability</b>	<b>Percentage of workforce as at 1st April 2026</b>
Asian - Any Other Asian Background	0.65%

Asian - Bangladeshi	0.10%
Asian - British	0.24%
Asian - Chinese	0.65%
Asian - Indian	1.44%
Asian - Pakistani	0.50%
Black - British	0.07%
Black or Black British - African	0.96%
Black or Black British - Any Other Background	0.38%
Black or Black British - Caribbean	1.01%
Mixed - Any Other Background	0.72%
Mixed - White & Asian	0.50%
Mixed - White & Black African	0.07%
Mixed - White & Black Caribbean	0.48%
Prefer not to say	23.82%
White - Any Other Background	4.73%
White - British	62.61%
White - Irish	0.58%
Not recorded	0.48%

<b>Sexual Orientation</b>	<b>Percentage of workforce as at 1st April 2026</b>
Bisexual	1.09%
Gay	0.29%
Heterosexual	22.84%
Lesbian	0.34%
Other	0.16%
Prefer not to say	1.35
Not recorded	73.92