Equality Information and Objectives

Version Control

Reviewer / owner (role)	Executive lead (role)	Approving body	Meeting date when the policy was approved
DFO	DFO	Trust Board	February 2022
Director of Inclusion	CEO and Executive Board	Trust Board	Approved by email 13 February 2024
Principal * objectives are relevant to HWS	Director on Inclusion	LGC	Approved November 2025

The Trust will update the equality information we published, described in sections 3 to 6, at least every year. February 2025

This document will be reviewed and approved by the Trust Board at least every 4 years. February 2028

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1. Introduction

The Trust intends and expects that all decisions, policies and procedures will be underpinned at all times by its vision and values.

Our aim:

To create centres of educational excellence that inspire all pupils to turn their potential into performance.

To achieve this our schools will:

- Provide a broad and balanced curriculum that allows pupils to develop their talents and ambitions.
- Deliver the highest quality learning opportunities facilitated by excellent teachers.
- Inspire our pupils to become confident, motivated and respectful individuals ready to make a positive contribution to society.

The Trust will support our schools by:

- Maximising the resources and expertise available to individual schools.
- Providing a platform for the sharing of excellent practice.
- Challenging and developing staff to turn their potential into performance.

1.1 Aims

Our Trust aims to meet its obligations under the Public Sector Equality Duty 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.

1.2 Other Linked Documents

Accessibility Plan

Risk assessment

2. Legislation and Guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools 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.

This document also complies with our funding agreement and Articles of Association.

3. Roles and Responsibilities

3.1 The Trust Board The

Trust Board will:

- Ensure that the equality information as set out in this statement is published and communicated throughout the Trust, including to Local Advisory Board members, staff, pupils 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 4 years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Head and Local Advisory Board representative.

3.2 The link equality Trustee / Local Advisory Board representative

The link equality Trustee / Local Advisory Board representative will, for their schools:

- Meet with the designated member of staff for equality every year, and other relevant staff members, to discuss any issues and how these are being addressed.
- Ensure they are familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training.
- Report back to the Trust Board regarding any issues.

3.3 Heads and SLT

Heads and their senior leadership teams, are responsible for ensuring that:

- This document is communicated and made readily available to staff, parents and guardians.
- This document and its related procedures are implemented.
- Staff are aware of their responsibilities and are given appropriate training and support to enable them to effectively deliver this document and the Equality Plan which has the detail of how the objectives will be met.
- Appropriate action is taken in any case of actual or potential discrimination.
- All staff understand their duties regarding recruitment and provide reasonable adjustments to staff when appointed. All appointment panels give due regard to this document, so that no one is discriminated against when it comes to employment or training opportunities.
- All staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents.
- All incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, are treated with due seriousness.
- The principle of equal opportunity is promoted when developing the curriculum.
- The Head will, for their school, promote knowledge and understanding of the equality objectives amongst staff and pupils, and monitor success in achieving the objectives and report back to the Local Advisory Board.

3.4 The designated member of staff for equality

The designated member of staff for equality will, for their school:

- Support the Head in promoting knowledge and understanding of the equality objectives amongst staff and pupils.
- Meet with the link equality Local Advisory Board representative every year to raise and discuss any issues.
- Support the Head in identifying any staff training needs, and deliver training as necessary.

3.5 All staff across the Trust

All staff across the Trust are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

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, Local Advisory Board members 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.

Heads ensure new staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September, and this is included in the Equality Plan.

Each school has a designated member of staff (normally the SENDCo) for monitoring equality issues, and an equality link Local Advisory Board representative (normally the SEND link representative). They regularly liaise regarding any issues and make senior leaders and Local Advisory Board members aware of these as appropriate.

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 connected by a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying).
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times).
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies).

5.1 Publishing information about pupils

In fulfilling this aspect of the duty, the Trust will, for every school:

- 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 (e.g. declines in incidents of homophobic or transphobic bullying).
- 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 to show:

- The make-up of our workforce, with breakdowns of staff with different protected characteristics.
- Gender pay gap reporting and other pay equality issues.
- Recruitment and retention rates for staff with different protected characteristics.
- Applications for flexible working and their outcomes for staff with different protected characteristics.
- Applications for learning and development opportunities and their outcomes for staff with different protected characteristics.
- Grievances and disciplinary issues for staff with different protected characteristics.
- Policies and programmes in place 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 suppress some data if it relates to a very small number of staff or pupils 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 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. For example, as part of teaching and learning in English / reading, pupils will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute.
- Making sure schools work with their local community. This includes 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 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 in Decision-Making

The Trust ensures it has due regard to equality considerations whenever significant decisions are made.

In all of our schools, we will always consider the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for all pupils irrespective of their gender

The school 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 school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

Equality Objectives

All staff across the Trust are expected to work to achieve the equality objectives.

The Head will, for their school, promote knowledge and understanding of the equality objectives amongst staff and pupils, and monitor success in achieving the objectives and report back to the Local Advisory Board.

Objective 1	Monitor and evaluate attainment levels and participation of all groups	To achieve this objective, we plan to monitor the progress of groups through our progress reports – three times a year. To record participation of extra- curricular activities which is reviewed by SLT. Use a proportion of our pupil premium funding to help cover the costs associated with accessing extra-curricular activities
		Progress we are making towards this objective Collecting data three times a year, progress analysis and follow up meetings. Extra- curricular and enrichment participation tracking has increased and evaluated.
Objective 2	Continue to make the schools inclusive environments, where all pupils and staff are welcomed and valued irrespective of gender, race, religion, sexuality, disability, ethnicity or background (ensure reasonable adjustment agreements are in place for all staff with disabilities)	To achieve this objective we plan to; Demonstrate through high expectations and operate consistent routines and protocols. Monitor through our 'stakeholder voice' exercises and to review at SLT meetings. Educate through our character and culture curriculum.
		Progress we are making towards this objective We have introduced and embedded new school values, assemblies and PSHE around protective characteristics and British values. Subject reviews of curriculum maps to identify opportunities to teach about British values. Parent information evenings focused on protective characteristics. Pupil perceptions survey has been completed and evaluated. Each pupil voice exercise is over represented by students in protective characteristics cohorts. Embedded character curriculum through tutor time. Topic texts and tutor time reading expose students to different human experience and cultures. LGBTQ+ club celebrates and supports. At HWS we teach our pupils about inclusion and diversity specifically through the PSHE and RE curriculum and through values-based assemblies. We liaise with pupils, parents and staff regularly to make reasonable adjustments where they are needed and analyse feedback from questionnaires.

		We are committed to ensuring our schools are inclusive environments where all staff are welcomed, respected and valued, regardless of gender, race, religion, sexuality, disability, ethnicity or background. Equality, diversity and inclusion underpin our policies, recruitment and daily practice. Reasonable adjustment agreements are in place for staff with disabilities, developed collaboratively and reviewed regularly. To support this objective, we provide regular training on equality, diversity, unconscious bias and inclusive practice, and operate clear procedures to address discrimination, bullying or harassment. We are currently awaiting confirmation of our new Disability Confident registration; however, our commitment to supporting disabled applicants and employees remains unchanged. Equality information from application forms is reviewed, and reasonable adjustments are made from interview through to employment. Through these actions, we continue to foster a culture where diversity is valued and everyone can thrive.
Objective 3	Continually consider how well the school ensures equality of opportunities for all its pupils	To achieve this objective, we plan to have as a standard agenda item during SLT and pastoral meetings.
		Progress we are making towards this objective Pupil premium funding supports equality of opportunity. Bi-weekly inclusion meeting with protective characteristics as a standard agenda item. Celebration of cultures is on the school development plan. We ensure all pupils have equal opportunity to access curriculum trips and events.
Objective 4	Increase the representation of staff from black and minority ethnic communities as well as those with disabilities	To achieve this objective, we plan to use a range of platforms to advertise job vacancies.
		Progress we are making towards this objective We ensure recruitment and selection procedures are non-discriminatory and ensure there are opportunities for representation from black and minority communities and those with disabilities to be considered for any vacancies where they meet selection criteria.
Objective 5	Train all members of staff and volunteers involved in recruitment and selection on equal opportunities and non-discrimination	To achieve this objective, we will focus in our recruitment training.
		Progress we are making towards this objective We provide regular training for staff in equality & diversity, in particular those involved in recruitment and selection processes

Objective 6	Offer priority interviews for candidates with disabilities who meet the selection criteria, and ask if they require any reasonable adjustments for the interview	To achieve this objective, we plan to ensure our recruitment process asks key questions around reasonable adjustments.
		Progress we are making towards this objective We are committed to increasing the representation of people with disabilities within our school workforce and to ensuring our recruitment processes are inclusive and accessible. We have a positive commitment to employing people with disabilities and encouraging applications from a diverse range of candidates. We are currently awaiting confirmation of our new Disability Confident registration, which will further formalise and reinforce this commitment. We offer a guaranteed interview to applicants with disabilities who meet the essential selection criteria, as part of our fair and equitable recruitment practices. In addition, all shortlisted candidates are invited to inform us of any reasonable adjustments they may require for the interview process. This ensures that every applicant has the opportunity to present their skills, experience and potential in a supportive and accessible environment.