



HEART
EDUCATION TRUST

Trust Equality Policy

February 2014

Last Reviewed: February 2014

Next Review Due: February 2018

Adopted by: The CEO on behalf of the Strategic Board on 3 February 2014



Heartsease
Primary Academy



Lingwood
Primary Academy



Henderson Green
Primary Academy



Valley
Primary Academy

The HEART Education Trust Documents Review Record:

Version:	Date Amended:	Amended By:
2	April 2017	BOE

The HEART Education Trust, a charitable company limited by guarantee registered in England and Wales with company number 08286818. Registered office address: Heartsease Primary Academy, Rider Haggard Road, Norwich, Norfolk NR7 9UE.

Introduction

The HEART Education Trust is an inclusive Trust where we focus on the well-being and progress of every child across our academies and where all members of our communities are of equal worth. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Legal framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We 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.
4. In fulfilling the legal obligations cited above, we are guided by nine key principles.

Purpose of the policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (**referred to as protected characteristics**). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity. Age and marriage and civil partnership are also “**protected characteristics**” but are not part of the Trust provisions related to pupils.

We have a duty to be aware of the **Reasonable Adjustment duty** for disabled pupils which is designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties:

The **Public Sector Equality Duty** or “general duty”

This requires all public organisations, including schools to

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between different groups
- Foster good relations between different groups

- **Two “specific duties”**

This requires all public organisations, including schools to

- Publish information to show compliance with the Equality Duty by April 6th 2012

- Publish Equality objectives at least every 4 years which are specific and measurable by April 6th 2012

This policy describes how the Trust is meeting these statutory duties and is in line with national guidance. It includes information about how the Trust is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

Guiding Principles

Our approach to equality is based on the following 9 key principles

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- everyone regardless of their sexual orientation.
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- everyone regardless of their sexual orientation.

Principle 7. Addressing prejudice and prejudice-related bullying

The Trust is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7).

The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

Admission Arrangements

Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity

Roles and Responsibilities

We expect all members of the Trust communities and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

The Board of Directors

The Trust's Board of Directors is responsible for ensuring that the Trust complies with legislation, and that this policy and its related procedures and action plans are implemented. Every governing body committee keeps aspects of the Trust's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the academy environments. Directors review the Equality Policy at least once every four years and evaluate the success of the Trust's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys)

Academy Headteachers and Senior Leaders

Academy Headteachers are responsible for implementing the policy in their own academies; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination. A senior member of staff has day-to-day responsibility for co-coordinating implementation of the policy and for monitoring outcomes. They will have expert and informed knowledge of the Equality Act.

Teaching and Support Staff

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the Trust's principles, for example, in providing materials that give positive images in terms of race, gender and disability

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- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work.

Visitors

All visitors to the Trust academies, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in school newsletters to enable them to do this.

Information and resources

We ensure that the content of this policy is known to all staff and governance members and, as appropriate, to all pupils and their parents and carers.

All staff and governance members have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

We will provide training and guidance on Equalities for all staff new to the Trust as part of the induction procedure. We will go through the principal expectations and duties of the Equality Act at a whole staff meetings on a regular basis. Attendance will be recorded.

Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other Trust policies are dealt with, as determined by the Board of Directors.

Monitoring and review

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.