

Equality Policy

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1. Aims

Our Trust 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 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

Equality of opportunity is fundamental to good practice in education, in which fairness of opportunity for all is a basic right. This policy is therefore underpinned by the following values, principles and standards:

- Equality and social justice
- Acknowledging and valuing diversity
- Respect for others
- Compliance with equality legislation
- Elimination of all forms of prejudice and unfair discrimination
- Active challenge to stereotypes, prejudiced attitudes and unfair discriminatory behavior
- Commitment to inclusive education which enables and supports all students to develop their full potential
- Commitment to the positive development of all staff and those who perform a governance role
- Commitment to fair and open recruitment processes
- Accountability for compliance with this policy by all members of the Trust and all others engaged in Trust and individual academy activities.

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 Trusts 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 Department for Education (DfE) guidance: [The Equality Act 2010 and Trusts](#).

This document also complies with our funding agreement and articles of association.

3. Roles and Responsibilities

The Board of Directors will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the Trust, including to 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 each Headteacher or Principal.

The equality Director is Graham Lawman. He will:

- Meet with the CEO annually, 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 as required
- Report back to the directors regarding any issues

The CEO will:

- Support the Headteacher or Principal in promoting knowledge and understanding of the equality objectives among staff and pupils
- Support the Headteacher or Principal in identifying any staff training needs, and deliver training as necessary
- Ensure that the Trust implements its equality policies and individual academies complete the actions set out in their equality duty workbook

The Headteacher or Principal will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to the Board of Directors

All Trust staff 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.

Staff and those in a governance role 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 Act as part of their induction, and all staff receive refresher training annually.

The Trust has a designated member of staff for monitoring equality issues (CEO), and an equality link director. They regularly liaise regarding any issues and make senior leaders and governors 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 that are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic.
- Encouraging people who have a particular characteristic to participate fully in any activities
- Ensuring it has due regard to equality considerations whenever significant decisions are made
- Ensuring consideration is always given as to the impact of significant decisions on particular groups.

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 acceptance, 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, 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
- Holding specific events to promote, celebrate and deepen understanding of the standing and achievement of pupils with specific characteristics
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising Trust trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the Trust
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

7. Hatton Academies Trust as an Employer

We are committed to encouraging equality and diversity amongst our workforce, and eliminating unlawful discrimination.

The aim is for our workforce to be truly representative of all sections of society and for each employee to feel respected and able to give their best. Hatton Academies Trust is also committed against unlawful discrimination of our pupils, parents and the local community.

The policy's purpose is to:

- Provide equality, fairness and respect for all in our employment, whether temporary, part-time or full-time
- Not unlawfully discriminate because of the Equality Act 2010 protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (including colour, nationality, and ethnic or national origin), religion or belief, sex (gender) and sexual orientation
- Oppose and avoid all forms of unlawful discrimination. This includes in pay and benefits, terms and conditions of employment, dealing with grievances and discipline, dismissal, redundancy, leave for parents, requests for flexible working, and selection for employment, promotion, training or other developmental opportunities.

The Trust Commits To:

- Encourage equality and diversity in the workplace as they are good practice and make business sense
- Create a working environment free of bullying, harassment, victimisation and unlawful discrimination, promoting dignity and respect for all, and where individual differences and the contributions of all staff are recognised and valued
- This commitment includes training managers and all other employees about their rights and responsibilities under the Equality Policy. Responsibilities include staff conducting themselves to help the organisation provide equal opportunities in employment, and prevent bullying, harassment, victimisation and unlawful discrimination
- Take seriously complaints of bullying, harassment, victimisation and unlawful discrimination by fellow employees, students; suppliers, visitors, the public and any others in the course of the Trust's activities
- Make opportunities for training, development and progress, within our financial and time resources, available to all staff, who will be helped and encouraged to develop their full potential, so their talents and resources can be fully utilised to maximise the efficiency of the organisation
- Decisions concerning staff being based on merit (apart from in any necessary and limited exemptions and exceptions allowed under the Equality Act)
- Review employment practices and procedures when necessary to ensure fairness, and also update them and the policy to take account of changes in the law
- Monitor the make-up of the workforce regarding information such as age, gender, ethnic background, sexual orientation, religion or belief, and disability in

encouraging equality and diversity, and in meeting the aims and commitments set out in the Equality Policy.

Monitoring will also include assessing how the Equality Policy, and any supporting action plan, are working in practice, reviewing them regularly, and considering and taking action to address any issues.

8. Hatton Academies Trust Commitment to our Students

We are committed to ensuring that we deliver the aims of the equality duty for our students so that they experience equality of opportunity; experience good relations between the academy community; and ensure that they do not experience unlawful discrimination, harassment and victimisation.

Our principles are:

Principle 1 - All learners are of equal value

We see all learners and potential learners as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender or sexual orientation.

Principle 2 – We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate (directly or indirectly), but are differentiated as appropriate to 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 recognised
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences are recognised.

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 all genders and between adults and pupils, and an absence of sexual harassment.

Principle 4 – We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist for the protected characteristics of our pupils.

Principle 5 - We monitor and evaluate the key indicators for different groups of pupils

We ensure that we can identify and act on identified differences, unfairness and underperformance and act upon this on key indicators e.g. achievement; attendance; behavior; exclusions; participation

Principle 6 – We will challenge poor attitudes where they exist and work closely with all relevant agencies if concerns are raised

Incidents where pupils openly display prejudice, discrimination, bigotry and partisanship are challenged strongly. We take swift action in reporting concerns or radicalization if this is suspected.

9. Hatton Academies Trust Equality Objectives

We aim to provide the highest possible education for all of our students and support for all our employees. The ethos of our academies clearly reflects our commitment to fully including and respecting all members of our academy communities.

Each trust academy completes an equality duty workbook to consider and action individual academy priorities regarding the Public Sector Equality Duty.

We have set ourselves the following overall trust objectives for 2025/2029:

- To promote cultural understanding, awareness and acceptance of different religious beliefs between different ethnic groups within our Academy community;
- To promote mental health awareness and develop appropriate interventions where necessary;
- Actively close gaps in attainment and achievement between students for all groups of students; especially students eligible for Pupil Premium, students with special educational needs and disabilities, looked after children and pupils from minority ethnic groups;
- Continue to improve accessibility across the trust for pupils, staff and visitors with disabilities, including access to specialist teaching areas;
- Monitor the incidence of the use of homophobic, sexist and racist language by pupils in the Trust academies;
- To review and revise the KS1-5 curriculum so that it represents a diverse culture and society and encourages acceptance and respect;
- Provide training to all staff on our equalities policies and practices;
- Actively participate and promote our involvement in the Disability Confident scheme.

10. Monitoring Arrangements

This Equality Policy and its objectives have been approved and adopted by Hatton Academies Trust. The policy will be reviewed every four years, or as required to ensure it remains compliant with Equality legislation.