



Our mission - ‘To create and sustain an inclusive and outstanding learning community for all, rooted in the teachings of Jesus Christ, in which all will aspire to excellence in learning, teaching and care for one another, so all will achieve and grow as unique individuals made in the image of God’.

Our Core Values;

Faith, Aspiration & Unity

We are committed to providing a positive working environment, which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic and Church of England Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

Equality Policy

Equality Policy- Document Status			
Date of review completion	February 2023	Named Responsibility	Christian Character, Curriculum & Standards Committee (AW)
Date of Policy Adoption by Governing Body	March 2023	Next Review Date	February 2027
Policy Basis	Model policy from the Key, adapted for HTA		

Contents

1. Aims	2
2. Legislation and guidance.....	2
3. Roles and responsibilities.....	2
4. Eliminating discrimination	3
5. Advancing equality of opportunity.....	3
6. Fostering good relations	4
7. Equality considerations in decision-making.....	4
8. Equality objectives	4
9. Monitoring arrangements	5
10. Links with other policies	7

1. Aims

Holy Trinity Academy (HTA) aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Celebrate Diversity in all areas of our community.
- 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

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

3. Roles and responsibilities

The Governors will:

- Challenge all staff to celebrate diversity
- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, 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 the Headteacher

The Headteacher & Senior Leadership Team (SLT) will:

- › Celebrate diversity in all areas of our community
- › Promote knowledge and understanding of the equality objectives among staff and pupils
- › Monitor success in achieving the objectives and report back to governors

It is the responsibility of ALL Staff to:

- › Celebrate diversity in all areas of our community
- › Promote an inclusive ethos and curriculum, which reflects our diverse society. Promote equality and good relationships, and challenge bias or stereotyping within the culture of HTA
- › Be vigilant in all areas of the school to deal effectively with any behavior, overt or subtle, caused by any perceived differences.
- › Keep up to date with legislation, undertake regular training and access appropriate information sources.

4. Eliminating discrimination

HTA 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 governors 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 regular refresher training to include HTA's commitment, to value and celebrate diversity within our community.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, HTA aims to advance equality of opportunity by:

- › Recognizing the value of diversity in our community
- › Removing or minimising disadvantages suffered by people that are connected to 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
- › 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)

In fulfilling this aspect of the duty, the school will:

- › Publish attainment data each academic year showing how pupils with different characteristics are performing
- › Analyze 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 own pupils

6. Fostering good relations

HTA aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Providing opportunities to share HTA's commitment, to value and celebrate diversity within our community.
- 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, 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 where applicable external speakers may be invited to contribute
- Working with our local community. This could include 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 the school. All pupils are encouraged to participate in the school's activities, such as sports clubs.

7. Equality considerations in decision-making

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

The school always considers 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 boys and girls

This information is recorded as part of 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.

8. Equality objectives

HTA objectives are to:

- Provide opportunities to share HTA's commitment, to value and celebrate diversity within our community.
- Continuously develop and implement a curriculum and resources to support all students learning.
- Provide a learning environment where all individuals see themselves reflected and feel a sense of belonging.
- Continuously monitor and improve the building environment to enable disabled students to take full advantage of their education, benefits, facilities and services provided.
- Consider and value the contribution of all families to our understanding of equality and diversity.
- Provide positive, non-stereotyping information about different groups of people regardless of disability, gender, gender identity / reassignment, ethnicity or religion.
- Plan systematically to improve our understanding and promotion of diversity.
- Actively challenge discrimination and disadvantage.
- Make inclusion a thread that runs through all our activities.

- Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information by January of next year, to help address the under-representation of people with disabilities in the school workforce.

To achieve these objectives HTA will:

- Involve stakeholders in the development, review, evaluation and impact assessment of all relevant improvement plans, policies and procedures.
- Publish and share our policies and impact assessments with the whole community.
- Ensure that modified or differentiated materials and resources are accessible by providing curriculum support.

9. Monitoring arrangements

HTA Governors will update and publish equality information annually.

This document will be reviewed and approved by the HTA Governing body, at least every 4 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Behaviour