



1 INTRODUCTION

- 1.1 Heart of England Trust (the Trust) supports the development of self-respect and self-esteem in all students, staff, and the community it serves. It places a high value on diversity and treats every member of its community as an individual.
- 1.2 It aims to meet the needs of all, taking account of recognised areas of discrimination: gender, ethnicity, disability, religious belief, tradition associated with their faith, sexual orientation, and age and social circumstances.
- 1.3 It is opposed to all forms of prejudice and discrimination and complies with the public sector Equality Duty in the Equality Act 2010.
- 1.4 The Trust's Equality Duty and Objectives policy (SENPP-03 Equality Duty and Objectives) endorse the principles of inclusion:
 - To continue to narrow the gaps in performance of our most vulnerable groups, by monitoring and analysing pupil achievement across a range of characteristics, and acting on the trends which show additional support is required,
 - To encourage participation in student leadership from protected and vulnerable groups where participation is disproportionately low.
 - To ensure equality of access and progress for our disabled students.
- 1.5 Furthermore, the Trust seeks to effect this by:
 - Setting suitable learning challenges,
 - Responding to students' diverse learning needs and addressing any gaps
 - Overcoming potential barriers to learning and assessment for individuals and groups of students
 - Valuing all members of staff, trustees, and other stakeholders by ensuring they have full access to our offer and understand their role by sharing in the responsibility for implementing this policy.

2 ROLE OF TRUST BOARD AND COMMITTEES

- 2.1 The Full Trust Board will set a clear, clear, values-driven ethos, which reflects its commitment to all its students and staff wellbeing.
- 2.2 It will monitor the curriculum to ensure high expectations of all students and appropriate breadth of content in relation to the school and wider community.
- 2.3 It will monitor the revenue and resources to ensure that they are appropriately deployed.
- 2.4 It will ensure that all policies reflect its commitment to equal opportunity.

3 ROLE OF PRINCIPAL AND SENIOR LEADERSHIP TEAM

- 3.1 The Principal and Senior Leadership Team (SLT) will ensure that all staff are aware of the need for the curriculum to reflect cultural diversity and of their responsibility to prepare students for life in a pluralist society.
- 3.2 The Trust, Principal and SLT promote positive approaches to difference and insist upon respect for people and property:
- Language or behaviour, which defames protected characteristics and is discriminatory, will not be tolerated,
 - A high expectation is the norm for all students, with regard to behaviour, punctuality, and attendance,
 - All forms of harassment, including racism, are recorded, monitored, and dealt with in line with the Behaviour policy BEHAV-01-Behaviour,
 - The Trust works in partnership with parent/carers and the community to tackle specific incidents of harassment and to develop positive attitudes to difference,
 - Students, staff, and parent/carers are aware of procedures to manage incidents of harassment,
 - Students are encouraged to become independent and to take responsibility for their own behaviour,
 - All staff operate consistent systems of rewards and discipline
- 3.3 The Principal and SLT will support staff to explore their own views and attitudes to difference and to monitor their practice in relation to this policy:
- 3.3.1 Professional development opportunities related to this policy are made available.
- 3.3.2 Adults lead through positive examples, demonstrating high expectations of all students.
- 3.4 Teaching is monitored to ensure high expectations of all students and appropriate breadth of content.
- 3.5 The effectiveness of the policy will be evaluated annually by the Co-ordinator for Equal Opportunities.
- 3.6 Staff and students are consulted in a variety of decision-making processes.



4 STAFFING – RECRUITMENT, TRAINING AND PROFESSIONAL DEVELOPMENT

- 4.1 All members of staff are valued and supported.
- 4.2 The induction of new staff addresses issues of equality.
- 4.3 Staff training and handbooks include equal opportunities issues.
- 4.4 All members of staff have access to quality CPD (Continuing Professional Development) which will enable their professional development.
- 4.5 Recruitment and selection procedures are fair, equal and comply fully with our Safer Recruitment policy.
- 4.6 As much as is possible, staff composition reflects ethnic and gender diversity at all levels.
- 4.7 The skills of all staff members are recognised and valued, and staff are encouraged to share their knowledge.
- 4.8 Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.
- 4.9 There is a named senior member of staff responsible for equal opportunities in the school.

5 ADMISSION, ATTENDANCE, DISCIPLINE AND EXCLUSION

- 5.1 Exclusions and attendance are monitored by gender, ethnicity, special educational need, and background.
- 5.2 The Trust and families are aware of their responsibilities in relation to student attendance and appropriate personnel, who are aware of community issues, follow up absence.
- 5.3 Comprehensive information about students' ethnicity, first language, religion, physical needs, and diet is made available on all admission forms



6 CURRICULUM

- 6.1 Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes.
- 6.2 All students have access to the mainstream curriculum.
- 6.3 The curriculum builds on students' starting points, is differentiated appropriately and is educationally inclusive.
- 6.4 The content of the curriculum reflects and values cultural diversity.
- 6.5 The curriculum encourages students to explore bias and to challenge prejudice and stereotypes.
- 6.6 All staff contribute to the spiritual, moral, social, and cultural development of all students.
- 6.7 Extra-curricular activities and special events cater for the interests and capabilities of all students and take account of parental views related to religion and culture.
- 6.8 Informal events are designed to include the whole school community and at times may target minority or marginalised groups.

7 TEACHING

- 7.1 All students are encouraged to become responsible for their own learning.
- 7.2 Teaching is responsive to individual needs.
- 7.3 Teachers ensure that the classroom is an inclusive environment in which students are aware that all contributions are valued. Where groups or individuals are marginalised, teachers take positive steps to include them.
- 7.4 Any student grouping in the classroom is planned, varied, and used with a specific and clear end in mind.
- 7.5 Teachers challenge stereotypes and foster students' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.
- 7.6 Resources and displays reflect the experience and background of students to promote diversity and challenge stereotype in curriculum areas.
- 7.7 Resources are reviewed regularly to ensure they reflect the vision and inclusive ethos of the school, its core values, and the democratic and tolerant society of today.



8 PARENTS/CARERS, TRUSTEES AND COMMUNITY PARTNERSHIP

- 8.1 All parent/carers are encouraged to participate with the day to day and long-term work of the Trust.
- 8.2 Information and meetings for parent/carers are made accessible for all and parental involvement is monitored to ensure equality of access.
- 8.3 People from the local communities are encouraged to become Trustees; support and training is appropriate for all ethnic groups.
- 8.4 The Trust strives to work in partnership with all local community organisations, where possible.

9 OUTCOMES FOR STUDENTS

- 9.1 Student achievement is monitored and analysed by gender, ethnicity, and background.
- 9.2 Any pattern of gaps in achievement of particular groups is addressed through appropriate support.
- 9.3 The school will ensure that assessment is free of gender, cultural and social bias. Assessment is used appropriately and fairly to monitor and support the progress of all students.
- 9.4 All students are encouraged to take responsibility for their own learning through regular reflection on their progress.
- 9.5 Progress reports to parents and carers are accessible and appropriate, in order to ensure all parent/carers have the opportunity to participate in the dialogue.
- 9.6 Our expectations with regard to academic outcomes are high and all forms of achievement are recognised and valued.

10 GENDER EXPRESSION AND/OR SEXUAL ORIENTATION

- 10.1 At the end of May, the DfE is expected to release advice on this subject. This policy will then be updated to reflect the new guidance.

11 CHANGING A NAME (PREFERRED OR LEGAL)

- 11.1 At the end of May, the DfE is expected to release advice on this subject. This policy will then be updated to reflect the new guidance.



12 MONITORING AND REVIEW

12.1 The policy only remains effective whilst staff participate in the process of monitoring its implementation and outcomes.

12.2 Particular attention must be focused on:

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| Admissions | Extra-curricular activities |
| Outcomes | Homework and Homework clubs |
| Attendance and Punctuality | KS4 Option Choices |
| Curriculum Access | Destinations and Futures |
| Grouping Students | Participating in educational visits |
| Teaching and Classroom management | Participating in transition programmes |
| Rewards and Sanctions | Selection and recruitment of staff |
| Pastoral support | Trust Board representation and retention |
| Racist incidents and follow up actions | Parents/Carers attending consultation events and exclusion meetings |
| SEN and More able/Talented Registers | Parents/Carers attendance and involvement in the extended activities of the school. |

13 AUTHOR

13.1 The author of this policy is Special Education Needs and Disabilities Co-ordinator They should be contacted for any points of clarification or suggested future amendments.

14 VERSION CONTROL

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| Policy Number | SENPP-06 |
| Policy Name | Equality |
| Version Number | 01 |
| Publication Method | External A copy must be made available in U:\Staff Information\Policies\SENd and PP Policies |
| Approved by | Full Trust Board |
| Date of Approval | May 2023 |
| Key changes since previous version | 1. Insertion of information relating to changing name and gender/sexual orientation – sections 10 and 11 |
| Next Review Date | October 2025 |