



## EQUALITY POLICY

**This policy is applicable to our schools- within the Trust.**

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## TABLE OF CONTENTS

INTRODUCTION.....	3
The general equality duty .....	3
The specific equality duties.....	3
The Khalsa Academies Trust (TKAT) and its schools .....	4
Links to other policies and documentation .....	6
What we are doing to eliminate discrimination, harassment and victimisation .....	6
Behaviour, Exclusions and Attendance .....	7
What we are doing to advance equality of opportunity between different groups .....	7
Positive Action.....	7
What we are doing to foster good relations .....	8
Other ways we will address equality issues.....	8
Publishing Equality Objectives (see Equality Action Plan/School Development Plans) .....	8
Monitoring and reviewing objectives .....	8
Roles and Responsibilities .....	9
TKAT Trustees.....	9
Local Advisory Board .....	9
Leadership Teams.....	9
Teaching and Support Staff .....	11
Visitors .....	10
Equal Opportunities for staff.....	11
Disseminating the policy .....	12
Monitoring, evaluation and review:.....	12
APPENDIX 1 - Check list for TKAT, Schools and LABs .....	13
APPENDIX 2 -Equality Action Plan (Including accessibility plan) 2020 - 2022.....	15
APPENDIX 3 - Equality Objectives	

## INTRODUCTION

The Public Sector Equality Duty (PSED), part of the Equality Act 2010, came into force in April 2011. It requires organisations to consider the need to eliminate unlawful discrimination, advance equality of opportunity and foster good relations in all that they do. It aims to put fairness at the heart of public bodies' work and to ensure that public services meet the needs of different groups. It covers a range of public bodies, including academies, schools, NHS organisations, government departments, local authorities, and police authorities.

Under previous legislation, public bodies were required to consider gender, race, and disability equality both as employers and when making policy decisions and delivering services. The new duty standardises this requirement and extends it to cover religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. Age, marriage, and civil partnership are also protected characteristics, but the legal duty here does not apply to schools.

### The general equality duty

Section 149(1) of the Equality Act 2010 puts various requirements on academies when exercising their functions. The general duty requires academies to have due regard to the need to:

- eliminate discrimination, harassment and victimisation and other conduct prohibited under the Act
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Having due regard means consciously thinking about the three aims of the PSED as part of the process of decision-making. This means that consideration of equality issues must influence the decisions reached by academies, such as:

- how they act as employers
- how they develop, evaluate and review policy
- how they design, deliver, and evaluate services
- how they commission and procure from others.

### The specific equality duties

To help public bodies perform the Public Sector Equality Duty (PSED) more effectively, regulations were approved in Parliament requiring academies to:

- publish information to demonstrate compliance with the PSED at least annually starting from 31 January 2012

- prepare and publish equality objectives at least every four years starting from 6 April 2012.

## The Khalsa Academies Trust (TKAT) and its schools

The Khalsa Academies Trust is a Multi Academy Trust which supports local communities to help establish and run Sikh Schools.

The new schools are improving local educational opportunities and parental choice by providing new high-achieving schools.

The Trust provides support to local schools in many ways but foremost for education, so it is right that at the heart of what we do is a focus on school improvement, staff development, and enabling our young people to excel. We support schools in meeting the challenges of rising expectations through mutually supportive intervention and training. Secondly, the Trust takes responsibility for financial and resource management that delivers efficiency, effectiveness, and economies of scale, so that schools can concentrate on what matters: the education of young people. And thirdly, because all our schools are based on the Sikh ethos, we support schools in the nurturing of the distinctive ethos enshrined in the principle of equality, wellbeing, and success for all 'Sarbat da bhala'.

This principle and our values will ensure that our young people will be poised to make a positive contribution to our multi-cultural Britain.

Our approach to education is rooted in the Sikh ethos, and principles of equality and social justice are integral to this. We believe that:

- all people are created equally, regardless of their background, physical disability, or because of age, race, gender, marital status or other "protected characteristic", but sought out the marginalised and those deemed less worthy by society at large.
- we are empowered with many different gifts to serve one another and to build a more just society; we do this through our relationship with one another and with the communities around us.

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.

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.

The values of equality, respect, social justice, valuing people equally and building community should run through every aspect of the work in our schools and in the TKAT organisation itself. These values should pervade our policies, processes, structures, staffing and governance, as well as our approach to the curriculum, collective worship and to our pastoral care. We will consider the equalities implications of any key decisions that we take and

will provide training and support for decision-makers to identify potential issues.

Education is about fulfilling human potential, which we see as a gift given to all people regardless of their background. We will seek to ensure high-quality teaching and excellent progress and attainment for all our children, regardless of background, and we will actively seek to remove barriers to learning, particularly among children with protected characteristics. We will do this by monitoring achievement and by directing resources to overcome obstacles, supporting those with special educational needs and adapting our approach to meet individual need.

Behaviour and attendance make a significant contribution to effective teaching and learning. We will ensure that our policies and systems for managing behaviour and attendance take sensitive account of protected characteristics. We will not allow bullying or harassment, especially based on perceived differences between people (adults or children), and we will encourage positive attitudes and relationships and a sense of belonging. We will monitor the impact and effectiveness of behaviour and attendance systems across different groups of pupils.

Effective teaching and learning also requires effective leadership and management. We will support our head teachers, senior leaders, and governors to create and maintain school environments in which our pupils can thrive, regardless of their background.

Our schools stand at the heart of their local communities. In seeking to meet the needs of society, we will be mindful of the needs of disadvantaged groups. In consulting with local communities on proposals, we will listen to all views. We will ensure that our policies for school admission, our structures for participation in school life and the physical environment of the school do not cause unlawful discrimination but promote equal opportunities and foster good relations between different groups of people.

This policy describes how TKAT and its schools meet the statutory equality duties and comply with national guidance. It includes guidance to staff and outside visitors about our approach to promoting equality.

**Appendix 1** is a checklist of key equality considerations.

**Appendix 2** shows TKAT/School Equality Objectives for 2023-2025 in an Equality Action Plan.

This policy was developed by the TKAT in consultation with key stakeholders. As a part of our commitment to promoting equalities and providing distinctive, effective, rooted, and inclusive schools, we will continue to review this policy/action plan with a range of key stake holders including staff, pupils, parents/carers, and governors.

When developing the policy, we took account of the DfES guidance on the Equality Act 2010 and the current Ofsted inspection framework, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards.

**Appendix 3** is our Equality Objectives that we use to measure across our schools how well we are doing in compliance and furtherance of meeting Equalities objectives.

We note that OFSTED has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

### Links to other policies and documentation

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we will ensure that information about our responsibilities under the Equality Act is also included in school development plans, self-evaluation reviews, promotional material, KAT and school websites and newsletters.

There are also references in the behaviour, admissions, SEN, and anti-bullying policies, as well as minutes of meetings involving Directors and governors, central and school staff, senior leadership teams and school council.

The Equality Act also applies to academy trusts in their role as employers, and the way we comply with this are found in our recruitment policy.

### What we are doing to eliminate discrimination, harassment, and victimisation

We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services. We are aware of the Reasonable Adjustment duty for disabled pupils – 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 Head teachers ensure that all appointment panels give due regard to this policy so that no one is discriminated against unlawfully when it comes to employment, promotion, or training opportunities. We 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 take seriously the need to consider the equality implications when we develop, adapt, and review any policy or procedure and whenever we make significant decisions about the day to day life of the school.

We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

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, sexual orientation, gender reassignment, pregnancy, or maternity. Our faith schools are legally entitled to take account of religion and belief in our admissions arrangements, but we regularly review the impact of these provisions. Our ethos schools comply with general admissions arrangements.

## Behaviour, Exclusions and Attendance

Our policies on Behaviour take full account of the duties under the Equality Act. We make reasonable, appropriate, and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and act promptly to address concerns addressing prejudice and prejudice-based bullying. TKAT and its schools challenge all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs
- prejudices around race, religion, or belief, for example travellers, migrants, refugees, and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded, and dealt with. We treat all bullying incidents equally seriously.

We keep a record of different prejudice-related incidents and provide a report to local governing bodies about the numbers, types, and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents.

## What we are doing to advance equality of opportunity between different groups

We know the needs of our school populations and collect and analyse data to inform our planning and identify targets to achieve improvements. We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings. We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.

We collect, analyse, and publish data:

- on the school population by gender and ethnicity
- on the % of pupils identified as having a special educational need and/or disability and by their principal need or disability
- by year group – in terms of ethnicity, gender, and proficiency in English
- on inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English

We publish an analysis of standards reached by different groups at the end of each key stage, including the following groups:

- Free School Meals/Pupil Premium
- EAL

- Ethnic group
- Looked after Children
- All SEND
- SEND statements/EHCP plans
- Gifted & Talented

We also collect, analyse, and use data in relation to attendance and exclusions of different groups. This data will be available from the relevant school office.

We are aware that the legislation relates mainly to current but also to future pupils – we will for example, be sufficiently prepared if a Visually Impaired, Hearing Impaired or Traveller pupil joins our school.

We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as "less able".

We use a range of teaching strategies that ensures we meet the needs of all pupils

- We provide support to pupils at risk of underachieving
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability, and sexuality.

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, for example:

- disabled and non-disabled people
- people of different ethnic, cultural, and religious backgrounds

We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

### Positive Action

We will take positive and proportionate action to address the disadvantage faced by groups of pupils with protected characteristics, such as targeted support. The actions will be designed to meet TKAT Equality Objectives.

### What we are doing to foster good relations

We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social, and cultural development of our pupils.

We teach about difference and diversity and the impact of stereotyping, prejudice, and discrimination through PSHE and citizenship and across the curriculum.



We use materials and resources that reflect the diversity of the school, population, and local community in terms of race, gender, sexual identity, and disability, avoiding stereotyping.

We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes, and behaviour.

We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.

We include the contribution of different cultures to world history and that promote positive images of people.

We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.

We promote positive messages about equality and diversity through displays, assemblies, visitors, and whole school events e.g., Black History Month and Deaf Awareness week.

We include Equalities matters in our Newsletters to parents and carers.

### Other ways we will address equality issues

We maintain records of all training relating to Equalities. Our monitoring records include evaluations of aspects of Equalities.

We have a rolling programme for reviewing all our school policies in relation to equalities and their impact on the progress, safety, and well-being of our pupils.

The implications for equalities of new policies and practices are considered before they are introduced.

To ensure that the work we are doing on equalities meets the needs of whole school communities, we:

- review relevant feedback from parent questionnaires, parents' evening, parent-school forum and/or focus meetings or governor's/parent consultation meetings
  - secure and analyse responses from staff surveys, staff meetings and training events
  - review feedback and responses from the children and groups of children, from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school;
- analyse issues raised in Annual Reviews or reviews of progress on Individual Education Plans, mentoring and support
- ensure that we secure responses and feedback at Governing Body meetings and from the governing body's working groups

### Publishing Equality Objectives (see Equality Action Plan/School Development Plans)

The objectives which we identify represent our priorities and are the outcome of a careful review of and analysis of data and other evidence. They also consider national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we achieve improved outcomes for the different groups. We produce equality data analysis which inform our discussions about the Equality Objectives.

We produce an Equality Action Plan that shows how we will achieve our objectives: see Appendix 2.

### Monitoring and reviewing objectives

We review and update our equality objectives every two years and report annually to the Directors and to local governing bodies on progress towards achieving them. We involve and consult staff, pupils, governors and parents and carers.

### Roles and Responsibilities

We expect all members of our school 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.

### KAT Trustees

The Board of Trustees is responsible for ensuring that TKAT complies with legislation, and that this policy and its related procedures and action plans are implemented.

The Trust Standards Committee has responsibility for equalities issues in relation to staffing matters and oversees equalities issues in relation to the curriculum, attainment and progress, and for admissions/exclusions and discipline. Buildings and environmental issues are overseen by the Finance Audit & Risk Committee. The main Board of Trustees will maintain an overview of compliance with this policy and progress in achieving targets.

### Local Advisory Board

Each school's local advisory body is responsible for ensuring that its school complies with legislation, that this policy and its related procedures and action plans are implemented, and that it develops and monitors its own school-level objectives.

Every local advisory board keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors annually evaluate the success of the school's Equalities Work taking account of quantitative evidence (e.g., data) and qualitative evidence (e.g., surveys).

### Leadership Teams

The head teachers are responsible for implementing the policy; 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 school staff has day-to-day responsibility for co-ordinating implementation of the policy and for monitoring outcomes. S/he will have received training in relation to the Equality Act.

### Teaching and Support Staff

All teaching and support staff will:

- challenge prejudice and discrimination
- promote an inclusive and collaborative ethos in their classroom
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect TKAT's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils
- 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 to undertake
- keep up to date with equalities legislation relevant to their work

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure. We will go through the principal expectations and duties of the Equality Act at a whole staff meeting at the start of the school year.

### Visitors

All visitors to the school, 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.

### Equal Opportunities for staff

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made based on merit and ability and in compliance with the law.

We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our communities.

As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

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

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

### Disseminating the policy

This Equality Policy along with the Equality Objectives and data is available:

- on KAT website and individual school websites
- as paper copies in each school office
- in the staff handbook
- on display for visitors, including parents and carers
- as part of induction for new staff
- as a summary in any school brochure

We ensure that each whole school community (and all central staff) know about the policy, objectives and data through the school newsletter, assemblies, staff meetings and other communications.

We publish on the TKAT website and school websites copies of relevant policies and guidance, including those on behaviour, anti-bullying, and special educational needs.

### Monitoring, evaluation, and review:

Head teachers will report to their local advisory boards and to TKAT CEO on the effectiveness of the policy at school level. The CEO will report on the effectiveness of the policy to the TKAT Board of Directors as appropriate.

The TKAT Board of Trustees will review this policy every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout TKAT and its schools.

# APPENDIX 1

## Checklist for TKAT, Schools and LABs

- TKAT and schools collect information on race, disability, and gender with regards to both pupils and staff, e.g., pupil achievement, attendance, exclusions, and staff training
- This information is used to inform the policies, plans and strategies, lessons, additional support, training, and activities TKAT and its schools provide
- The Equality Policy & Plan have been shaped by the views, input & involvement of staff, parents, governors, pupils & other stakeholders
- TKAT and its schools publish information to demonstrate purposeful action on the general duties
- TKAT & its schools analyse Pupil achievement in terms of progress and standards for different groups and acts when trends or patterns indicate a need
- TKAT sets Equality Objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives
- A senior member of staff has responsibility for coordinating the implementation of the policy and monitoring outcomes
- TKAT ensures that all staff understand and implement the key requirements of the Equality Policy
- TKAT schools ensure that visitors to the school understand and follow the key requirements of the Equality Policy
- The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference
- All groups of pupils are encouraged to participate in school life and make a positive contribution, e.g., through class assemblies, pupil voice
- TKAT and its schools monitor bullying and harassment of pupils in terms of difference and diversity (i.e., different groups) and acts if there is a cause for concern
- Visual displays and multi-media resources reflect the diversity of the school community
- Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and assemblies
- TKAT and its schools take part in annual events to raise awareness of issues around race, disability, and gender

- The school environments are increasingly accessible to pupils, staff, and visitors to the school
- Open evenings and other events which parents, carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered
- The accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information
- The Local Advisory Board procedures for the election of parent and staff governors are open to candidates and voters who are disabled

## APPENDIX 2

### Equality Action Plan (Including accessibility plan) 2023 - 2025

Public Sector Equality Duty	Equality Objectives	Actions	How impact of the action will be monitored	Person Responsible	Time Frames	Progress commentary
Advance equality of opportunity	Improve learning outcomes and remove barriers to learning for vulnerable groups	<p>Establish &amp; embed trust-wide monitoring of progress &amp; attainment for vulnerable groups</p> <p>Identify &amp; disseminate best practice in curriculum &amp; interventions</p> <p>Revise SEND policy &amp; procedures</p> <p>Review PSHE curriculum</p>	<p>Review of progress and attainment data in head teachers termly reports.</p> <p>Review of attendance, exclusions, behaviour data in head teachers termly reports</p> <p>Trust Standards Committee</p> <p>Ensure compliance with policy</p> <p>Trust Standards Committee</p>	<p>Heads</p> <p>Heads</p> <p>Chair of Standards</p> <p>Chair of Standards</p> <p>Chair of Standards</p>	<p>Termly</p> <p>Termly</p> <p>Annually</p> <p>Annually</p> <p>Annually</p>	
<p>Eliminate discrimination</p> <p>Advance equality of opportunity</p>	Provide an education available to all (the witness of inclusivity), within available resources	<p>Review admission arrangements</p> <p>Review behaviour &amp; discipline policies</p> <p>Monitor admissions &amp; exclusions data for vulnerable groups</p>	<p>Annual review carried out by LAB during Spring term</p> <p>Annual review carried out by TKAT</p> <p>Review by LAB on termly basis</p>	<p>Chair of LAB</p> <p>Trustees</p> <p>Chair of LAB</p>	<p>Feb of each year</p> <p>Annually</p> <p>Termly</p>	

Eliminate discrimination  Advance equality of opportunity  Foster good relations	Embed equality considerations in decision-making          To ensure staff and potential staff have equality of opportunity	Review policies & procedures with equalities impact in mind.	LGB and TKAT monitoring of policies	BOARD	Every two years	
		Provide equalities training to all relevant staff employed centrally and in schools, and to Trustees & LABS	Review impact of training	Trust Standards Committee	Every two years	
		To become a Disability Confident employer and to ensure the HR processes support this endeavour	HR manager to present to Standards Committee	Trust Standards Committee	Annually	



## Appendix 3

# EQUALITIES OBJECTIVES

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not (the protected characteristics are age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation).
- Foster good relations between people who share a protected characteristic and people who do not share it.

The Khalsa Academies Trust is committed to promoting equality of opportunity and foster good relationships between staff and pupils. We do this through our Universal Sikh Values, our curriculum, and our working environment.

We are committed to supporting our staff and pupils to be their authentic selves at academy and within the workplace, without judgement and ensuring that diverse communities are celebrated. We do not discriminate against anyone based on age, disability, gender identity and/or reassignment, marital or civil partner status,

pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex, or sexual orientation (the protected characteristics), in line with the Equality Act 2010.

# We have developed 6 equality objectives:

<b>Objective 1:</b>	The Trust's commitment to equality is evident in its strategic and development planning.
<b>Objective 2:</b>	Barriers to participation are removed to enable all our staff and pupils to play a full part in the life of the academy.
<b>Objective 3:</b>	All our staff and pupils are aware of their own and the academy's responsibilities for advancing a culture of equality.
<b>Objective 4:</b>	Equality is reflected in our learning, teaching and assessment activities leading to an excellent pupil experience at the academy.
<b>Objective 5:</b>	Our commitment to equality is reflected in behaviour and practices throughout each academy.
<b>Objective 6:</b>	Our awareness and understanding of equality is increased through the analysis of data relating to staff and pupils and the findings used to improve our policies and practices.

## The Single Equality Action Plan for Each Academy Within The Khalsa Academies Trust

**Objective 1: The academy's commitment to equality is evident in its strategic and development planning.**

Actions	Target Date	Evidence/Outcomes	Responsibility	Monitoring and Review	RAG
a) Ensure that the academy's commitment to equality is evident in its key strategies, policies, and documents	Commitment to be included in documents for 2023/2024	<ul style="list-style-type: none"> <li>The academy's commitment to equality is evident in the following key documents:</li> </ul> TKAT Handbook TKAT and Academy's Development Plans TKAT and Academy's Prospectus / Website Staff Handbook	Head of School/ Principal	Annually by Trust HR Manager, LABS & Personnel Committee.	
b) Ensure that the academy's commitment to community cohesion is evident in its key strategies and policies	Commitment to be included in documents for 2023/2024	<ul style="list-style-type: none"> <li>The academy's commitment to equality is evident in the following key document:</li> </ul> TKAT and Academy's Development Plans	Head of School/ Principal	Annually by Trust HR Manager, LABS & Personnel Committee.	

**Objective 2: Barriers to participation are removed to enable all our staff and pupils to play a full part in the life of the academy.**

Actions	Target Date	Evidence/Outcomes	Responsibility	Monitoring and Review	RAG
a) Ensure that the academy's commitment to equality is evident in its admission procedures	Admission procedures for admission in, 2023/24	<ul style="list-style-type: none"> <li>• Admission procedures</li> <li>• Diverse, non-stereotypical images in all marketing materials</li> <li>• Admissions policy</li> <li>• Appeals statement</li> </ul>	Head of School/ Principal	Annually by Trust HR Manager, LABS & Personnel Committee.	
b) Develop further the academy's employment policies and procedures to provide a barrier-free environment for recruitment and employment	Recruitment procedures reviewed annually	<ul style="list-style-type: none"> <li>• All applicants receive full and fair treatment and are considered solely on their ability to do the job</li> <li>• All applicants for employment who have a disability and who meet the essential criteria are invited for interview</li> <li>• Availability of information about vacancies in alternative formats (large print, audio)</li> </ul>	Head of School/ Principal & SLT	Annually by Trust HR Manager, LABS & Personnel Committee.	
c) Ensure that where practicable, all new and existing academy buildings are accessible to all staff and pupils	Ongoing	<ul style="list-style-type: none"> <li>• Planning documentation</li> <li>• Wheelchair access wherever possible to all areas of the academy</li> <li>• Provision of footstools in science labs for pupils with disabilities</li> <li>• Provision of study / social space for pupils with disabilities</li> <li>• Contractors employed by the academy are aware of the</li> </ul>	Head of School / Principal & SLT	Annually by LABS & Trust Estates and Compliance Manager.	

		academy's expectations regarding equality			
d) Ensure that we eradicate barriers in implementing the Equalities Act 2010, in our processes and structures when considering professional development and promotion of staff.	CPD and recruitment processes are reviewed annually.	<ul style="list-style-type: none"> <li>• Ensure that everyone is considered on merit for CPD externally and internally, through staff training.</li> <li>• Ensure that we provide equal opportunity for those who share protected characteristics when considering staff for promotion, through a diverse and representative panel of interviewees.</li> <li>• Train staff who are recruiting on the panel, to understand the equalities objectives as well as the equalities Act 2010.</li> <li>• Ensure at least one panel member will be safer recruitment trained.</li> <li>• Ensure that we encourage good relationships between line managers and employees so that there is an understanding of protected characteristics and line managers roles when considering promotion or professional development opportunities.</li> </ul>	Head of School/ Principal/HR Manager	Annually by LABS & CEO.	

**Objective 3: All our staff and pupils are aware of their own and the academy's responsibilities for advancing a culture of equality.**

Actions	Target Date	Evidence/Outcomes	Head of School/ Principal & SLT	Annually by SLT and LABs	RAG
a) Provide a clear and coherent learning experience for all pupils which enable them to understand others, value diversity and human rights, and participate responsibly in their communities	Ongoing	<ul style="list-style-type: none"> <li>• Curriculum provision/documentation</li> <li>• PSHE / assemblies</li> <li>• Safeguarding curriculum and training</li> </ul>	Head of Academy/ Principal & SLT	Annually by Trust HR Manager, LABS & Personnel Committee.	
b) Provide opportunities for pupils and their families to interact positively with people from different backgrounds and communities and provide extended services which make a positive contribution to the community	Ongoing	<ul style="list-style-type: none"> <li>• Curriculum provision/documentation</li> <li>• Provision of activities</li> <li>• Assemblies involving members of different communities</li> <li>• Community events open to all</li> <li>• Parental workshops / coffee mornings</li> </ul>	Head of School/ Principal & SLT	Annually by Executive Principal, LABS & Personnel Committee.	

<p>c) Integrate appropriate forms of on-going training on equality and community cohesion issues into the academy's staff development programme</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• The academy's staff development programme</li> <li>• Training for new teachers in providing reasonable adjustments (e.g., handouts, board work, use of voice) and in how to approach the possible differences in learning needs</li> <li>• Raised awareness of new staff of the range of disabilities and associated technical terms</li> </ul>	<p>Head of School/ Principal &amp; SLT</p>	<p>Annually by Trust HR Manager, LABS &amp; Personnel Committee.</p>	
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**Objective 4: Equality is reflected in our learning, teaching and assessment activities leading to an excellent pupil experience at the academy.**

Actions	Target Date	Evidence/Outcomes	Responsibility	Monitoring and Review	RAG
a) Provide a broad and balanced curriculum that meets all pupils' needs	Ongoing	<ul style="list-style-type: none"> <li>Evaluation of the quality of the curriculum – its match to pupils' needs – and improvement over time</li> </ul>	Head of Academy/ Principal & SLT	Annually by Trust Director of Education LABS & Standards Committee.	
b) Evaluate the quality teaching and its impact on the learning of all protected characteristic groups	Ongoing	<ul style="list-style-type: none"> <li>The academy's own evaluations of the quality of teaching</li> <li>External evaluations of the quality of teaching</li> <li>The views of pupils, parents, and staff of the quality of teaching</li> <li>Analysis of pupil progress by subject, cohort, pupil group and teaching group</li> <li>The effective strategies for improving teaching: identifying and using best practice; monitoring and acting on the findings; coherent CPD (including coaching, training (inc Child Protection), mentoring, curriculum development, and tackling underperformance)</li> <li>systematic performance management</li> </ul>	Head of Academy/ Principal & SLT	Annually by Trust Director of Education LABS & Standards Committee.	

**Objective 5: Our commitment to equality is reflected in behaviour and practices throughout the academy.**

Actions	Target Date	Evidence	Responsibility	Monitoring and Review	RAG
a) Ensure the systematic and consistent management of behaviour	Ongoing	<ul style="list-style-type: none"> <li>• Policies and systems for managing behaviour, exclusions and attendance</li> <li>• Views expressed by pupils, parents, staff and governors about behaviour, bullying, safety, respect, and courtesy</li> <li>• Behaviour evidence from lesson observations, 'learning walks' and off-site provision</li> <li>• Overall and persistent absence and attendance rates for different groups of pupils</li> <li>• Punctuality tracking</li> <li>• Rates of permanent and suspensions</li> <li>• Tracking of behavioural sanctions/rewards and evaluations of impact</li> <li>• Tracking of incidents of bullying and their resolution</li> <li>• Tracking and evaluation of racist incidents</li> <li>• Evidence of pupils' risk awareness from lesson observations and pupil</li> </ul>	Head of Academy/ Principal & SLT	Annually by Trust Director of Education LABS & Standards Committee.	

		<p>feedback;</p> <ul style="list-style-type: none"> <li>• Evidence of the impact of teaching about risk.</li> <li>• Analysis and evaluation of incidents and breaches of IT protocols</li> </ul>			
b) Ensure that all pupils are safe.	Ongoing	<ul style="list-style-type: none"> <li>• Management of safeguarding arrangements, including safe recruitment, and identifying pupils at risk or in need</li> <li>• Appropriate arrangements for child protection</li> <li>• Following up absence</li> <li>• Promoting safety and safeguarding topics through the curriculum.</li> <li>• Engagement with parents and carers in supporting pupils' achievement, behaviour and SMSC</li> </ul>	Head of School/ Principal & SLT	Annually by Trust Director of Education LABS & Standards Committee.	

**Objective 6: Our awareness and understanding of equality is increased through the analysis of data relating to staff and pupils and the findings used to improve our policies and practices.**

Actions	Target Date	Evidence/Outcomes	Responsibility	Monitoring and Review	RAG
a) Use performance data to monitor learner achievement and respond to variations between groups of pupils, subjects, courses and key stages, trends over time and comparisons with other academies.	Ongoing	<ul style="list-style-type: none"> <li>• Attainment and progress from historic exam/test results/ and comparisons with national standards and floor targets – last 3 years</li> <li>• Attainment and progress of current pupils</li> <li>• Attainment and progress of sub-groups of pupils, including by SEND, LAC, intake ability</li> <li>• Attainment and progress in different subjects</li> </ul>	Head of School/ Principal & SLT	Annually by Trust Director of Education LABS & Standards Committee.	