

**HOLLINGWORTH LEARNING TRUST**  
**EQUALITY INFORMATION & OBJECTIVES**



AMBITIOUS



POSITIVE



RESILIENT



REFLECTIVE



PRINCIPLED

## POLICY INFORMATION

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<b>Created by:</b>	Central Trust Services
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## VERSION INFORMATION

Version	Reason for Update	Summary of Changes
1	Original Document <i>Previous versions held by schools</i>	n/a

## Contents

Policy Statement: .....	4
1. Aims.....	4
2. Legislation and guidance .....	4
3. Legal Duties .....	4
3.1 Public Sector Equality Duty (PSED) .....	4
3.2 Specific Duties .....	5
4. Roles and responsibilities .....	5
4.1 The Board of Trustees.....	5
4.2 The Local Governing Board.....	5
4.3 The Headteacher/Site Lead .....	5
4.4 The designated member of staff for equality .....	6
4.5 All staff across the Trust.....	6
4.6 Pupils within our Trust: .....	6
5. Discrimination .....	6
5.1 Forms of Discrimination.....	6
5.2 Eliminating discrimination.....	7
6. Advancing equality of opportunity .....	7
7. Publishing information about pupils .....	7
8. Publishing information about staff .....	8
9. Fostering good relations.....	8
10. Equality considerations in decision-making .....	8
11. Equality objectives.....	9
12. Monitoring arrangements .....	10

### **Policy Statement:**

This policy sets out the approach to equality and the equality objectives for Hollingworth Learning Trust ("the Trust").

Section 11 sets out the equality objectives for the Trust and its academies.

The Trust Equalities Committee, consisting of central service team members and academy staff, have set these objectives based on the needs of our schools.

In addition to the objectives set by the Trust, where academies wish to set additional objectives, they are to be included in section 11.

### **1. Aims**

Hollingworth Learning Trust's mission is to make a positive difference to the lives of the children in our schools. To deliver this mission, Hollingworth Learning Trust aims to implement and embed equality practices that go beyond what is outlined within the Public Sector Equality Duty.

The purpose of this policy is to define our commitment to equality, in both education and employment provision. This policy applies to pupils, staff, parent/carers, governor's, trustees and other members of the community who are, or may be part of our trust.

As a trust, we are committed to providing the best education possible for our children in a environment that supports, values and recognises our pupils and staff.

Amongst the Trust values is the statement: We consistently promote equity, equality and challenge injustice. We always act in the best interests' of our pupils.

We will strive to ensure that the culture and ethos of our academies reflects the diversity of all members of our community, where everyone is equally valued and treated with respect and fairness.

### **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.

In addition, this document is based on the [Department for Education \(DfE\) advice for schools on the Equality Act](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the public sector equality duty](#).

This document also complies with our Funding Agreement and Articles of Association.

### **3. Legal Duties**

#### **3.1 Public Sector Equality Duty (PSED)**

Our trust aims to meet its obligations under the public sector equality duty 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, people who do not share it, and for those who do not, taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it and encourage people from protected groups to participate in activities where their participation is disproportionately low.

The duty to have due regard means that thought will be given to the equality implication whenever significant decisions are being made or policies developed.

The protected characteristics are:

- Age (employees only)
- Sex
- Race
- Disability
- Religion or belief (includes lack of belief)
- Sexual orientation
- Gender (including gender reassignment)
- Pregnancy or maternity
- Marriage and Civil Partnership (employees only)

These are referred to as Protected Characteristics in the Equality Act 2010 (and any future amendments of the Act).

### **3.2 Specific Duties**

Secondary legislation to support public authorities in meeting their obligations under PSED came into force in 2011. (The Equality Act 2010 (Specific Duties) Regulations 2011)

In accordance with this legislation the Trust will:

- Annually Publish gender pay gap information. The Trust will publish on its website, information annually relating to the gender pay gap in their organisation.
- Annually publish information on how it complies with PSED. (The Trust will not publish any information which identifies a pupil or employee.)
- Prepare and publish equality objectives. These will be specific, measurable and will be reviewed and updated at least every 4 years.

## **4. Roles and responsibilities**

### **4.1 The Board of Trustees**

The Board of Trustees will:

- Ensure that the equality information as set out in this policy is published and communicated throughout the trust, including to local governing boards, staff, pupils and parent/carers.
- 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 site leads and local governing boards/link governors within each site.
- Attend appropriate equality and diversity training.

### **4.2 The Local Governing Board**

The local governing boards will, for their academy:

- Appoint a link governor who will meet with the designated member of staff for equality every 6 months, 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.
- Report back to the full Board of Trustees regarding any issues.

### **4.3 The Headteacher/Site Lead**

The Headteacher will, for their academy/site:

- Appoint a designated member of staff for equality.

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to governors.

#### **4.4 The designated member of staff for equality**

The designated member of staff for equality will, for their academy:

- Support the Headteacher/site lead in promoting knowledge and understanding of the equality objectives amongst staff and pupils.
- Meet with the local governing body every 6 months to raise and discuss any issues.
- Support the Headteacher/site lead in identifying any staff training needs and deliver training as necessary.
- To be a part of the Trust Equality Committee and attend meetings as required.

#### **4.5 All staff across the Trust**

All staff across the Trust are expected to have regard to this document and to work to achieve the objectives as set out in section 8. In addition, all staff must;

- Complete the Equality Training once every three years, and implement practice and knowledge learnt as part of this training.
- In relation to equality, always act in a way which is consistent with the Trust/academy values and the Staff Code of Conduct.
- Have due regard to equality and relevant considerations as part of their day-to-day role, and any decisions that they need to make as part of their role.

#### **4.6 Pupils within our Trust:**

All pupils are expected to act in a way which is consistent with the values in their academy. They are required to treat all members of the academy community with respect, and they are required to uphold the law at all times. Each academy has a Behaviour Policy which sets out the standards of behaviour expected within their school. Pupils will be made aware of equality and their role in relation to equality within the relevant curriculum in school.

### **5. Discrimination**

#### **5.1 Forms of Discrimination**

Discrimination may be direct or indirect, and may occur intentionally or unintentionally, further details are below:

- Direct discrimination: where someone is treated less favourably than another person because of a protected characteristic (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation)
- Indirect discrimination occurs when you have a rule or policy that applies to everyone but disadvantages a person with a particular protected characteristic, and it cannot be shown to be a proportionate means of achieving a legitimate aim.
- Harassment: this is behaviour that is deemed offensive by the recipient. Employees can now complain of the behaviour they find offensive even if it is not directed at them.
- Victimisation: this occurs when someone is treated badly because they have made or supported a complaint or grievance under this legislation.

## **5.2 Eliminating discrimination.**

Hollingworth Learning Trust is aware of its obligations under the Equality Act 2010 and strives to eliminate discrimination throughout the Trust.

This commitment is reflected in our Trust and academies' policies, in particular:

### **Trust Policies:**

- Staff Code of Conduct
- Recruitment Policy

### **Academies Policies:**

- Accessibility Policy
- Anti Bullying Policy
- Behaviour Policies and Behaviour Principles
- Exclusion Policy
- Pupil Premium Policy
- Safeguarding Policy and Information
- SEND Policy
- Relationships and Sex Education Policy

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

### **Curriculum:**

Equality of access to the curriculum underpins implementation of learning in our academies, irrespective of protected characteristics. The curriculum is broad, balanced and equips pupils well for future life.

## **6. 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 which are connected by 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 needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times).
- 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).
- The Trust will not discriminate against people with protected characteristics when recruiting staff.
- The Trust is very supportive of staff who require maternity, paternity, shared parental, or adoption leave. Every effort is made to accommodate flexible working requests.
- Our Trust premises allow improved access for those with physical disabilities, and this is detailed in the accessibility policy for each site.
- Underpinning curricular access is the overriding principle of providing every student regardless of ability, gender, gender identity, race, disability, religion, or sexual orientation with the opportunity to achieve their academic potential.
- Each school has a designated member of staff for monitoring equality issues, and an equality link local governor. They regularly liaise regarding any issues and make senior leaders and local governors aware of these as appropriate.
- Trustees, local governors, and all staff 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.

## **7. Publishing information about pupils**

In fulfilling this aspect of the duty, the Trust will, for every academy:

- Publish attainment data for each school each academic year showing how pupils with different characteristics are performing.
- Analyse 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 pupils.

Relevant information about each academy will be published on their individual websites.

### **8. Publishing information about staff**

In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics. As a trust, we will publish information to show:

- Gender pay-gap reporting and other pay equality issues.
- Policies and programmes in place to address equality concerns.

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may suppress some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

### **9. Fostering good relations**

The Trust aims to foster good relations between those who share a protected characteristic and those who do not share it. Academies within the Trust will do this through:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of the 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.
- Working with their local community. This includes each academy 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 each school. For example, school councils have representatives from different year groups and are formed of pupils from a range of backgrounds. All pupils are encouraged to participate in their schools' activities, such as sports clubs. Schools also work with parents to promote knowledge and understanding of different cultures.
- Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop how they implement their approach.

### **10. Equality considerations in decision-making**

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

In all of our academies, they will always consider the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the academy considers whether the trip:

- Cuts across any religious holidays.
- Is accessible to pupils with disabilities.
- Has equivalent facilities for all pupils irrespective of their gender.

The academy should keep a written record (known as an Equality Impact Assessment) to show they have actively considered their equality duties and asked themselves relevant questions.



This is recorded at the same time as 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.

### 11. Equality objectives

As a trust, we have set our objectives at trust level, and we require our academies to adopt and follow these. The Trust Equality Committee is made up of representatives from each academy and during those meetings, the objectives will be set, discussed and reviewed.

We have set three objectives at trust level from Summer 2024. We plan to develop these and add additional objectives during our Equality Committee meetings in 2024-2025.

The Trust Equality Objectives are:

	Objective	Actions	Lead
1.	To raise standards while reducing the gap in the attainment and progress of different groups of learners, with a particular focus on improving the achievement of students/pupils who are Pupil Premium and students/pupils with Special Educational Needs.	Each academy to reference this in their own Academy Improvement Plans, which should be reviewed throughout the academic year by the LGB and CEO.  Work may be supported by the School Improvement Advisor through their work with each academy.	CEO  Headteacher's within each academy
2.	To use staffing and recruitment data to review recruitment processes, with a view to; ensuring the application and interview process is accessible to all, in particular those who may have a protected characteristic.	Report on data to Headteachers / Trust.  Create an action plan which sets out how the Trust will aim to review recruitment processes.  Report to Trustees for their strategic oversight.	School HR Link  Trust HR  Trust HR
3.	To raise pupil attendance to school, with attendance strategies being implemented for all pupils who are below 95%. A particular focus for the Trust is for those pupils who may have Special Educational Needs, a disability, are Pupil Premium or have a protected characteristic.	Each school to have attendance strategies shared with SLT and Governors.  Schools to report termly to the Trust on the success of their strategies, and how the strategies are impacting the groups identified within the objective.  Report to Trustees for their strategic oversight.	Headteacher/Deputy Headteacher  Headteacher/Deputy Headteacher  CEO/ School Improvement Lead

## **12. Monitoring arrangements**

The CEO will update the PSED equality information we are required to publish annually.

The Equality Information and Objectives will be reviewed by the Trust Equalities Committee on a regular basis and at least every 4 years.

This document will be approved the Board of Trustees.