



EQUALITY POLICY

Document control

Date Approved	March 2025
Date for Review	March 2027
Approved By	People and Culture
Published Location	Trust Website
Document Owner	HR

TABLE OF CONTENTS

INTRODUCTION	3
The general equality duty	3
The specific equality duties	3
The One Multi Academies Trust (ONE MAT) and its Academies	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/Academy Development Plans)	8
Monitoring and reviewing objectives	8
Roles and Responsibilities	9
OMAT Trustees	9
Local Advisory Board	9
Leadership Teams	9
Teaching and Support Staff	10
Visitors	10
Equal Opportunities for staff	10
Disseminating the policy	11
Monitoring, evaluation and review:	11
APPENDIX 1 - Check list for ONE MAT, Academies and LABs	12
APPENDIX 2 -Equality Action Plan (Including accessibility plan) 2023 - 2025	13
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, 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 Academies.

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.

One Multi Academies Trust

Our Trust and Academies are improving local educational opportunities and parental choice by providing new high-achieving Academies.

The Trust provides support to local Academies in many ways but foremost for education, so it is right that at the heart of what we do is a focus on Academy improvement, staff development, and enabling our young people to excel. We support Academies 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 Academies can concentrate on what matters: the education of young people. And thirdly, because all our Academies are based on the Sikh ethos, we support Academies 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 Academies and in the ONE MAT 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 principals, senior leaders, and governors to create and maintain Academy environments in which our pupils can thrive, regardless of their background.

Our Academies 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 Academy admission, our structures for participation in Academy life and the physical environment of the Academy do not cause unlawful discrimination but promote equal opportunities and foster good relations between different groups of people.

This policy describes how ONE MAT and its Academies 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 ONE MAT/Academy Equality Objectives for 2023-2025 in an Equality Action Plan.

This policy was developed by ONE MAT in consultation with key stakeholders. As a part of our commitment to promoting equalities and providing distinctive, effective, rooted, and inclusive Academies, 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 Academies 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 Academy development plans, self-evaluation reviews, promotional material, KAT and Academy 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 Academy staff, senior leadership teams and Academy 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 Principals 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 Academy.

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 Academies 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 Academies 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 Academy for evidence of over-representation of different groups and act promptly to address concerns addressing prejudice and prejudice-based bullying. ONE MAT and its Academies 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 Academy 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 Academy 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 Academy 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 Academy 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 Academy 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 Academy office.

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

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 ONE MAT 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 Academy, population, and local community in terms of race, gender, sexual identity, and disability, avoiding stereotyping.

We promote a whole Academy 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 Academy 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 Academy 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 Academy communities, we:

- review relevant feedback from parent questionnaires, parents' evening, parent-Academy 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 Academy council, PSHE lessons, whole Academy surveys on children's attitudes to self and Academy;
- 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 LAB meetings and from it's working groups

Publishing Equality Objectives (see Equality Action Plan/Academy 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, parents, and carers.

Roles and Responsibilities

We expect all members of our Academy 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.

ONE MAT Trustees

The Board of Trustees is responsible for ensuring that ONE MAT 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 Academy's local advisory body is responsible for ensuring that its Academy complies with legislation, that this policy and its related procedures and action plans are implemented, and that it develops and monitors its own Academy-level objectives.

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

Leadership Teams

The Principals 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 Academy 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 ONE MAT'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 Academy 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 Academy year.

Visitors

All visitors to the Academy, 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 Academy 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 Academy 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 ONE MAT website and individual Academy websites

- as paper copies in each Academy 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 Academy brochure

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

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

Policy Review Statement:

This policy will be reviewed to ensure it remains up-to-date, relevant, and aligned with the Trust's strategic objectives, regulatory requirements, and best practices. The review process will be conducted as follows:

- **Policy Owner Review**
The Policy Owner will conduct an initial review to assess any necessary updates or amendments.
- **Executive Team Policy Committee**
The revised policy will be presented to the Executive Team Policy Committee for further evaluation and recommendations.
- **Trust Board Approval**
Following review and necessary revisions, the policy will be submitted for formal approval by the Trust Board in accordance with the scheduled review cycle.

For details on the specific review schedule, please refer to the review table on the front page.

APPENDIX 1

Checklist for ONE MAT, Academies and LABs

- OMAT and Academies 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 ONE MAT and its Academies provide
- The Equality Policy & Plan have been shaped by the views, input & involvement of staff, parents, governors, pupils & other stakeholders
- ONE MAT and its Academies publish information to demonstrate purposeful action on the general duties
- ONE MAT & its Academies analyse Pupil achievement in terms of progress and standards for different groups and acts when trends or patterns indicate a need
- ONE MAT 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
- ONE MAT ensures that all staff understand and implement the key requirements of the Equality Policy
- ONE MAT Academies ensure that visitors to the Academy 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 Academy life and make a positive contribution, e.g., through class assemblies, pupil voice
- ONE MAT and its Academies 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 Academy 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

- ONE MAT and its Academies take part in annual events to raise awareness of issues around race, disability, and gender
- The Academy environments are increasingly accessible to pupils, staff, and visitors to the Academy
- Open evenings and other events which parents, carers and the community attend are held in an accessible part of the Academy 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	Establish & embed trust-wide monitoring of progress & attainment for vulnerable groups	Review of progress and attainment data in Principals termly reports.	Principals	Termly	
		Identify & disseminate best practice in curriculum & interventions	Review of attendance, exclusions, behaviour data in Principals termly reports	Principals	Termly	
		Revise SEND policy & procedures	Trust Standards Committee	Chair of Standards	Annually	
		Review PSHE curriculum	Ensure compliance with policy Trust Standards Committee	Chair of Standards Chair of Standards	Annually Annually	
Eliminate discrimination Advance equality of opportunity	Provide an education available to all (the witness of inclusivity), within available resources	Review admission arrangements Review behaviour & discipline policies Monitor admissions & exclusions data for vulnerable groups	Annual review carried out by LAB during Spring term Annual review carried out by ONE MAT Review by LAB on termly basis	Chair of LAB Trustees Chair of LAB	Feb of each year Annually Termly	

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

Appendix 3

EQUALITIES OBJECTIVE

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 **One Multi 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 on the basis of 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 six equality objectives:

Objective 1:	The Trust's commitment to equality is evident in its strategic and development planning.
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.
Objective 3:	All our staff and pupils are aware of their own and the academy's responsibilities for advancing a culture of equality.
Objective 4:	Equality is reflected in our learning, teaching and assessment activities leading to an excellent pupil experience at the academy.
Objective 5:	Our commitment to equality is reflected in behaviour and practices throughout each academy.
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.

The Single Equality Action Plan for each Academy within the One Multi Academies Trust

Objective 1: The academy's commitment to equality is evident in its strategic and development planning.					
Actions	Target Date	Evidence/Outcomes	Measurable Data	Responsibility	Monitoring and Review
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"> The academy's commitment to equality is evident in the following key documents: <p>ONE MAT Handbook ONE MAT and Academy's Development Plans ONE MAT and Academy's Prospectus / Website Staff Handbook</p>	Draft documents are sent to the Trust for approval	Principal	Annually by Trust HR Manager, LABS & People, and culture 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"> The academy's commitment to equality is evident in the following key document: <p>ONE MAT and Academy's Development Plans</p>	SDP – Strengthening Stakeholder Strategy included	Principal	Annually by Trust HR Manager, LABS & People, and culture 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	Measurable Data	Responsibility	Monitoring and Review
a) Ensure that the academy's commitment to equality is evident in its admission procedures	Admission procedures for admission in, 2023/25	<ul style="list-style-type: none"> • Admission procedures • Diverse, non-stereotypical images in all marketing materials • Admissions policy • Appeals statement 	<p>Admissions policy in line with LA approved policies.</p> <p>Admissions are allocated by the LA and appeals considered by an independent panel.</p>	Principal	Annually by Trust HR Manager, LABS & People and Culture Committee.
b) Develop further the academy's employment policies and procedures to provide a barrier-free	Recruitment procedures reviewed annually	<ul style="list-style-type: none"> • All applicants receive full and fair treatment and are considered solely on their ability to do the job 	<p>All applicants are shortlisted against the JD & PS.</p> <p>Any applicants with a disability</p>	Principal & SLT	Annually by Trust HR Manager, LABS & People, and culture Committee.

<p>environment for recruitment and employment</p>		<ul style="list-style-type: none"> • All applicants for employment who have a disability and who meet the essential criteria are invited for interview • Availability of information about vacancies in alternative formats (large print, audio) 	<p>and meet the essential criteria would be invited to interview.</p> <p>All adverts state information available in other format upon request.</p>		
<p>c) Ensure that where practicable, all new and existing academy buildings are accessible to all staff and pupils</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Planning documentation • Wheelchair access wherever possible to all areas of the academy • Provision of footstools in science labs for pupils with disabilities • Provision of study / social space for pupils with disabilities • Contractors employed by the academy are aware of the academy's expectations regarding equality 	<p>Accessibility Plan</p> <p>Site is wheelchair friendly, lift access for staff & students if required.</p> <p>Use of library/SSC for students</p> <p>Contractors informed of standards required in term and conditions of agreement</p>	<p>Principal & SLT</p>	<p>Annually by LABS & Trust Estates and Compliance Manager.</p>

<p>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.</p>	<p>CPD and recruitment processes are reviewed annually.</p>	<ul style="list-style-type: none"> ● Ensure that everyone is considered on merit for CPD externally and internally, through staff training. ● 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. ● Train staff who are recruiting on the panel, to understand the equalities objectives as well as the equalities Act 2010. ● Ensure at least one panel member will be safer recruitment trained. ● Ensure that we encourage good relationships between line managers and employees so that there is an understanding of protected characteristics and line 	<p>Whole Academy CPD for all staff</p> <p>External qualifications (NPQs/Digital apprenticeships) available for all to access in line with requirements of the course.</p> <p>Equalities Policy and Recruitment & Selection Policy provided to all panel members prior to any interviews to aid understanding.</p> <p>Interview panel always consists of Safer Recruitment trained member.</p>	<p>Principal/HR Manager</p>	<p>Annually by LABS & CEO.</p>
--	---	--	---	-----------------------------	------------------------------------

		managers roles when considering promotion or professional development opportunities.	SLT/ML panel for area of need.		
--	--	--	--------------------------------	--	--

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	Measurable Data	Principal & SLT	Annually by SLT and LABs
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"> • Curriculum provision/documentation • PSHE / assemblies • Safeguarding curriculum and training 	<p>Curriculum plans and maps available on website.</p> <p>All resources from the PSHE Association.</p> <p>Protected Characteristics data is collected and analysed.</p>	Principal & SLT	Annually by Trust HR Manager, LABS & People, and culture 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"> ● Curriculum provision/documentation ● Provision of activities ● Assemblies involving members of different communities ● Community events open to all ● Parental workshops / coffee mornings 	<p>Student led charity events e.g. Morocco & Libya donations</p> <p>Assemblies by leaders of different faiths</p> <p>3 x annual Sikh events – open to all</p> <p>Half- termly “Chai & Chat” mornings</p>	Principal & SLT	Annually by Executive Principal, LABS & People, and culture Committee.
c) Integrate appropriate forms of on-going training on equality and community cohesion issues into the academy's staff development programme	Ongoing	<ul style="list-style-type: none"> ● The academy's staff development programme ● 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 	<p>Staff development programme is being created</p> <p>T&L Toolkits and CPD provide staff with skills and knowledge to ensure all</p>	Principal & SLT	Annually by Trust HR Manager, LABS & People, and culture Committee.

		<ul style="list-style-type: none"> Raised awareness of new staff of the range of disabilities and associated technical terms 	students can access learning		
--	--	---	------------------------------	--	--

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	Measurable Data	Responsibility	Monitoring and Review
a) Provide a broad and balanced curriculum that meets all pupils' needs	Ongoing	<ul style="list-style-type: none"> Evaluation of the quality of the curriculum – its match to pupils' needs – and improvement over time 	DoQS and DoE education reviews External reviews Curriculum plans and maps reviewed regularly	Principal & SLT	Annually by Trust Director of Education LABS & Standards Committee.

<p>b) Evaluate the quality teaching and its impact on the learning of all protected characteristic groups</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> ● The academy's own evaluations of the quality of teaching ● External evaluations of the quality of teaching ● The views of pupils, parents, and staff of the quality of teaching ● Analysis of pupil progress by subject, cohort, pupil group and teaching group ● 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) ● systematic performance management 	<p>Internal reviews and actions</p> <p>External reviews and actions</p> <p>Ofsted inspection</p> <p>Parent & Pupil voice/surveys</p> <p>Data analysis – x3 Yrs 7-10 & 12, x4 Yr 11 & 13</p> <p>QA cycle, LWs, book scrutiny, PMs</p> <p>CPD calendar</p>	<p>Principal & SLT</p>	<p>Annually by Trust Director of Education LABS & Standards Committee.</p>
---	----------------	--	--	----------------------------	--

			Support Plans – formal & informal		
--	--	--	-----------------------------------	--	--

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

Actions	Target Date	Evidence	Measurable Data	Responsibility	Monitoring and Review
a) Ensure the systematic and consistent management of behaviour	Ongoing	<ul style="list-style-type: none"> • Policies and systems for managing behaviour, exclusions, and attendance • Views expressed by pupils, parents, staff and governors about behaviour, bullying, safety, respect, and courtesy • Behaviour evidence from lesson observations, 'learning walks' and off-site provision • Overall and persistent absence and attendance 	Values & Rewards Policy (Behaviour Policy) Suspensions & Permanent Exclusions Policy Behaviour data dashboards	Principal & SLT	Annually by Trust Director of Education LABS & Standards Committee.

		<p>rates for different groups of pupils</p> <ul style="list-style-type: none"> ● Punctuality tracking ● Rates of permanent and suspensions ● Tracking of behavioural sanctions/rewards and evaluations of impact ● Tracking of incidents of bullying and their resolution ● Tracking and evaluation of racist incidents ● Evidence of pupils' risk awareness from lesson observations and pupil feedback; ● Evidence of the impact of teaching about risk. ● Analysis and evaluation of incidents and breaches of IT protocols 	<p>LWs</p> <p>Attendance data dashboards</p> <p>Discriminatory Incidents data</p> <p>Monthly Student Council meetings to obtain issues of concern and importance</p> <p>Filtering & monitoring log – SENCO</p>		
b) Ensure that all pupils are safe.	Ongoing	<ul style="list-style-type: none"> ● Management of safeguarding 	Safeguarding & Child	Principal & SLT	Annually by Trust Director of Education

		<p>arrangements, including safe recruitment, and identifying pupils at risk or in need</p> <ul style="list-style-type: none"> • Appropriate arrangements for child protection • Following up absence • Promoting safety and safeguarding topics through the curriculum. • Engagement with parents and carers in supporting pupils' achievement, behaviour and SMSC 	<p>Protection Policy</p> <p>Child on Child Abuse Policy</p> <p>Internal & external safeguarding reviews</p> <p>Chiltern Trust review</p> <p>Attendance procedures – home visits log, working with EWA</p> <p>PSHE curriculum</p> <p>External speakers on a</p>		<p>LABS & Standards Committee.</p>
--	--	--	--	--	--

			<p>range of topics: knife crime, road safety, joint enterprise etc</p> <p>Parent workshops tackling county lines etc</p>		
--	--	--	--	--	--

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	Measurable Data	Responsibility	Monitoring and Review
a) Use performance data to monitor learner achievement and respond to variations between groups	Ongoing	<ul style="list-style-type: none"> Attainment and progress from historic exam/test results/ and comparisons with national standards and floor targets – last 3 years 	External exams analysis against local and national	Principal & SLT	Annually by Trust Director of Education LABS & Standards Committee.

<p>of pupils, subjects, courses and key stages, trends over time and comparisons with other academies.</p>		<ul style="list-style-type: none"> ● Attainment and progress of current pupils ● Attainment and progress of sub-groups of pupils, including by SEND, LAC, intake ability ● Attainment and progress in different subjects 	<p>Exam review meetings with HODs – termly</p> <p>Raising Achievement Plans for underperforming subjects and/or groups of students – PP, EAL etc</p>		
--	--	---	--	--	--