Truro and Penwith Academy Trust

Equality Policy

[School Name] [Logo]

This is a Trust wide adopted policy – individual schools will populate the policy with specific details - please visit the individual school website.

Document Control

Version	Date Approved	Approved By	Summary of Changes	Next Review Date
1.0	May 2024	Trust Board	Initial policy	March 2026
2.0	July 2026	Trust Board	Updates following consultation	July 2030

Contents

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

This Policy sets out the equality Objectives for Truro and Penwith Academy Trust.

1. Aims

Our trust aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
  - Age
  - Disability
  - Gender reassignment
  - Marriage or civil partnership
  - Pregnancy and maternity
  - Race
  - Religion or belief
  - Sex
  - Sexual orientation

Our trust aims to promote respect for difference and diversity in accordance with our values, The Trust is committed to equality in both its employment and education provision. We aim to ensure that students, parents, LMC members, employees, contractors, directors, clients and those who may potentially join the Trust community are treated fairly and with dignity and respect.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on 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. Roles and responsibilities

3.1 The board of trustees

The board of trustees will:

- Ensure that the equality information as set out in this statement is published and communicated throughout the trust, including to local monitoring committee members, staff, pupils and parents/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 to the headteacher and local monitoring committee.
- Ensure all policies give due regard to the individual school plan
- Support the Chief Executive to implement the Trust Equality policy and school plans with Headteachers and LMCs
- Monitor and evaluate achievement, provision and employment data in line with the Equality policy and plan

3.2 The Local Monitoring Committee

The Local Monitoring Committee will, for their schools:

- Attend appropriate equality and diversity training
- Support the Headteacher in implementing the Equality policy.
- Ensure all policies give due regard to the plan.

- Ensure that no one is discriminated against at appointment; and
- Evaluate achievement, provision and curriculum in line with the Equality policy and plan.

3.3 The Headteacher

The Headteacher will, for their school:

- Promote knowledge and understanding of the equality objectives among staff and pupils and that teachers apply these guidelines fairly in all situations.
- Monitor success in achieving the objectives and report back to the Local Monitoring Committee
- Have “due regard” when making a decision or taking an action to whether it may have implications for people with particular protected characteristics
- Implement the Trust Equality Policy and School Plan, supported by the LMC in doing so.
- Ensure that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- Promote the principle of equal opportunity when developing the curriculum and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- Treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness; and
- Ensure ongoing monitoring activities are completed, and actions are implemented in line with the Equality policy and plan.

3.4 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 and their school specific action plan

- ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the Trust Equality Policy and School Plan
- strive to provide material that gives positive images based on protected characteristics such as race, sex and disability, and challenges stereotypical images
- challenge any incidents of prejudice, such as racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher, in line with school procedures
- support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents; and
- monitor progress through the use of data trends and intervene on an individual or group basis where necessary.

- Ensuring that staff understand and respect different protected characteristics and understand what is appropriate in the work place. For example, answering questions from students appropriately on sensitive topics and expressing any opinions in the workplace sensitively and appropriately.

4. Eliminating discrimination

The trust is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

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

Trustees, Local Monitoring Committees 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training regularly via the Smart log portal.

Each school has a designated member of staff for monitoring equality issues, and this person reports findings to the Headteacher. They regularly liaise regarding any issues and make senior leaders and local governors aware of these as appropriate.

The Act defines four kinds of unlawful behaviour – direct discrimination; indirect discrimination; harassment and victimisation. These are defined in appendix 2.

Discriminatory incidents

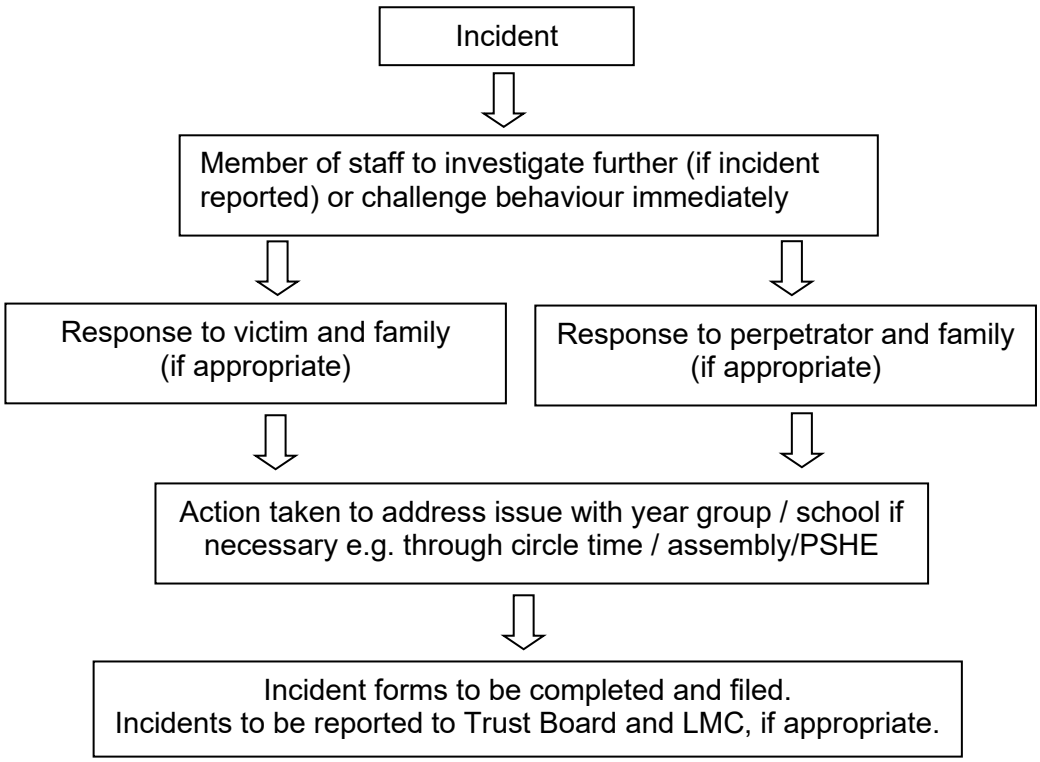
Discrimination can take many forms, including the following examples:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender or other protected characteristic;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc; and
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

The Trust will take into account the perception of the victim when making any decisions under the policy.

Responding to and reporting incidents

At Truro and Penwith Academy Trust we believe that dealing with discriminatory incidents is vital to the ethos of the school and well- being of all it's members. There are clear recording and reporting incidents within school and reports are communicated to TPAT as appropriate.



5. 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 that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the specific needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school opportunities)

5.1 Publishing information about pupils

In fulfilling this aspect of the duty the trust will, for every school:

- 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 school will be published on their individual websites.

5.2 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.

The Trust will publish relevant workforce equality information in line with the Equality Act 2010 and the Public Sector Equality Duty.

Any information published will comply with data protection requirements and will not identify individual staff. Where numbers are too small, data may be withheld to preserve confidentiality.

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 not publish some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

6. Fostering good relations

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

- 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
- Making pupils aware of our behaviour and anti-bullying framework
- 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
- Making sure schools work with their local community. This includes each school 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/carers 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

7. Equality considerations in decision-making

The trust ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

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

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

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves 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.

8. Equality objectives

As a trust, we are required to publish equality information every year:

- We must report gender pay gap information by 30 March each year
- We must report on at least 1 equality objective once every 4 years – we've chosen April 2030 to be our deadline for this.

Objective 1

Undertake an analysis of recruitment data and publish the gender pay gap annually and report on this to trustees.

Trust Objective

To ensure Gender pay gap is transparent to all stakeholders.

Objective 2

All Schools will create an active anti racist charter; this will reflect the work of the school to meet specific aims for policy and curriculum reviews that will ensure all pupils in all TPAT school are actively engaged in our anti racism aims.

Trust Objective

All pupils have access to active anti racism through curriculum provision

Objective 3

Increase the representation of teachers from local Black and minority ethnic communities over a 4-year period September 2026 to September 2030 through active recruitment strategies.

Trust Objective

There is a diverse workforce across the organisation, including all levels of leadership and governance. Objective 4 or our Anti-Racism framework

9. Monitoring arrangements

The board of trustees will update the equality information we publish, described in sections 4 to 7 above, at least every year.

This document will be reviewed by board of trustees / name of trustee / CEO annually to ensure compliance with the PSED.

School-specific equality objectives will be reviewed by headteacher every 4 years.

This document will be approved by board of trustees.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment policy
- SEN information report
- SEND policy
- TPAT Anti Racism Framework

11. School **Specific Objectives**

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes ?	Early success indicators
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	The Schools Local Monitoring Committee and school leadership will undertake an annual impact review of the plan	The Headteacher	Annual	Staff are familiar with the principles of the Equality Policy and Plan and use them when planning lessons Parents are aware of the Equality Policy and Plan
All	Produce and publish a School specific Anti Racism charter aligned to the Trusts Anti Racism Framework.	Annual impact review will be shared with LMC and the Trust Anti Racism Working Group.	The Headteacher	Every three years	Stakeholder awareness and community engagement with events, curriculum reviews.
All	The school, publishes an annual accessibility plan that reflects planned works to improve the setting for pupils and considers environmental and inclusion needs	Annual Impact review	The headteacher	Annual	Identified access concerns are resolved.
Equality of Opportunity (SEND, Disability, Race and Gender)	Monitor pupil outcomes, attendance, participation and behaviour data by protected characteristics to identify and address any barriers to achievement or inclusion. Ensure appropriate support and interventions are implemented when trends suggest disparity	Annual Impact review	The headteacher	Termly	Assessment data, Insight tables,

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
Inclusion, Belonging and Respect	Gather and act upon pupil voice relating to equality, inclusion, belonging and respect through regular surveys, school council discussions and class meetings. Ensure pupils from all groups, including SEND pupils and vulnerable pupils, have opportunities to contribute to school improvement and the review of the Equality Plan.	Analysis of pupil surveys, school council minutes and pupil interviews. Findings reported to governors and used to inform Equality Plan reviews and school development priorities.	Headteacher, PSHE Lead, School Council Lead	Termly pupil voice activities; annual review	Pupils report feeling valued, heard and included. Pupil suggestions influence school decisions. SEND and vulnerable pupils are represented in pupil leadership opportunities and school-wide consultations.
Equality, Diversity and Belonging	Review and develop the PSHE curriculum, assemblies and enrichment calendar to ensure pupils learn about equality, diversity, inclusion and protected characteristics, and develop a strong sense of belonging within both the school community and wider society. Ensure a range of cultures, disabilities, family structures, genders and positive role models are represented throughout the year.	Curriculum audits, assembly monitoring, pupil voice surveys and learning walks. Annual review of curriculum coverage and pupil understanding.	Headteacher, PSHE Lead, Assembly Lead, Subject Leaders	Ongoing, reviewed annually	Pupils can articulate the school's values of respect, inclusion and belonging. Increased pupil understanding of diversity and protected characteristics. Assembly and curriculum plans demonstrate planned coverage of equality themes throughout the academic year. Pupils report feeling represented, valued and included.

Publishing the Policy & Plan

In order to meet the statutory requirements we will:

- publish our plan on the Trust / School website;
- raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications; and make sure hard copies are available.

Appendix 1: Provision Accessibility Plan

This accessibility plan is to be reviewed by the Finance, Employment and Audit Committee of the Trust Board and relevant LMC in conjunction with the Equality plan.

How does the school deliver the curriculum?	
Do you ensure that teachers and teaching assistants have the necessary training to teach and support all pupils?	• Training needs are regularly reviewed for all staff. • Staff inset and staff meetings have SEND/PP provision per term as well as half termly meetings. • School provides SENDCo, Teaching Assistants, PP support, and designated lunchtime supervisors with appropriate training, as well as staff who run wrap around care and clubs.
Are your classrooms optimally organised for all pupils?	• Classrooms are accessible for all and learning resources support pupils needs. • SENDCo identifies any additional environment needs in discussion with class teachers • Subject leaders ensure that materials and resources support the children and teachers.
Do lessons provide opportunities for all pupils to achieve?	• Teachers have high expectations of all pupils this is reflected in the Learning and Teaching, behaviour and conduct, achievement and standards • Lessons are differentiated by task, support, time, resource and outcome • Curriculum provides opportunities for all learning styles and enrichment opportunities • Additional resources for children are implemented to remove barriers to learning eg specialist support, family support, resources including furniture, visual timetables, additional teachers • Staff implement recommendations from external professional agencies • All pupils have opportunities within lessons, extra- curricular and school events to participate in a wide range of creative, sporting, scientific, technical, social activities in addition to the core subjects
Are lessons responsive to pupil diversity?	• RE, PSHCE, Spiritual Moral Social and Cultural (SMSC) cover diversity and lessons are planned in line with our school, local, national and global communities • Lessons are differentiated for individual needs • Termly monitoring of progress of individuals and groups by teachers with Headteacher • Teachers have handover meetings including information on SEND, religion, EAL and ethnic minority • The school implements a Charging Policy and Pupil Premium Policy; spending facilitates additional support and resources • School completes risk assessments

Is the school designed to meet the needs of all pupils?	
Does the size and layout of the school environment allow access for all pupils?	• School meets needs current school population • School responds to individual needs as they arise • All rooms are well lit, corridors are wide, • The school budget allows for reasonable adjustments/best endeavours in line with the Equality Act • H & S audit is carried out and actions addressed and monitored by LMCs, Headteacher and PFI • School has trained Fire Marshalls and staff are aware of their roles and responsibilities in the event of school evacuation • School provides access to a quiet room at lunchtime, school gardens and grounds
Are pathways around the school site and	• The Site Supervisor conducts daily risk assessments of the school site

parking arrangements safe, routes logical and well signed?	• Headteacher monitoring twice annually as well as day to day issues reported to PFI • The school website, newsletter, and assemblies include advice and reminders about safe access, behaviour and movement around the school
How does the school communicate?	
Do you provide information in a variety of formats for pupils, parents / carers and other school members?	• The school endeavours to provide all information and forms in whatever format or language is needed (upon request). • Teachers plan for all learner types and children are encouraged to record in different formats. • The school has a regularly updated website, produces a weekly newsletter on the website, uses Parent texting when appropriate and makes phone calls home, holds face to face meetings and events, encourages communication with all members of staff

Appendix 2 Glossary of Terms

- **Direct discrimination** occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people. This describes the most clear-cut and obvious examples of discrimination – for example if a school were to refuse to let a pupil be a house captain because she has a physical disability.

- **Indirect discrimination** occurs when a "provision, criterion or practice" is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic. An example might be holding a parents' meeting on a Friday evening, which could make it difficult for observant Jewish parents to attend. It is a defence against a claim of indirect discrimination if it can be shown to be "a proportionate means of achieving a legitimate aim". This means both that the reason for the rule or practice is legitimate, and that it could not reasonably be achieved in a different way which did not discriminate.

- **Harassment** has a specific legal definition in the Act - it is "unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person". This covers unpleasant and bullying behaviour, but potentially extends also to actions which, whether intentionally or unintentionally, cause offence to a person because of a protected characteristic.

- **Victimisation** occurs when a person is treated less favourably than they otherwise would have been because of something they have done ("a protected act") in connection with the Act. A protected act might involve, for example, making an allegation of discrimination or bringing a case under the Act, or supporting another person's complaint by giving evidence or information, but it includes anything that is done under or in connection with the Act. Even if what a person did or said was incorrect or misconceived, for example based on a misunderstanding of the situation or of what the law provides, they are protected against retaliation unless they were acting in bad faith. The reason for this is to ensure that people are not afraid to raise genuine concerns about discrimination because of fear of retaliation.

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / Headteacher where necessary. All incidents are reported to the Headteacher and racist incidents are reported to the LMC and local authority on a half termly basis.

Check list for trustees, school staff and Local Monitoring Committee (LMC)

Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, and staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?

Has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?

Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?

Does the curriculum include opportunities to understand the issues related to race, disability and gender?

Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?

Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the LMC and local authority on a termly basis?

Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?

Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?

Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of age, race, disability and gender?

Are procedures for the election of parent LMC members open to all eligible candidates and voters, being inclusive of age, race, disability and gender?