



**Transforming  
Futures**  
TRUST

## Equality and Objectives Policy

Policy Information	
Policy Owner	Chief Executive Officer
Issue Version	2
Approving Committee	People and Remuneration Committee
Adopted Date	March 2022
Review Cycle	Annual
Last Review Date	June 2025
Next Review Date	June 2026

### Adoption of the Policy

This Policy has been adopted and reviewed by the Trustees of Transforming Futures Trust

Signed

Date: 03.07.25

Chair of the People and Remuneration Committee



## Version Control Amendments

Version No	Date	Summary of Changes
2	June 2025	Policy updated in line with latest version from The Key

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### 1. Aims

Transforming Futures 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 vision and values;

#### Our Vision

Is to create inclusive futures for all, by:

- ✓ Driving change through relational approaches and practice, framed by respect, resilience and co-production.
- ✓ Shaping high quality provision, through high aspiration, breadth and quality of opportunity and developing staff excellence.
- ✓ Innovation on and evolving what is in place by working in collaboration and partnership and being research informed.

#### Our Values

- ❖ Inclusive
- ❖ Ambitious
- ❖ Enabling
- ❖ Resilient
- ❖ Innovative
- ❖ Respectful

The Equality and Objectives Policy is underpinned by:

- The Trust's Equality Objectives
- Each Academy's Accessibility Plan

## 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 Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#), 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. Code of Practice

Each Academy will publicise the following guidelines for staff and students to promote the Equality and Objectives Policy:

- staff and students are expected to respect all persons as individuals and to honour their rights;
- staff and students should behave in such a way as will promote a safe and secure environment free from unfair discrimination or harassment;
- staff and students should not be prepared to tolerate unfair discrimination or harassment of others.

## 4. Approach

### 4.1 Students

- Each Academy is fully committed to supporting and promoting article 2 of the United Nations Convention on the Rights of the Child, which states parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.
- Each Academy will take all appropriate measures to ensure that children are protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.
- In particular each Academy will ensure equal treatment for students in these areas:
  - Attainment, progress and assessment
  - Reporting
  - Curriculum, teaching and Learning
  - Personal Development
  - Achievement

- Discipline

### 4.2 Staff

- Each Academy is committed to the principle of equal opportunities for all Staff.
- No job applicant or employee will receive less favourable treatment on the grounds of gender, race, ethnic or national origin, marital status, age, sexuality, disability, trade union activity, political or religious beliefs nor be disadvantaged by any conditions or requirements of employment that cannot be justified.
- In particular each Academy will ensure equal treatment for Staff in the following areas:
  - Recruitment Selection
  - Training
  - Promotion
  - Appraisal

### 4.3 Community

- Each Academy is committed to the principle of equal opportunities for all members of its community, including parents/carers.
- No community member will receive less favourable treatment on the grounds of gender, race, ethnic or national origin, marital status, age, sexuality, disability, trade union activity, political or religious beliefs
- In particular each Academy will ensure equal treatment for community members in the following areas:
  - Membership of the Local Governing Boards;
  - Involving parents and carers and the local community in the Academy;
  - Selection of suppliers of goods and services.

## 5. Roles and responsibilities

### 5.1 Board of Trustees

The Board of Trustees is ultimately responsible for ensuring that the Trust and its academies meet the commitments in this Policy. All Trustees will operate in accordance with this Policy when acting on behalf of Trust and/or participating in decision making.

### 5.2 Academy Executive Headteacher

Each Executive Headteacher will:

- ensure that staff, parents/carers, pupils/students and visitors and contractors are aware of this Policy and understand their responsibilities;
- oversee the effective implementation of the Policy;
- ensure staff have access to training which helps to implement the Policy;

- ensure that the Senior Leadership team is kept up to date with any development affecting the Policy or actions arising from it.

### 5.3 Local Governing Boards

Each Academy's Local Governing Board (or equivalent) will:

- ensure that this Policy and its commitments are implemented within the academy;
- support the Headteacher in implementing any actions necessary;
- evaluate and review the Policy on a regular basis.

### 5.4 Senior Leadership Team

Each Academy's Senior Leadership Team will:

- support other staff in implementing this Policy;
- with the Executive Headteacher, provide advice/support in dealing with any incidents/issues;
- assist in implementing reviews of this Policy.

### 5.5 Students

Students will

- be expected to act in accordance with the Policy;
- be encouraged to actively support the Policy.

### 5.6 Staff

Staff will:

- be fully aware of the Policy and how it relates to them;
- understand that this is a whole Trust Policy and support it;
- make known any queries or training requirements.

### 5.7 Community members

Members of the community, including parents/carers will:

- have access to the Policy through a range of different media appropriate to their requirements
- be encouraged to actively support the Policy
- be informed of any incident related to this Policy which could directly affect their child.
- be encouraged to attend any relevant meetings and activities related to the Policy.

## 6. 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.

Staff and governors 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.

## 7. Advancing Equality of Opportunity

As set out in the DfE guidance on the Equality Act, the school 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 particular 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 societies)

In fulfilling this aspect of the duty, the Trust will:

- Publish attainment data 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 own pupils

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:

- The make-up of our workforce, with breakdowns of staff at different grades, levels and rates of pay (including any patterns of occupational segregation and part-time work)
- Gender pay-gap reporting and other pay equality issues
- The profile of staff at different stages of employment including recruitment, training, promotion and leavers.
- Applications for flexible working and their outcomes for staff with different protected characteristics
- Applications for learning and development opportunities and their outcomes for staff with different protected characteristics
- Grievances and disciplinary issues and complaints of discrimination and other prohibited conduct
- Policies and programmes in place to address equality concerns from staff
- Information from staff surveys and/or trade unions
- Records weighing the equality outcomes of important decisions including evidence used to make decisions

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.

## 8. 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 our 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 policies
- 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 our local community. This includes 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 the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## 9. 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.

The school always considers 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 boys and girls

The school keeps a written record known as a risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically.

## 10. Equality Objectives

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

- We must report pay gap information by 30 March each year
- We must report on at least 1 equality objective once every 4 years.

The Trust's equality objectives are as follows:

**Objective 1** – To ensure that the individual needs of all learners are met, so that the gap in the attainment and progress of all our learners is narrowed, with a particular focus on improving the achievement of students/pupils entitled to Free School Meals and identified SEMH and/or ASC needs.

**Objective 2** – To develop and implement a broad and balanced curriculum in each academy (including extra curriculum and enrichment activities), based on the principles of personalisation, so that the aspirations and future employability of all students/pupils are maximised.

**Objective 3** – To maximise the inclusion of learners with the most complex behaviour challenges in academy provision, in order to build their confidence as learners, promote independence, raise self-esteem and reduce suspensions.

**Objective 4** – To value and support all staff within the Trust, by providing career development and progression opportunities to all (including those in groups protected by the Equalities Act), so that staff performance is further enhanced, staff satisfaction increases and the staff team reflects the diversity of the local population at all levels.

**Objective 5** – To strengthen links with parents/carers and the local community (including those in groups protected by the Equalities Act and those from the full range of socio-economic backgrounds), so that all learners are supported to maximise their attainment and achieve their aspirations both inside and outside the academy environment.

## 11. Grievance

### 11.1 Students

A student with a grievance relating to equal opportunities should normally address the matter in line with academy systems or their preferred adult in the school team.

The grievance will be investigated and due regard will be given to the need to offer any appropriate guidance and support.

If the preferred adult Class teacher / head of provision cannot resolve the grievance or if the matter is not suitable for reference to the preferred adult/Class teacher / head of provision, then it may be referred to the Executive Headteacher.

The Executive Headteacher will be responsible for the final decision. A final decision is always subject to review by the Board of Trustees.

### 11.2 Staff

Any employee who considers that they are suffering from unequal treatment may raise a complaint through the agreed procedure for dealing with grievances included in the Staff Grievance Policy.

### 11.3 Community members

Any community member who considers that they are suffering from unequal treatment may raise a complaint through the Complaints Policy.

## 12. Prejudice-based incidents

All prejudice-based incidents should be reported using the Academy's normal incident report system, CPOMS. Prejudice-based incidents data is reported to the Local Authority.

## 13. Monitoring arrangements

The Executive Team will update the equality information we publish, at least every year.

This document will be approved by the People and Remuneration Committee annually.

## 14. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN information report
- SEND policy