



# THAMES LEARNING TRUST

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| Name of Policy   | Equality information and objectives                                   |
| Scope of Policy  | This policy relates to all academies across The Thames Learning Trust |
| Approved by      | Chief Executive   |
| Date of Approval | February 2020   |
| Review period    | Four Years  |
| Review Date      | February 2024   |

GROWING STRONGER TOGETHER



# THAMES LEARNING TRUST

## Contents

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

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This policy sets out our approach to equality for The Thames Learning Trust.  
Each Academy in the Trust is required to adopt and follow this Information and Objectives.

### 1. Aims

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 and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

### 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 staff, pupils and parents, and that they are reviewed and updated at least once every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Principal of each school.

#### **3.2 The link equality Trustee**

The link equality Trustee will:

- Meet with the designated member of staff for equality every year 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

#### **3.3 The Principal**

The Principal will, for their school:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to trustees
- Identify any staff training needs, and facilitate training as necessary

#### **3.5 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.

### **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 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 every September/October via online training.

## **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 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 particular 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)

### **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 above data 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. As a Trust, we will publish information to show:

- The make-up of our workforce, with breakdowns of staff with different protected characteristics
- Gender pay-gap reporting and other pay equality issues
- Recruitment and retention rates for staff with different protected characteristics

- 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 for staff with different protected characteristics
- Policies and programmes in place to address equality concerns from staff
- Information from staff surveys

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.

## **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
- 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 pupils 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
- Schools develop 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.

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

Each 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

The Thames Learning Trust has set the following objectives at Trust level, and requires each school to adopt and follow these:

**Objective 1:** *Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July, and report on this to the Appraisal and Pay Committee of the Trust Board.*

Why we have chosen this objective to eliminate discrimination, advance equality of opportunity and foster good relations

To achieve this objective we plan to undertake analysis of recruitment data and report to Appraisal and Pay Committee once every year in February.

Progress we are making towards this objective: On track.

**Objective 2:** *Have in place a reasonable adjustment agreement for all staff with disabilities by July, to meet their needs better and ensure that any disadvantages they experience are addressed.*

Why we have chosen this objective to assist our employees in their working environment.

To achieve this objective we plan to hold an annual review meeting with each member of staff with a disability to ensure that all reasonable adjustments are in place and are effective.

Progress we are making towards this objective: HR schedule of meetings with employees.

**Objective 3:** *Train all members of staff involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.*

Why we have chosen this objective to eliminate discrimination, and to advance equality of opportunity.

To achieve this objective we plan to review training requirements across the Trust and instigate a programme of training to meet the needs of employees.

Progress we are making towards this objective: We are undertaking an Analysis of need across the Trust.

**Objective 4:** *Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information by January of next year, to help address the under-representation of people with disabilities in the school workforce.*

Why we have chosen this objective to eliminate discrimination, to advance equality of opportunity and to foster good relations across all characteristics

To achieve this objective we plan to train HR and senior staff within our Trust on the 'Two Ticks' system.

Progress we are making towards this objective: Due to start January 2020

## **9. Monitoring arrangements**

The Chief Executive Officer will update the equality information we publish, described in sections 4 – 7, above, at least every year.

Chief Executive Officer will review this document with assistance from the Principals at least every four years.

The equality objectives will be reviewed by the CEO and published at least once every 4 years.

This document will be approved by the CEO

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment