

Equalities statement

Data about the school population and differences of outcome:

1. The Trust has data on their composition broken down by year group, ethnicity and gender, and by proficiency in English.
2. The Trust has data on its composition broken down by types of impairment and special educational need.
3. The Trust has data on inequalities of outcome and participation connected with ethnicity, gender and disability, and with proficiency in English.
4. The Trust uses data on inequalities of outcome and involvement when setting itself objectives for achievable and measurable improvements.

Documentation and record-keeping:

1. There are statements of the Trust's responsibilities under the Equality Act in various school documents, for example the school improvement plans and self-evaluation papers, the prospectus', routine bulletins and newsletters, and occasional letters to parents.
2. There are references to the Trust's responsibilities under the Equality Act in the minutes of Director's meetings, staff meetings and senior leadership team meetings, and in the minutes of talk time.
3. Before introducing important new policies or measures, the Trust carefully assesses their potential impact on equalities, positive or negative, and keeps a record of the analysis and judgements which it makes.

Responsibilities:

1. The Head teachers have special responsibility for equalities matters.
2. The Chair of Directors has a watching brief for equalities matters.
3. The Trust's programme for continuing professional development (CPD) includes reference to equalities matters, both directly and incidentally.
4. There is good equal opportunities practice in the recruitment and promotion of staff, both teaching, support and administrative.

Behaviour and safety:

1. There are clear procedures for dealing with prejudice-related bullying and incidents.
2. Surveys and focus groups show that most pupils feel safe from all kinds of bullying.

Curriculum:

1. Focused attention is paid to the needs of specific groups of pupils, for example those who are learning English as an additional language, and there is extra or special provision for certain groups, as appropriate
2. There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice and promoting community cohesion and mutual understanding

3. There are activities across the curriculum that promotes pupils' spiritual, moral, social and cultural development.
4. The schools takes part in certain national projects and award schemes, for example the Healthy schools initiative, anti-bullying projects, international events, and special curriculum weeks such as friendship week.
5. In curriculum materials in all subjects there are positive images of wide range of diverse individuals and lifestyles.

Consultation and involvement:

1. The schools have procedures for consulting and involving parents and carers, and for engaging with local groups and organisations, and has regard in these for the concerns and requirements of the Equality Act.
2. The schools have procedures for finding out how pupils think and feel about the school and has regard in these for the concerns of the Equality Act

Objective for improvement:

To promote and enhance community cohesion and a sense of shared belonging in the schools, and in the schools' neighbourhoods as well as globally through our local involvement and support of community, local and national events such as the Olympics, the Queen's reign, support for charities such as the women's refuge and our business and enterprise competition, the proceeds of which will support local charities.

Reviewed July 2016



HEARTS ACADEMY TRUST