



## HEARTS Academy Trust Equalities Statement October 2020 – October 2024

HEARTS Academy Trust is committed to providing a happy, caring and safe learning environment for all within a values led context, where everyone feels valued and grows in confidence and independence.

We promote **HAPPINESS** through a creative, exciting and practical curriculum, which generates a love of, and interest in, learning and a resilience and hope which supports us through challenging times.

Great value is placed on pupils' self **ESTEEM** which is developed through a positive and motivated attitude to learning, a healthy lifestyle, good social skills, self-discipline and a positive self-image.

We promote the highest standards of **ACHIEVEMENT** in all areas of the curriculum and help all pupils to fulfil their potential regardless of gender, race or ability.

We foster **RESPECT and RESPONSIBILITY** for all by establishing good relations between the school, home and community. Pupils are taught respect for themselves, others and the environment. They are also taught to take full responsibility for their own choices and responsibility for themselves and their community.

We encourage **TRUTH** and honesty in all aspects of school life – relationships, work and the curriculum and learn to trust and accept others' individuality and uniqueness.

We develop **SPIRITUALITY and SERVICE** so that calm, quiet, reflective times which support deep thought are part of school life and beauty is appreciated. We promote a service culture that reflects our duty to support and show compassion to all members of the community and not just ourselves.

### The Equality Duty

The Public Sector Equality Duty (PSED) requires schools, along with other public bodies, to publish information about how we plan for and act upon the needs of people with different characteristics. This is called Equalities and here you will find information about how we ensure the HEARTS Academy Trust meets its equalities duties.

The PSED duty was developed in order to harmonise the equality duties and to extend it across protected characteristics. These characteristics are:

1. Age
2. Disability
3. Gender Reassignment
4. Marriage and Civil Partnership
5. Pregnancy and maternity
6. Race
7. Religion and belief
8. Sex
9. Sexual orientation

In carrying out their work, the schools within the Trust are required to have “due regard” when making decisions in order to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

We consider that all manifestations of inequality are wholly unacceptable and will act positively to eliminate discrimination where it occurs and to promote equality of opportunity between people who share a protected characteristic and people who do not share it. We will take prompt, effective and systematic action to deal with all discriminatory incidents and to identify and address inequalities arising from discrimination.

Data about the school population and differences of outcome:

1. The Trust has data on pupil characteristics broken down by year group, gender, and home language
2. The Trust has data on pupil characteristics broken down by special educational needs and types of impairment (including disability)
3. The Trust has data on inequalities of outcome and participation connected with year groups, gender, SEN (including disability) and EAL
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 HR policies, the school improvement plans and self-evaluation papers, 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 Trustee meetings, staff meetings and senior leadership team meetings, and in the minutes of pupil voice activities.
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 Heads of School have special responsibility for equalities matters
2. The Board of Trustees has overall responsibility for meeting equality legislation
3. The Trust’s programme for continuing professional development (CPD) includes reference to equalities matters, both directly and incidentally. During 2020 all senior staff received equalities training and this was disseminated to all staff as part of our programme of safeguarding CPD. For the last four years, Trust staff have been actively involved in leading Courageous Leaders. A Leadership and Management programme for LGBT+ teachers
4. There is strong equal opportunities practice in the recruitment and promotion of staff, both teaching, support and administrative roles

Behaviour and safety:

- 1. There are clear procedures for dealing with prejudice-related bullying.
- 2. Surveys, including Parent View and pupil voice show that most pupils feel safe from all kinds of bullying.

Curriculum:

- 1. The curriculum is based around our HEARTS values and is therefore key to how we tackle discrimination and prejudice. The HEARTS community has high expectations of each other both in their attitudes and their interactions
- 2. 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
- 3. There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice and promoting community cohesion and mutual understanding
- 4. There are activities across the curriculum that promotes pupils’ spiritual, moral, social and cultural development. The curriculum focuses on messages of hope, respect and responsibility to each other
- 5. The schools take part in national initiatives and award schemes, for example the Healthy schools award, anti-bullying projects, international events, and special curriculum weeks such as friendship week.
- 6. In curriculum materials in all subjects there are positive images of wide range of diverse individuals and lifestyles.
- 7. Visits to, and visitors from, buildings of faith challenge stereotypes and build on tolerance and a culture of mutual respect

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 at all times 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

Equalities Objectives for improvement (linked with whole Trust KPIs) :

Social, Emotional and mental health (SEMH)	To ensure that all groups with a protected characteristic are supported by the whole Trust SEMH strategy. Progress towards all SEMH KPIs will show that the needs of all members of our school community are being supported.
ICT Remote Learning	To ensure that all arrangements for remote learning enable learning to be accessible for all members of the school community including children with a disability

