

## Our core purpose is putting learners first

### Equality, Diversity and Inclusion Policy

#### Vision, Mission and Values

##### Vision

Our vision is to work with partners who share our ambition to innovate, we will create an exceptional, exciting and inclusive environment, in which learners will realise their highest aspirations. To build a group of outstanding schools, including specialist provision, to become (a mid-size) Trust that provides vibrant and inclusive learning environments in which every member of the learning community is passionate about learning.

##### Mission

To promote opportunity, aspiration and success ensuring social justice for all learners through exceptional schools. We will have a relentless focus on high achievement, supported by robust organisational structures and governance.

Ultimately, we will educate and support all children attending Triumph schools to grow into capable and contributing citizens who have developed the personal attributes and characteristics that will enable them to become considerate, self-reliant and confident young people who are ready for the next stage of their lives.

##### Values

The Trust Values underpin the mission and provide the basis on which Triumph schools can articulate the key behavioural characteristics that promote a positive philosophy of **Collaboration, Ambition and Innovation**.

Our schools core values underpin all that we do and are unseen drivers of our behaviour as experienced by others and are designed to create a shared culture:

**Kindness** The quality of friendliness, thoughtfulness, and consideration

**Collaboration** The belief that working and learning with others will lead to greater success

**Resilience** The ability to recover quickly and learn from the difficulties we face

**Responsibility** The act of being trustworthy, reliable and able to make safe and sensible decisions.

**Pride** The knowledge that through hard work we will achieve something of which we can be proud

##### Definitions

Where the word 'Trust' is used in this document it refers to The core values and principles by all staff. Where the words 'Trust Board' are used it refers to the board of Directors who set the vision for the Trust and hold the leadership team to account for delivering the Trust's strategic plan.

##### Aims

The Trust is committed in its pursuit of 'equality of opportunity' and to a pro-active and inclusive approach to equality, which supports and encourages all under-represented groups, promotes an inclusive culture, and values diversity. This commitment is underpinned by the Trust's core values (as stated above) by promoting and achieving equality of opportunity for all pupils, parents, staff, those in a governance role, visitors, and job applicants. The Trust is committed to promoting a positive and inclusive culture in which all staff and pupils are valued, included and supported to fulfil their potential irrespective of their age, disability, race (including nationality, ethnic or national origin), religion, belief (Including lack of religion or belief), sex, sexual orientation, gender identity (including gender reassignment), pregnancy or maternity, marriage / civil partnership status.

Triumph 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.

The following groups have been identified as key recipients in terms of the provision of this statement:

- Looked After or on the edge of Care

- Special Educational Needs / Learning Difficulties and Disabilities
- Excluded or at risk of exclusion from school
- From a minority ethnic group, including Gypsy, Roma, and Traveller
- Have English as an additional language
- Are missing in education
- Have ill health, including hospitalisation, affecting attendance at school
- Drug or alcohol abuse
- School age / teenage parents
- Young carers
- Offending or at risk of offending
- Mental health issues
- In receipt of free school meals
- Live in areas of deprivation
- Gifted and talented

This policy applies to all aspects of the Trust's relationship with staff and to relations between staff members at all levels. This includes but is not limited to:

- Job advertisements
- Recruitment and selection
- Training and development
- Opportunities for promotion
- Conditions of service
- Pay and benefits
- Conduct at work
- Disciplinary and grievance procedures
- Termination of employment

The Trust will take steps, where possible, to support and accommodate the requirements of different religions, cultures, and domestic responsibilities.

### **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](#). This document also complies with our funding agreement and articles of association.

### **Roles and responsibilities**

Triumph Trust will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout its schools, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteachers of the schools within Triumph Trust.
- The Headteacher will:
  - Promote knowledge and understanding of the equality objectives amongst staff and pupils
  - Monitor success in achieving the objectives and report back to governors

Staff members will:

- Support the Headteacher and the wider school community in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- All school staff are expected to have regard to this document and to work to achieve the objectives as set.

### **Eliminating discrimination**

Triumph 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, and all staff receive refresher training every September. Supporting this is our Safer Recruitment Policy and our Anti-Racist Policy and our work to develop the curriculum which is supported by the No Outsiders programme.

### **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 inequality suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Meeting the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to follow Eid)
- 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 activities)
- Educating children and staff in order to remove prejudice, bias and discrimination and promote equality, diversity and inclusion.

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

- Publish attainment data 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
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

### **Fostering good relations**

Triumph Trust is fully inclusive and we do not discriminate against any of the protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. – we 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.
- 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

### **Recruitment and Selection**

The Trust aims to ensure that no job applicant suffers discrimination because of any of the protected characteristics. The Trust's recruitment procedures are reviewed regularly to ensure that individuals are treated based on their relevant merits and abilities. Job selection criteria are regularly reviewed to ensure that they are relevant to the job and are not disproportionate.

Job advertisements will avoid using wording that may discourage particular groups from applying. The Trust will take steps to ensure that its vacancies are advertised to a diverse labour market and, where relevant, to particular groups that have been identified as disadvantaged or underrepresented in the Trust. Applicants will not be asked about health or disability before a job offer is made. There are limited exceptions which the Trust may use, for example:

- Questions necessary to establish if an applicant can perform an intrinsic part of the job (subject to any reasonable adjustments)

- Questions to establish if an applicant is fit to attend an assessment or any reasonable adjustments that may be needed at interview or assessment
- Positive action to recruit disabled persons
- Equal opportunities monitoring (which will not form part of the decision-making process)

Without first considering whether such matters are relevant and may lawfully be considered, applicants will not be asked about

- Past or current pregnancy or future intentions related to pregnancy
- Or matters concerning age, race, religion or belief, sexual orientation, or gender assignment

The Trust is required by law to ensure that all members of staff are entitled to work in the UK. Assumptions about immigration status will not be made based on appearance or apparent nationality. All prospective members of staff, regardless of nationality, must be able to produce original documents (such as a passport) before employment starts, to satisfy current immigration legislation. A list of acceptable documents is available from the Headteacher. To ensure that this policy is operating effectively, and to identify groups that may be underrepresented or disadvantaged in the Trust, the Trust will monitor applicants' ethnic group, gender, disability, sexual orientation, religion, and age as part of the recruitment procedure. Provision of this information is voluntary, and it will not adversely affect an individual's chances of recruitment, or any other decision related to their employment. The information will be removed from applications before shortlisting and kept in an anonymised format solely for the purposes stated in this policy. Analysing this data helps us to take appropriate steps to avoid discrimination and improve equality and diversity.

### **Recruitment of ex-offenders**

The Trust is an organisation that uses the Disclosure and Barring Service (DBS) to assess candidates' suitability for positions of trust working in an environment with children and young people. The Trust complies fully with the DBS Code of Practice and undertakes to treat all candidates fairly. The Trust undertakes not to discriminate unlawfully against any candidate who is required to provide information (a check) through this process. Having a criminal record will not necessarily prevent a candidate from working with the Trust however it will depend on the nature of the position and the circumstances and background of the offences. The Trust's procedure on the recruitment of ex-offenders will be made available to all candidates at the during the recruitment process. The Trust will ensure that it makes any candidate who is subject to check aware of the DBS Code of Practice and will provide a copy of the Code on request. As a check is part of the Trust's recruitment process, the Trust encourages all candidates called to interview to provide details of any criminal record (except cautions, reprimands or warnings which are "protected" as defined in the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 (Amendment) (England and Wales) Order 2013) at an early stage of the application process. The Trust requests that this information is sent through the criminal declaration form. The Trust guarantees that only those who need to see it as part of the recruitment process will see this information. The Trust will ensure that it discusses with the candidate the relevance of any offence to the job in question. A candidate's failure to reveal information directly relevant to the job could result in withdrawal of an offer of employment.

### **Staff training, promotions and conditions of service**

Staff training needs will be identified through informal and formal staff appraisals. All staff will be given appropriate access to training to enable them to progress within the Trust and all promotion decisions will be based on merit. The composition and movement of staff at various levels will be reviewed from time to time to ensure equality of opportunity at all levels of the organisation. Where appropriate the Trust will take steps to identify and remove unnecessary or unjustifiable barriers and provide appropriate facilities and conditions of service to meet the special needs of disadvantaged or under-represented groups. The Trust's conditions of service, benefits and facilities will be reviewed from time to time to ensure that they are available to all staff who should have access to them and that there are no unlawful obstacles to accessing them.

### **Termination of employment**

The Trust will ensure that redundancy criteria and procedures are fair and objective and are not directly or indirectly discriminatory. The Trust will also ensure that disciplinary procedures and penalties applied are without discrimination and are carried out fairly and uniformly for all staff, whether they result in disciplinary warnings, dismissal, or other disciplinary action.

### **Disability Discrimination**

If a member of staff is disabled, or becomes disabled, in the course of their employment with the Trust, they encouraged to tell us about their condition. This is to enable us to support the member of staff as much as possible.

If a member of staff experiences difficulties at work because of their disability, they may wish to contact their Line Manager to discuss any reasonable adjustments to their working conditions or duties which they consider to be reasonable and necessary, or which would assist in the performance of their duties. The Line Manager may wish to consult with the member of staff and their medical adviser(s) about possible adjustments. Careful consideration will be given to any such proposals, and they will be accommodated where reasonable, practicable and proportionate in all the circumstances of the case. Nevertheless, there may be circumstances where it would not be reasonable for the Trust to accommodate a particular adjustment and in such circumstances, it will ensure that it provides the member of staff with its reasons and try to find an alternative solution where possible. The Trust will monitor the physical features of its premises to consider whether they place disabled staff, job applicants or service users at a substantial disadvantage compared to other staff. Where reasonably practicable and proportionate the Trust will take steps to improve access for disabled staff and service users.

#### **Fixed-Term Employees and Agency/Temporary Workers**

The Trust will monitor its use of fixed-term employees and agency workers, and their conditions of service to ensure they are being offered appropriate access to benefits, training, promotion, and permanent employment opportunities. The Trust will also, where relevant, monitor their progress to ensure that they are accessing permanent vacancies.

#### **Part-Time Workers**

The Trust will monitor the conditions of service of part-time employees and their progression to ensure that they are being offered appropriate access to benefits and training and promotion opportunities. It will also ensure that requests to alter working hours are dealt with appropriately under the Trust's Flexible Working Policy.

#### **Complaints of Discrimination, Victimisation and Harassment on the Protected Characteristics**

The Trust will treat seriously and act where appropriate all complaints of discrimination, harassment, or victimisation on any of the protected characteristics made by any of its staff, students or other third parties. Any member of staff who considers that they may have been unlawfully discriminated against, victimised, or harassed within the meaning of this policy should discuss the matter in the first instance with their Line Manager or, if inappropriate under the circumstances of the case, with the Headteacher. The line manager or Headteacher will follow the same best practice guidance to support a member of staff in some cases, it may be possible to resolve the matter informally and reach a satisfactory resolution.

If a member of staff wishes to make a formal complaint, then he or she should follow the Trust's Grievance Policy and Procedure.

If an employee is accused of unlawful discrimination, victimisation or harassment, the Trust will investigate the matter fully. During the investigation, the employee will be given the opportunity to respond to the allegation and provide any justification for their actions. If the Trust concludes that the employee's action amounts to unlawful discrimination, victimisation or harassment, the employee may be subject to disciplinary action under the Trust's Disciplinary Policy and Procedure, up to and including summary dismissal for gross misconduct. If the Trust concludes that the claim is false or malicious, then the complainant may be subject to disciplinary action.

#### **Equality considerations in decision-making**

- **The school ensures it has due regard to equality considerations whenever significant decisions are made.**
- 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:
  - Is accessible to pupils with disabilities
  - Has equivalent facilities for boys and girls

#### **Equality Objectives**

We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers. In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:

**Objective 1:** To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

**Objective 2:** To raise levels of attainment in core subjects for all learners.

**Objective 3:** To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

**Monitoring arrangements**

This document will be updated as necessary each year. This document will be reviewed by Triumph Trust at least every 4 years. Approved by Triumph Trust July 2023.

**Links with other policies**

This document links to the following policies:

- Accessibility plan
- SEND policy
- Anti-racism policy
- Code of Conduct
- Pay Policy
- Safer Recruitment
- Promoting health at work
- Flexible working
- Leave Absence