



Annual Equalities Statement: Meeting our Public Sector Equality Duty in 2023/24

Advancing equality of opportunity between people who share a protected characteristic and people who do not share it

The Trust and its schools have a range of policies and procedures in place to advance equality of opportunity between people who share a protected characteristic and those who do not. As outlined above, these include our governance and accountability framework, our equalities and related policies, target setting and attainment tracking for students and training for staff and governors.

Whilst effective policies, procedures and monitoring arrangements are essential, what matters more is what happens within our schools. Specific examples of good practice are set out below:

- Risk assessments undertaken for students with a protected characteristic.
- Ensure that we ask for all child, parent, and carer access needs when joining school and how they would like to receive information.
- Ensure that we ask for all child, parent, and carer language needs when joining school and how they would like to receive information.
- Equality Curriculum awareness to ensure accessibility of all activities including school trips and certain curriculum activities.
- Attendance data monitored to ensure that trends do not indicate any group (e.g., SEND, PP, EAL) is attending less than any other and to target support where necessary.
- Leadership positions in school monitored to ensure they are accessible to students of all backgrounds, including SEND, Pupil Premium and all ethnicities.
- Rewards and sanctions monitored to ensure equality of opportunity for all students.
- Uptake of enrichment clubs and activities monitored to promote attendance from all groups of students.
- Special consideration is always given to families who have a particular need that could be considered to give them a disadvantage from others, financially, or with extra time or resources.
- Transition meetings with Primary Schools and Nursery Providers. SEND Code of Practice.
- Regular analysis and comparison of progress of SEND students with non-SEND cohort.
- Review of EHCPs with key staff and external professionals.
- Review of SEND pupil needs and progress delivered by SENCO to staff each term.
- Regular PRMs held with parents of children with SEND needs to discuss how school and parents can support pupils meet achievement targets.
- PEEP's for pupils with SEND needs. Separate transition arrangements for SEND students.
- Special access arrangements for exams students with SEND.
- Enhanced intervention programmes delivered for all students with learning difficulties.
- Peer assistance, staff mentor, homework and lesson support for students with autism.
- Specialised equipment and support for children who have physical, hearing or visual impairments, e.g., specialist laptop, electronic wheelchair.
- Accessibility of estate enhanced to support students with mobility needs and visual/hearing impairments.
- School anti-bullying policies create zero tolerance of bullying people on the grounds of race, ethnicity, gender, sexual orientation etc. Strategies for supporting victims – restorative justice approaches.
- Staff Monitor staff recruitment and retention procedures to ensure equality of opportunity for all.
- Transparent interview process for all positions.
- Monitor promotion procedures to ensure equality of opportunity for all.



- Monitor staff disciplinary, grievance and competency procedures to ensure an equal process for all.
- Monitor staff exit surveys to ascertain any equal opportunities issues. Line management meetings between SLT and team leaders undertaken with the aim of minimising any negative impact or disadvantages for staff who have a protected characteristic.
- Monitor staff sickness to make reasonable adjustments to help staff stay in work.
- Use Access to Work for staff with conditions covered under the Equalities Act 2010.
- Special consideration is always given to staff who have a particular need that could be considered to give them a disadvantage from others, financially, or with extra time or resources. Ensure all staff are asked for access needs when joining the school and how they would like to receive information. Ensure that all staff are asked for language needs when joining the school and how they would like to receive information.
- Risk assessments carried out for staff with disabilities or medical conditions.
- Changes to lighting, equipment and working conditions for those members of staff with disabilities.
- Changes to working conditions for staff following long-term sickness and recommendations from Occupational Health/Access to Work.
- Trust Maternity Policy followed.
- Risk Assessment undertaken for pregnant members of staff and meetings held to discuss concerns or any assistance needed.
- Paternity arrangements in place for the fathers of new-born children.
- Flexible Working applications granted leading to contract adjustments for female members of staff.
- Time off for religious observance and study given in accordance with the Trust policy.
- Governance, planning and reporting Annual Operating Statements for both the Trust and Schools include a section on Equality Annual Equalities Objectives agreed by the Trust.
- Termly review of Equality Objectives and Action Plans by the SLT.
- Equality Objectives inform school improvement plan.
- Accessibility plan sets out how school will improve equality of opportunity for disabled people.
- Completion of Equality Impact Assessment on key decisions and new policies, including school admissions policies.
- Termly consideration of Equality Impact Assessments in LGB discussions.
- Termly report to Governors on discrimination and equality.
- Quality of SEND provision reported on termly basis via Principal's report to Governors.
- Governor site visits to ensure governors are familiar with SEND provision in schools.
- Community Cohesion and Equality Audit completed annually.
- Training Induction training - including detailed definitions, eliminating discrimination and promoting good practice.
- Equality of opportunity in curriculum planning.
- Improving outcomes for disadvantaged and SEND pupils.
- Faith, Character and Ethos training.
- Staff training including WRAP/PREVENT, FGM, Forced Marriages.
- Safer Recruitment training for senior leaders.
- Pupil Premium training.
- Safeguarding training for all staff.
- Staff training on assessing suitability of trips for pupils with a protected characteristic, to ensure trips are accessible to all pupils.



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

The Trust has always been committed to fostering good relations amongst different groups. We believe that humanity has more in common that unites rather than divides. Schools prioritise activities that promote an inclusive ethos. These activities have included the following:

- RE Curriculum explores the beliefs and understandings of different religions.
- Assemblies, PSHE Curriculum and SMSC Scheme, STAR values and Behaviour Policy all promote tolerance and acceptance of those with Protected Characteristics.
- Comprehensive range of displays around the school building, including world religions, anti-bullying, tolerance, culture, women who changed the world, and disability.
- British identity promoted through a range of calendared activities, including parents and wider community.
- Festive Winter Gifts programmes.
- £8,002.80 raised in 2022/23 for local and national charities including:
 - Ramadhaan Appeal – Shine Charity
 - Shine Charity
 - Place2Be (Mental Health Charity)
 - Anti Bullying Alliance
 - Fare Share
 - Macmillan Cancer Support
 - University Hospital Coventry & Warwickshire
 - Preloved uniform shop
 - Collaboration with The University of Warwick and Coventry University