



Equality Information and Objectives (Public Sector Equality Duty)

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Ratified by

Signed by the Board of Trustees

Date 02.12.2024

To be reviewed every 4 years

Date 02.12.2028

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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

Our trust aims to promote respect for difference and diversity in accordance with our values;

Thrive Education Partnership (TEP) creates a community built on improving life chances for its children and young people within a culture of challenge, high expectations and values-based decision making.

TEP continues to grow in a managed and strategic way; building long term sustainable foundations to the educational establishments that it serves.

TEP has already established a highly effective central team that allows its settings to focus on their purpose, educating children and young people. TEP is committed to only take on new educational establishments, following the consolidation and improved performance of our initially adopted provisions.

TEP has a strong commitment to raising standards, achievements, and attainment for all its children and young people. It is committed to improving standards of teaching and learning through supporting a self-sustaining culture of aspiration for educational excellence and the sharing of expertise, talent, innovative practice, and resources across all our educational settings.

This is achieved through the researched/designed strategic implementation of innovative, evidence-based educational and pastoral strategies. TEP works closely with several Academics and SEND Professionals across various sectors including Universities, The British Institute for Learning Difficulties and Restraint Reduction Network (of which, TEP represents the national SEND sector).

The Trust continues to work to its strategic approach of cross-sector collaboration, a model of specialist support (including therapies), inclusivity and integration. TEP believes all children and young people should be provided with the very best opportunity to play an independent role within their own communities, develop the skills they require and attain the qualifications they need to live the life they want; recognising the very specific and individual needs of its children and young people.

The Trust provides exceptional education and life opportunities to all of its children and young people. TEP ensures that each purpose led curriculum is diverse, personalised and enriched to meet the very individual needs of its pupils. It will continue to develop and adapt as the needs and aspirations of its children and young people change. TEP strides to ensure that it accommodates its pupils in a safe, highly enriched, and vibrant learning

environment where everybody's voice is heard, and the pupil is at the centre of every decision that is made.

The Trust is passionate that all learners have the right to reach their potential. The curriculum evolves as the needs of its children change and with addition of new members within the Trust. This model lends itself to making effective connections across skill and subject boundaries. This creates meaningful opportunities to emphasise some key elements of learning and development that many pupils need over time i.e., developing consistent communication strategies and social & emotional wellbeing. Implicit in the curriculum planning is a focus on communication, independence, life and social skills, purposeful accreditation and a capacity for critical thinking which should support pupils to play a full and active role in the world, living as independently as possible and enabling choice making relevant in their adult lives.

TEP and its associated Academies and wider provisions provide equal opportunities to allow experience of a curriculum which is broad, balanced, relevant, and reflects cultural diversity. The curriculum and creative means of delivery reflects the Trusts' commitment to access and inclusion for all its pupils.

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 Trust will:

- Ensure that the equality information as set out in this statement is published and communicated throughout the trust, including to local governors, staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years

- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

3.2 The headteacher

The headteacher 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 governors

3.3 The designated member of staff for equality

If the school has a designated member of staff for equality in addition to the headteacher, they will, for their school:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

3.4 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.

5. Harassment

Harassment related to any of the protected characteristics is prohibited. Harassment is unwanted conduct that has the purpose or effect of violating someone's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. Pregnancy and maternity, and marriage and civil partnership are not protected directly under the harassment provisions. However, pregnancy and maternity harassment would amount to harassment related to sex, and harassment related to civil partnership would amount to harassment related to sexual orientation. Harassment is dealt with further in Academy's Anti-Bullying Policy and the Trust Sexual Harassment Policy.

The law protects employees, workers, contractors, self-employed staff, apprentices, those undertaking vocational training, volunteers, former workers and job applicants from sexual harassment and Thrive Education Partnership has a duty to take reasonable steps to prevent sexual harassment of its staff at work.

Examples of sexual harassment include, but are not limited to:

- Flirting, gesturing, making sexual remarks about someone's appearance in any means of communication.
- Asking question(s) about someone's sex life.
- Telling sexually offensive jokes/pranks and or sharing pornographic or sexual images.
- Unwanted touching, kissing or assault.

To report an incident of sexual harassment or to raise a concern contact your Headteacher or SLT informally in the first instance and please refer to the Sexual Harassment Policy for details of how Thrive Education Partnership responds to a report of sexual harassment.

6. 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 staff 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)

6.1 Publishing information about pupils

In fulfilling this aspect of the duty the trust will, for every school:

- 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.

6.2 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:

- Gender pay-gap reporting and other pay equality issues
- Applications for flexible working 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.

7. 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
- Making sure schools work with their local community. This includes each school organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within each school. For example, school councils have representatives from different year groups and are formed of pupils from a range of backgrounds. All pupils are encouraged to participate in their schools' activities, such as sports clubs. Schools also work with parents to promote knowledge and understanding of different cultures
- Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop how they implement their approach

8. 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

The 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.

9. Equality objectives

Examples of objectives are included below.

Objective 1

Aim: Increase awareness and understanding of cultural diversity among students and staff.

Action Plan:

Integrate diversity and inclusion topics into the curriculum across all subjects.

Organize cultural celebration events and invite guest speakers from diverse backgrounds

Objective 2

Aim: Create a school environment where all pupils feel safe and valued, regardless of their background.

Action Plan:

Implement a school-wide anti-bullying policy that specifically addresses discrimination based on protected characteristics.

Conduct training for all staff on creating inclusive and safe learning environments.

10. Monitoring arrangements

The trust will update the equality information we publish, described above, at least every year.

This document will be reviewed by board of trustees at least every 4 years.

This document will be approved by board of trustees.

11. Changes

Description	Date	Page	Section
Updated policy	November 2024	throughout	throughout