



Triumph Learning Trust

Aspiration - Collaboration - Innovation

Equality, Diversity and Inclusion Policy

Policy Details

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1. Introduction

Vision

To work with partners who share our ambition to innovate and create an exceptional, exciting and inclusive environment in which learners realise their highest aspirations. We will 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 our mission and provide the basis on which Triumph Learning Trust schools articulate the key behavioural characteristics that promote a positive philosophy of Collaboration, Aspiration and Innovation.

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

2. Scope

This policy applies to:

- All pupils and prospective pupils
- All staff and prospective staff (including applicants, volunteers and governors/trustees)
- All parents, carers and visitors
- All contractors and partners working with or on behalf of the Trust

It covers all aspects of Trust and school life, including:

- The education and pastoral care of pupils
- Access to the curriculum, enrichment, trips and wider opportunities
- Admissions, attendance and behaviour
- Recruitment and selection, employment, promotion, pay and conditions
- Professional development, appraisal and capability

- Day-to-day conduct, culture and environment
- Grievance, disciplinary, complaints and whistleblowing processes

3. Aims

The Trust is committed in its pursuit of **equality of opportunity** and to a proactive and inclusive approach to equality, diversity and inclusion. We will:

- Support and encourage all under-represented groups
- Promote an inclusive culture
- Value diversity in all its forms

We are committed to promoting and achieving equality of opportunity for all pupils, parents, staff, those in governance roles, visitors and job applicants, irrespective of:

- Age
- Disability
- Race (including colour, nationality, ethnic or national origin)
- Religion or belief (including lack of religion or belief)
- Sex
- Sexual orientation
- Gender reassignment / gender identity
- Pregnancy and maternity
- Marriage and civil partnership

We recognise that some groups may be particularly vulnerable to disadvantage, including (but not limited to):

- Looked After Children / children on the edge of care
- Children with Special Educational Needs and Disabilities (SEND) or learning difficulties
- Pupils excluded or at risk of exclusion
- Pupils from minority ethnic groups, including Gypsy, Roma and Traveller communities
- Pupils with English as an additional language
- Pupils missing education or with poor attendance
- Young carers
- School-age/teenage parents
- Pupils with mental health needs
- Pupils in receipt of pupil premium / free school meals
- Pupils living in areas of deprivation

- High attaining / gifted and talented pupils

4. Legal Framework

This policy is underpinned by and meets the requirements of the following legislation and guidance (as amended):

- **Equality Act 2010**, including the Public Sector Equality Duty (PSED)
- **Equality Act 2010 (Specific Duties) Regulations 2011**
- **Children and Families Act 2014**
- **Special Educational Needs and Disability (SEND) Code of Practice**
- **Education Act 1996 and 2002**
- **Human Rights Act 1998**
- **Employment Rights Act 1996**
- **Rehabilitation of Offenders Act 1974** and associated Exceptions Orders
- **Data Protection Act 2018** and **UK GDPR** (for monitoring and data handling)

Statutory and regulatory guidance:

- DfE: *The Equality Act 2010 and schools*
- DfE: *Keeping Children Safe in Education* (KCSIE)
- DfE: *Working Together to Safeguard Children*
- DfE: *Behaviour in Schools* guidance
- Public Sector Equality Duty technical guidance (EHRC)

This policy also operates alongside and supports the Trust's **funding agreements, articles of association**, and other Trust and school policies.

5. The Public Sector Equality Duty

Under the Public Sector Equality Duty, Triumph Trust will have due regard to the need to:

1. **Eliminate** discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010
2. **Advance equality of opportunity** between people who share a protected characteristic and those who do not
3. **Foster good relations** between people who share a protected characteristic and those who do not

The Trust will publish information and equality objectives as required and review them regularly.

6. Roles and Responsibilities

Trust Board

The Trust Board will:

- Approve this policy and ensure its implementation across all schools
- Ensure that the Trust meets its duties under the Equality Act 2010 and other relevant legislation
- Receive reports on equality information, objectives and progress
- Ensure that equality is embedded in strategic planning, risk management and governance

Chief Executive Officer (CEO) and Executive Team

The CEO and Executive Team will:

- Lead and promote a culture of equality, diversity and inclusion across the Trust
- Ensure that Trust-wide policies and procedures are compliant and consistently applied
- Provide guidance, support and challenge to Headteachers in implementing this policy

Local Governing Bodies

Local governing bodies will:

- Monitor the implementation of this policy within their school
- Scrutinise equality information, data and objectives
- Hold the Headteacher to account for progress and impact

Headteachers

Headteachers will:

- Promote knowledge, understanding and ownership of the equality objectives among staff and pupils
- Ensure that this policy is effectively implemented in day-to-day practice
- Ensure that staff, pupils, parents and visitors know how to raise concerns
- Report on equality matters to the local governing body and Trust as required

All Staff

All staff are expected to:

- Follow this policy and uphold the Trust's values
- Promote an inclusive and respectful environment for pupils, colleagues and visitors
- Challenge discrimination, harassment or victimisation where it occurs
- Take part in training and development on equality, diversity and inclusion
- Raise any equality concerns with their line manager or Headteacher

Pupils

Pupils are encouraged and supported to:

- Treat others with respect and kindness
- Report incidents of bullying, discrimination or harassment
- Contribute to a positive, inclusive school culture

7. Eliminating Discrimination

The Trust is aware of its obligations under the Equality Act 2010 and will:

- Ensure that all policies and practices (e.g. behaviour, admissions, SEND, exclusions, recruitment, pay) are compliant and explicitly address equality considerations
- Ensure that staff and governors receive regular training on the Equality Act and related duties
- Use pupil and staff voice to identify and address any discriminatory practice or barriers
- Address prejudice-based incidents and bullying robustly, recording them and acting as appropriate
- Ensure that reasonable adjustments are made for disabled pupils, staff and visitors

We support this work through related policies and programmes, such as:

- Anti-racism, anti-bullying and behaviour policies
- Safer Recruitment and child protection policies
- SEND, Accessibility and Inclusion policies
- Our curriculum work, including programmes such as “No Outsiders” and other resources that promote diversity, respect and inclusion

8. Advancing Equality of Opportunity

The Trust aims to advance equality of opportunity by:

- **Tracking and analysing data** (e.g. attainment, progress, exclusions, attendance, participation) for different groups (race, gender, disability, socio-economic status, etc.)
- **Identifying and addressing gaps** through targeted support, interventions and provision
- **Meeting specific needs** of pupils and staff with protected characteristics (e.g. reasonable adjustments, flexible working, adapted curriculum or resources, support with religious observance)
- **Encouraging participation** of under-represented groups in all aspects of school life (e.g. leadership roles, clubs, trips, student voice, recruitment)
- **Educating pupils and staff** to recognise and address bias, prejudice and stereotyping

We will:

- Publish appropriate pupil outcomes and equality information annually (in line with statutory requirements)
- Use this information to set and review equality objectives
- Capture good practice and share it across schools within the Trust

9. Fostering Good Relations

We will foster good relations between people who share a protected characteristic and people who do not by:

- Promoting tolerance, friendship and understanding of different cultures, faiths and backgrounds through the curriculum (e.g. RE, PSHE/RHE, citizenship, English, humanities)
- Planning assemblies, tutor activities and events that explore key equality and diversity themes
- Supporting pupil-led initiatives that promote inclusion and respect
- Engaging with parents, carers and the wider community, including local faith and community groups
- Working with external agencies and specialists to strengthen our approach

10. Recruitment and Selection

The Trust aims to ensure that **no job applicant or employee** suffers discrimination (directly or indirectly) because of a protected characteristic.

We will:

- Use fair and transparent recruitment processes based on merit and the requirements of the role
- Regularly review job descriptions, person specifications and selection criteria
- Advertise posts to attract a diverse pool of candidates and avoid discriminatory wording
- Ensure questions at interview are relevant, lawful and consistently asked
- Not ask health or disability-related questions before a conditional offer is made, except where allowed by law (e.g. to establish reasonable adjustments for selection processes or where an intrinsic requirement must be assessed)
- Monitor applicants' equality data (on a voluntary, confidential basis) to identify under-representation or potential barriers and to inform action

Right to Work and Immigration

The Trust is required by law to ensure that all staff are entitled to work in the UK. We will apply checks consistently and will not make assumptions based on appearance or nationality.

11. Staff Training, Development, Conditions of Service and Promotion

The Trust will:

- Identify training needs through induction, appraisal and professional dialogue
- Provide appropriate access to learning and development for all staff
- Make promotion and progression decisions on merit against clearly defined criteria
- Review the composition and movement of staff at different levels to identify and tackle potential barriers for any group
- Ensure that conditions of service, benefits and facilities are applied fairly and are accessible to all staff who should be able to access them

12. Disability and Reasonable Adjustments

The Trust is committed to supporting staff, pupils and others with disabilities. We will:

- Encourage staff to share relevant information about disabilities or long-term conditions in confidence so that we can provide support
- Consider reasonable adjustments to working arrangements, duties, equipment or premises where this would enable a person to carry out their role or access education and services
- Seek professional advice where needed and consult with the individual concerned
- Keep decisions and adjustments under review
- Monitor the physical environment and make reasonable, proportionate improvements to accessibility as part of estates planning and the Trust's Accessibility Plans

13. Fixed-Term, Agency, Temporary and Part-time Staff

The Trust will:

- Monitor the use and treatment of fixed-term, agency and temporary staff
- Ensure that they have appropriate access to benefits, training and opportunities
- Ensure that part-time staff are not treated less favourably than comparable full-time staff without objective justification
- Consider requests to vary working patterns in line with the Trust's Flexible Working Policy

14. Complaints of Discrimination, Harassment and Victimisation

The Trust will treat all complaints of discrimination, harassment or victimisation seriously.

Staff

- Staff who believe they have been discriminated against, harassed or victimised should raise concerns with their line manager or Headteacher in the first instance.
- If informal resolution is not appropriate or possible, they may use the Trust's **Grievance Policy and Procedure**.
- Allegations of discrimination, harassment or victimisation against an employee will be investigated in line with the Trust's **Disciplinary Policy and Procedure**. Disciplinary action, up to and including dismissal, may be taken where misconduct is found.
- False or malicious allegations may also be addressed under disciplinary procedures.

Pupils, Parents and Others

- Concerns or complaints about discrimination, harassment or victimisation involving pupils or parents will be managed under the Trust's **Complaints Policy, Behaviour Policy or Safeguarding / Child Protection Policy**, as appropriate.

15. Equality Considerations in Decision-Making

The Trust will ensure that equality implications are considered in significant decisions, for example in:

- Policy development and review
- Budget setting and resource allocation
- Curriculum planning, school organisation and enrichment
- Site development and accessibility

We will consider the potential impact of decisions on different groups and, where appropriate, document this through equality impact assessments or other decision-making records. For example, when planning a trip we will consider:

- Accessibility for pupils with disabilities
- Costs and potential barriers for families with lower incomes
- Safety and inclusion for pupils with different protected characteristics

16. Equality Objectives

In line with the Public Sector Equality Duty, the Trust will set, publish and review specific, measurable equality objectives. Current objectives include (example set):

1. **To monitor and analyse pupil achievement** by race, gender, disability and other relevant characteristics, and act on any trends or patterns that require additional support or intervention.
2. **To raise levels of attainment in core subjects for all learners**, with a particular focus on groups where outcomes lag behind Trust averages.

3. **To review levels of parental and pupil engagement** in learning and wider school life across all groups, and to take action to ensure equity and fairness of access and engagement.

Objectives will be reviewed at least every four years and more frequently where data and context indicate this is needed.

17. Monitoring, Review and Publication

The Trust will:

- Monitor the implementation and impact of this policy through data, feedback and reports from schools
- Provide regular reports to the Trust Board and Local Governing Bodies
- Publish equality information and equality objectives on school and Trust websites as required
- Review this policy at least every **four years**, or sooner if needed due to changes in legislation, guidance or Trust organisation.

18. Links with Other Policies and Documents

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Behaviour and Anti-bullying Policy
- SEND Policy and Information Report
- Accessibility Plans
- Admissions Policy
- Attendance Policy
- Safer Recruitment Policy
- Staff Code of Conduct
- Pay and Appraisal Policies
- Flexible Working Policy
- Leave of Absence and Family Friendly Policies
- Complaints Policy
- Disciplinary and Grievance Policies