

• No one left behind
• Bravery
• Individuality
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FIERTÉ
MULTI-ACADEMY TRUST
Proudly inspiring all to excellence

Equality Policy



Document and Version Control

Document Title	Equality Policy
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Policy Owner	Vice-CEO
Policy Approver	Trust Board

Version	Date	Amended by	Comments
V1-V4	February 2019 – Spring 2024	CFO	Policy created and minor amendments made each year.
V5	Summer 2025	Vice-CEO	Significant changes detailed in previous version and approved by Trustees.
V6	Summer 2026	Vice-CEO	No changes made.

Section	Changes Made

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1. Aims

The Fierte Multi-Academy Trust aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation 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 a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
 - Age
 - Disability
 - Gender reassignment
 - Marriage or civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation.

Our Trust aims to promote respect for difference and diversity in accordance with our values, including the value *We celebrate individuality*.

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

The Trust Board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the trust, including to local governors, staff, pupils and parents/carers
- 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 daily to the Executive Leadership Team.

The Equality Link Trustee will:

- Meet with the designated member of staff in each school for equality annually and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full Trust Board regarding any issues

Headteachers will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors and Trustees
- Have "due regard" when making a decision or taking an action to whether it may have particular implications for people with protected characteristics

The Designated Member of staff for Equality will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the Chair of the Local Governing Committee to raise and discuss any issues
- Support the Headteacher in identifying any staff training needs, and deliver training as necessary

All school 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 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.
- Trustees, 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 annually.
- The Trust's Academies have designated members of staff for monitoring equality issues, and equality link governors. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, Fierte Multi-Academy Trust aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have or a specific issue e.g. pupils with disabilities.
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at appropriate 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 activities)

5.1 Publishing information about pupils

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

- Publish attainment data for each school each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information

- 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.

5.2 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:

- The make-up of our workforce, with breakdowns of staff at different grades, levels and rates of pay (including any patterns of occupational segregation and part-time work)
- Gender pay-gap reporting and other pay equality issues
- The profile of staff at different stages of employment including recruitment, training, promotion and leavers
- Applications for flexible working and their outcomes for staff with different protected characteristics
- Applications for learning and development opportunities and their outcomes for staff with different protected characteristics
- Grievances and disciplinary issues and complaints of discrimination and other prohibited conduct
- Policies and programmes in place to address equality concerns from staff
- Information from staff surveys and/or trade unions
- Records weighing the equality outcomes of important decisions including evidence used to make decisions

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 not publish some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

6. 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
- Making pupils aware of our behaviour and anti-bullying policies

- 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. All speakers will be risk assessed in-line with anti-radicalisation policy and practice.
- Working with our local communities. 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 each academy. For example, our Academy Councils have representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the Academies' activities, such as sports clubs. We 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 our approach

7. Equality considerations in decision-making

The Trust ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

The Trust always considers the impact of significant decisions on particular groups. For example, when an Academy trip or activity is being planned, the Academy considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for all pupils irrespective of gender

Academies keep a written record (known as an Equality Impact Assessment) to show they have actively considered their equality duties and asked relevant questions. This is recorded at the same time as the risk assessment when planning Academy trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality Objectives

As a trust, we are required to publish equality information every year:

- We must report gender pay gap information by 30 March each year
- We must report on at least 1 equality objective once every 4 years – we have chosen July 2028 to be our deadline for this

Objective 1

Undertake an analysis of recruitment data and trends regarding race, disability or any gender pay gap, and report on this to the Trust Board.

Why we have chosen this objective: we wish to establish our commitment to equality ensuring we actively recruit from those who share a protected characteristic and those who do not. On our Trust Board, we also wish to have representation from the widest range of backgrounds adding a depth and richness to this vital group.

To achieve this objective, we plan to: collect data from each staff member recruited and undertake an analysis of this reporting on this to the Trust Board termly. We will also extend this approach to the recruitment of members of the Trust Board proactively seeking Trustees from the widest spectrum.

Objective 2

Have in place a reasonable adjustment agreement for all staff with disabilities, to better meet their needs and ensure that any disadvantages they experience are appropriately addressed.

Why we have chosen this objective: we wish to demonstrate our commitment to equality ensuring any required adaptations for staff who are disabled are identified and implemented so any disadvantages are appropriately mitigated.

To achieve this objective, we plan to: sensitively and regularly remind staff of our obligations developing Trust-wide and personalised Risk Assessments as required. The Trust will take a proactive approach to reducing workload and promoting a positive work-life balance engaging with local and national initiatives.

Objective 3

Promote cultural understanding and awareness, valuing and celebrating a diverse range of cultures and religious beliefs including those amongst different ethnic groups within our communities.

Why we have chosen this objective: we wish to ensure a curriculum and ethos that embraces diversity, celebrating equality and promoting British Values exists in each of the academies that are part of the Fierté family.

To achieve this objective, we plan to: ensure curriculum planning places diversity as a key principle at its core, for example, through the canon of literature children are exposed to in and outside of English lessons. Opportunities such as Black History Month and community events will be capitalised on. Assembly themes will reflect a diverse range of cultures and backgrounds. Links will be made with parents/carers, the local and wider community to maximise opportunities to raise awareness of equality and diversity. Staff will receive training to confidently respond to any occurrences of discrimination taking necessary action in line with Trust policies and procedures.

Objective 4

Carefully monitor the progress and achievement of pupils against relevant and appropriate protected characteristics.

Why we have chosen this objective: this will ensure that groups and individual pupils are fulfilling their potential, any issues are rapidly identified and addressed.

To achieve this objective, we plan to: analyse and evaluate all data as it becomes available devising appropriate strategies for any underachieving groups or individuals as appropriate. Subsequently, identifying the impact of any adaptations implemented and making any further amendments in approach as necessary.

9. Monitoring arrangements

The Vice-CEO will update the equality information we publish, described in sections 4-7 above, at least every year.

School-specific equality objectives will be reviewed by the Headteacher every 4 years.

This document will be approved by the board of Trustees.

School-specific equality objectives will be approved by the Local Governing Committee.

This document will be reviewed by the Trust Board annually.

10. Links with other policies

This document links to the following academy-specific policies:

- Accessibility plans
- Risk assessments
- SEN information reports
- SEND Policies
- Behaviour Policies