

TRINITY ACADEMY NEWCASTLE TRUST

EQUALITY AND DIVERSITY POLICY

**Approved by the Committee – March 2025
On behalf of the Board**

Next review Date – March 2027

The legal and local framework for this policy is:

- Race Relations Act 1976 (as amended in 2000)
- Disability Discrimination Act 1995 (as amended in 2005)
- Children Act 2004
- Equality Act 2010
- Education and Inspections Act 2006
- Duty to Promote Community Cohesion, Education and Inspections Act 2006
- Newcastle Diversity and Equality Policy and Comprehensive Equality Scheme
- Equality, Diversity and Inclusion Strategy 2022

Aims and Values

Trinity Academy Newcastle Trust is a welcoming Trust where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all learners to maximise their potential regardless of age, sex, gender presentation, race, ethnicity, colour, religion or disability. We endeavour to promote positive relationships with learners, parents, the board of directors and members of the wider community. We are striving to become a “trauma informed” Trust, promoting acceptance and empathy in all of our interactions with our learners.

At our Trust we aim to promote equality and tackle any form of discrimination and actively promote, inclusive and harmonious relations in all areas of trust life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

We aim to:

- Provide a learning environment where all individuals see themselves reflected, where their voice is heard and feel a sense of belonging;
- Prepare learners for life in a diverse society in which children and young adults are able to see their place in the local, regional, national and international community;
- Include and value the contribution of all families to our understanding of equality, diversity and inclusion;
- Provide positive non-stereotyping information about different groups of people regardless of gender, presentation, ethnicity, disability, sexual orientation, religion and age or socioeconomic stance;
- Plan systematically to improve our understanding, acceptance and promotion of diversity;
- Actively challenge discrimination and disadvantage;
- Make inclusion a thread which runs through all our activities.

To achieve these aims we will:

- Involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures;
- Publish and share our policies and impact assessments with the whole community;
- Collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage.
- Use all available information to set suitable learning challenges for all, respond to learners' diverse needs and overcome any potential barriers to learning;
- Ensure that the wider trust curriculum makes explicit and implicit provision to promote and celebrate diversity;
- Have high expectations of behaviour which demonstrates respect to others
- Foster an open door ethos – welcoming learners' and parents past and present, stakeholders, local and wider community.

Leadership, Management and Governance

The Trust is committed to:

- Being proactive in promoting good relationships and equality of opportunity across all aspects of Trust life and the wider community;
- Encouraging, supporting and enabling all learners and staff to reach their potential and make a positive contribution;
- Working in partnership with families, the local authority (LA) and the wider community to establish, promote and disseminate inclusive practice and tackle discrimination ensuring that our Equality and Diversity Policy is followed.

Responsibilities

The Board of Directors

It is the Board of Director's responsibility to:

- Ensure that the trust complies with equality legislation;
- Meet requirements to publish equality schemes;
- Ensure that the trust's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans;
- Scrutinise the recording and reporting procedures at least annually;
- Follow the Local Authority's admissions policy, which is fair and equitable in its treatment of all groups;
- Monitor attendance and take appropriate action where necessary;
- Have equal opportunities in staff recruitment and professional development and membership of its board;
- Provide information in appropriate, accessible formats;
- Be involved in dealing with serious breaches of the policy;
- Be pro-active in recruiting high-quality applicants from under-represented groups.

The Chief Executive Officer

It is the Chief Executive Officer's responsibility to:

- Implement the policy and its strategies and procedures;
- Ensure that all staff receive appropriate and relevant continuous professional development;
- Actively challenge and take appropriate action in any cases of discriminatory practice;
- Deal with any reported incidents of harassment or bullying in line with trust guidance and policy;
- Ensure that all visitors and contractors are aware of, and comply with, the trust's equality and diversity policy;
- Produce a report on progress for the Board of Directors annually.

All Staff

It is the responsibility of all staff to:

- Be vigilant and proactive in all areas of their Trust for any type of harassment and bullying.
- Deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences;
- Identify and challenge bias and stereotyping within the curriculum and in the Trust's culture;
- promote equality and good relations and not discriminate on grounds of race, ethnicity, gender, presentation, religion, age and sexual orientation;
- promote an inclusive curriculum and whole Trust ethos which reflects our diverse society;
- keep up-to-date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

Breaches of the Policy

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Board of Directors and LA as required.

Policy Planning and Review

Whilst we have a duty to develop and publish equality schemes in relation to both gender and disability, we at Trinity Academy Newcastle Trust are considering all aspects of diversity and equality in this comprehensive policy to be followed by a specific equality and diversity action plan in relation to access, gender and race equality covering a three-year period.

Policy planning and development

- In the planning and development stage of policy-making, we will ensure we have consulted and taken into account stakeholder views.
- All improvement plans will be designed with an element of impact assessment built in to monitor the success of each activity.
- There will be a systematic review of the impact of all policies and procedures on

- equality and diversity to address any areas of inequality.
- Achievement and attainment will be analysed to ensure progress for all, especially in relation to any identified disadvantaged groups; attendance and exclusion data will be reviewed to ensure no over-representation of any one group.)

Our target-setting processes ensure appropriate, challenging targets are set in relation to identifiable groups as well as individual learners / cohorts.

Monitoring and Quality Assurance

- Each learner's progress is monitored and tracked. The resulting data is analysed in respect of gender, presentation, race, ethnicity, ability or additional needs, looked- after status.
- In addition to monitoring to rule out any potential disadvantage, quality assurance procedures ensure the Trust meets its duty to positively promote diversity. (E.g. lesson observations record evidence of differentiation and texts are reviewed to ensure appropriateness and inclusivity.)
- The data collected is used to inform further Trust planning, target- setting and decision-making.

Signed on behalf of the Board:



Peter Carter (Chairperson of the Board)

Date: March 2025