



# Horizon Academy Trust

Where anything is possible

## Single Equality Scheme (SES)

&

## Equality Objectives

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# 1. Context

## 1.1 Aim and Vision

Horizon Academy Trust is a newly formed Trust with 4 schools (Biggin Hill Primary, Cleeve Primary, Spring Cottage Primary and Thanet Primary). Our aim is to collaborate with our schools within a robust challenge and support framework, underpinned by a shared common purpose to achieve the highest outcomes for all. We believe that every child has the right to a first class education and that we can enable transformative change to happen by understanding what makes each child and each setting unique.

Horizon Academy Trust's vision is to develop a high performing Multi Academy Trust that delivers the very best educational experience for all children and young people. We will grow, develop, support and improve our schools across the Trust, with a clear focus on raising standards, encouraging innovation and strengthening the ethos of the Trust to ensure that we have a positive impact on all of the children and young people within the Trust. As a partnership, our strength lies in a common purpose: high aspirations, moral values, care and support; yet celebrates our individual uniqueness. As a trust, we will drive these aims further and faster for the benefit of our pupils and our communities.

Horizon Academy Trust is committed to supporting and promoting children's rights and the United Nations Convention on the Rights of the Child (UNCRC). All children and young people have these rights and should be taught the responsibility of respecting the rights of others. This Single Equality Scheme (SES) is written taking into account articles: 14 – (freedom of thought, belief, and religion) 20 – (children deprived of a family) 21 – (adoption) 23 – (children with disability) 28 – (right to education) 29 – (goals of education) 30 - (children of minorities) 31 – (leisure, play and culture).

We recognise that the Equality Act 2010 requires all our schools within Horizon Academy Trust to have a Single Equality Scheme (SES) which means that schools cannot lawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation. The Act also ensures that protection is extended to pupils who are pregnant or undergoing gender reassignment.

This SES sets out for Horizon Academy Trust: -

- a) How each of our schools with its own individual Single Equality Policies intend to eliminate discrimination, harassment and victimisation, advance equality of opportunity and foster good relations in a holistic and proactive way, in line with our duties under the Equality Act 2010.
- b) How Horizon Academy Trust will fulfil its responsibilities under the Public Sector Equality Duty in terms of the workforce as a whole.
- c) It also sets out how we will publish information and objectives to demonstrate our commitment to, and compliance with, the Public Sector Equality Duty (PSED).

The PSED has 3 main elements. Horizon Academy Trust (HAT) therefore aims to meet its obligations under the Public Sector Equality Duty by having due regard to the need to: -

1. Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it
3. Foster good relations across all characteristics, and between people who share a protected characteristic and people who do not share it

*Note: - 'due regard' has been defined in case law and means giving "relevant and proportionate consideration to the duty".*

For Horizon Academy Trust and its schools, this means: -

- Decision makers must be aware of the duty to have due regard when making a decision or taking an action, and must assess whether it may have implications for people with particular protected characteristics
- To consider equality implications before and at the time that we develop policy and take decisions, not as an afterthought, and keep them under review on a continuing basis
- The PSED has to be integrated into the carrying out of each of our school's functions, and the analysis necessary to comply with the duty has to be carried out seriously, rigorously and with an open mind

## **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 Department for Education (DfE) guidance: The Equality Act 2010 and schools and complies with our Funding Agreement and Articles of Association.

The Equality Act (2010) has replaced all previous existing equality regulations, including those relating to race, disability and gender. The Equality Act (2010) is a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful.

Protected characteristics covered by the Equality Act (2010) include: -

- Race
- Disability
- Sex
- Age\*
- Religion or belief
- Sexual orientation
- Pregnancy and maternity

- Gender reassignment

*(Please note: - \*for schools, age is "a relevant protected characteristic in considering our duties as an employer but not in relation to pupils).*

The Equality Act (2010) also makes it unlawful for the Horizon Academy Trust/Local Governing Body for each school (as the responsible body) to discriminate against, harass or victimise a pupil or potential pupil in relation to: -

- Admissions
- The way it provides education for pupils
- The way it provides pupils access to any benefit, facility or service
- Excluding a pupil or subjecting them to any detriment.

Each school within HAT will publish its Single Equality Policy including its relevant Equalities Plan on its own website outlining the actions they will take to meet their duties in the Equality Act in respect of the above protected characteristics.

Each school will collect a broad range of quantitative and qualitative information to monitor policies, practice and to demonstrate their ongoing progress in equality, inclusion and community cohesion as well as on groups who share a relevant protected characteristic. Each school within HAT will consider the information collected about their school, where possible, in the context of national and county information.

Information will be drawn from the following sources: -

- RAISE online – provides an opportunity to compare against national data
- Department for Education – national School Workforce Census data:  
<http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datacollecti ons/swf/news/a0076945/school-workforce-census-data-published>

Each school within HAT will maintain and publish information annually to show our compliance as a Trust with the Public Sector Equality Duty, set out under section 149 of the Equality Act 2010.

### **3. Equality Policy Statement**

Horizon Academy Trust is committed to ensure equality of educational opportunity and support for all pupils, parents, carers and staff irrespective of sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment, age and socio-economic background.

We aim to provide fully inclusive schools in which every person feels proud of their identity and able to participate fully within their individual school community. We believe that a diverse Trust and school community is a strength which should be respected and celebrated by all those who are employed, learn, teach and visit here.

### **4. Implementing the Equality Statement**

## **4.1 Providing high quality teaching and learning – pupil focus**

We aim to ensure that every pupil makes good progress and achieves well by: -

- Using fully inclusive teaching and learning approaches to engage all our pupils.
- Monitoring achievement data by ethnicity, gender and disability and intervening decisively when required.
- The rigorous analysis of pupils' progress to determine and inform the strategies we will use to support groups of pupils and individuals.
- Setting challenging targets for all pupils.
- Using teaching resources which avoid stereotyping and reflect the diversity of the school and local community in terms of race, gender and disability.
- Promoting attitudes and values that challenge all discriminatory behaviour and prejudices.
- Providing pupils with opportunities to celebrate their own and others cultures.
- Seeking the positive involvement of all parents / carers in their child's education.
- Encouraging discussion of equality issues which reflect social stereotypes, expectations and their impact upon learning.

## **4.2 Workforce**

We aim to ensure that our workforce will be truly representative of all sections of society and each employee feels respected and able to give of their best. All employees, whether part-time, full-time or temporary, will be treated fairly and with respect. Selection for employment, promotion, training or any other benefit will be on the basis of aptitude and ability. All employees will be helped and encouraged to develop their full potential.

## **5. Roles and Responsibilities**

### **5.1 The Head teacher/Head of School**

- To have overall responsibility for the implementation of the individual school's equality plan and will ensure that all members of staff are aware of the equality plan.
- To promote knowledge and understanding of the equality objectives amongst staff and pupils including the induction of new staff to the school.
- To be responsible for promoting equality of opportunity within the curriculum and wider school community and will treat all incidents of prejudice, stereotyping, victimisation and harassment with due seriousness.
- To monitor success in achieving the objectives and report back to the Local Governing Body

### **5.2 The Local Governing Body**

- To ensure that each school has an up to date Single Equality Policy which will include the equality information and objectives, they are published on the school website and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years

- To delegate responsibility for monitoring the achievement of the objectives on a daily basis to the head teacher/head of school
- To welcome all applications to join the school from potential pupils or members of staff, regardless of their sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment and socio-economic background.
- To ensure that no pupil or member of staff is discriminated against, whilst in school on account of their race, sex, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.
- To take all reasonable steps to ensure that the school environment gives access to all people with disabilities, and by striving to make all school communications and activities as inclusive as possible for parents, carers and pupils.
- To take all reasonable steps to ensure that there is no unlawful behaviour in respect of equality including discrimination, harassment and victimisation.
- To ensure that all reasonable adjustments are made as necessary for pupils, staff and parents who have a disability in accordance with the Equality Act 2010.

### **5.3 The Board of Directors**

- To ensure that the equality information and objectives as set out in this Single Equality Scheme are published and communicated throughout each of the schools within HAT, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- To hold to account each Local Governing Body within HAT to have an up to date Single Equality Policy for their school and on an annual basis produce Local Governing Board minutes to the Board on the impact and delivery of their Single Equality Policy.
- To ensure that all Directors and Trustees are aware of their legal responsibilities under equality legislation

### **5.4 The Chief Executive Officer**

- To provide accurate and appropriate information to the Board of Directors to enable them to publish and demonstrate compliance with the Public Sector Equality Duty
- To make sure that steps are taken to address the Trust's stated equality objectives
- To provide regular information for staff and Directors about progress against stated equality objectives
- To make sure that all staff understand their responsibilities under the Public Sector Equality Duty and receive training and support to carry these out as appropriate to their role
- To take appropriate and effective action in cases of alleged discrimination, harassment and victimisation

### **5.5 The staff within HAT**

- All staff within each of our schools and HAT will implement the school's single equality plan by ensuring that all pupils are treated fairly, equally and with respect. Pupils will also be expected to treat adults and each other with the same fairness, equality and respect.
- Staff will actively identify and challenge all forms of prejudice, stereotyping, victimisation and harassment. Acts of harassment and victimisation are unacceptable and will not be tolerated.
- All school staff will deal appropriately with any incidents of prejudice, harassment or victimisation. Serious incidents of prejudiced behaviour, harassment or victimisation will be recorded and reported to the Head teacher or Head of School and the Chief Executive Officer.
- All staff will challenge inappropriate language and behaviour from either pupils, employees, visitors and contractors
- All staff will foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

All staff employed by Horizon Academy Trust is expected to have regard to this document and to work to achieve the objectives

## **6. Development of the Equalities Action Plan within the Single Equality Policy for each school within HAT**

It is a requirement that the development of the school equalities plan and the actions within it have been informed by the input of staff, pupils and parents and carers. This will be achieved by each of our schools using: -

- Feedback from the annual parent questionnaire, parents' evening,
- Parent-school forum meetings and/or governors' parent-consultation meetings.
- Input from staff surveys or through staff meetings and training.
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school.
- Issues raised during annual reviews or reviews of progress on individual education plans and mentoring and support sessions;
- Feedback from the Local Governing Body.

## **7. Review of Progress and Impact**

Each school single equality plan has been agreed by their Local Governing Body and in the future will be made available for the Board of Directors to view on behalf of HAT. In line with legislative requirements, each school will review progress against their equality plan annually and review the entire plan and accompanying action plan on a four-year cycle. Minutes will be produced by the Local Governing Body and presented to the Board of Directors for their information and consideration. An Equality Objective has also been set to ensure that schools are compliant see Appendix 1.



## 8. Publishing the School's Equality Plan

Each school in order to meet its statutory requirement will publish their school single equality plan, on their individual school website. This can be accessed via [www.horizonacademytrust.co.uk](http://www.horizonacademytrust.co.uk) where a link to each school has been created.

Each school will raise awareness of the plan through the academy newsletter, assemblies, staff meetings and other communications.

Each school will make paper copies available for all interested parties.

## 9. Equality Objectives – Workforce

All schools are required to prepare and publish specific and measurable objectives to pursue over the coming years to achieve the three aims of the Public Sector Equality Duty. In order to complement the individual Single Equality Policies for each school within HAT, it has also been recognised that the Trust Board needs to fulfil its responsibilities under the Public Sector Equality Duty with regards to its workforce, particularly as HAT is a growing MAT with over 150 employees. It will also have a legal duty to report on its gender pay gap information by the 30 March 2019.

In order to address this specific Equality Objectives have been identified, which are attached at Appendix 1 to this document. Three objectives have been set which are specific and set out how progress will be measured.

Our aim is that our workforce will be truly representative of all sections of society and each employee feels respected and able to give of their best. All employees, whether part-time, full-time or temporary, will be treated fairly and with respect. Selection for employment, promotion, training or any other benefit will be on the basis of aptitude and ability. All employees will be helped and encouraged to develop their full potential.

The Trust will also have due regard to the need to: -

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and those who do not share it.

As part of our commitment we will collect and use equality information to help us to: -

### Identify key issues

- Understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby plan them more effectively.
- Assess whether we are discriminating unlawfully when carrying out any of our functions.
- Identify what the key equality issues are for our organisation.

## Take action

- Consider taking steps to meet the needs of staff who share relevant protected characteristics.
- Identify if there are any actions we can take to avoid discrimination and harassment, advance equality of opportunity or foster good relations.
- Make informed decisions about policies and practices which are based on evidence about the impact of our activities on equality.
- Develop equality objectives to meet the specific duties.
- Have due regard to the aims of the general equality duty by ensuring that staff have appropriate information for decision making.

We will work towards developing an equality profile of staff to help us to understand key equality issues in our workforce, including any evidence of pay gaps or 'occupational segregation' i.e. staff who share a relevant protected characteristics being over-represented in particular roles, for example, women as Teaching Assistants/cleaners, or at certain grades. This will help inform the effect of our organisational policy and practice on employees who share a relevant protected characteristic. The information we will collect and consider will be drawn from the following sources: -

- staff profile – including numbers of part-time and full-time staff
- recruitment and retention rates for staff
- applications for flexible working and their outcomes for staff
- applications for learning and development opportunities and their outcomes
- staff appraisal/performance management
- grievances and disciplinary issues for staff
- pay and remuneration
- return to work of women/men on maternity leave
- dismissal and other reasons for leaving
- records of how we have had due regard to the aims of the duty in decision making with regard to our employment, including any assessments of impacts on equality and any evidence used.

## **10. Publication of Equality Information – Workforce**

We will publish relevant, proportionate information which is broad enough to give a full picture of our work profile across Horizon Academy Trust. We will demonstrate how we have used this information to have due regard to the 3 main elements of the PSED, for all relevant protected characteristics (see page 4). Our information will usually fall into 2 main categories: -

- Information to identify equality issues. Examples of this include equality monitoring information about employees, information about the effect of our activities on people with different protected characteristics or any engagement we may have carried out.
- Information about steps taken to have due regard to the aims of the general equality duty. For example, any records we have about how we had due regard in making certain decisions, information that was considered in that decision making (including engagement), consideration of steps to mitigate adverse impacts, or details of policies to address equality concerns.

## **10.1 How the Equality information is analysed and used?**

The Equality Information collected will be used to: -

1. Evaluate how well we comply with our duties under the Equality Act (2010)
2. Evaluate the race, disability, gender and age distribution of our workforce at different grades, and whether they are full or part-time.
3. An indication of the likely representation on sexual orientation and religion and belief, provided that no-one can be identified as a result.
4. An indication of any issues with transsexual staff based on engagement with transsexual staff or equality organisations.
5. Identify any Gender pay gap information.
6. Evaluate information about occupational segregation.
7. Identify grievance and dismissal information for people with relevant protected characteristics.
8. Identify complaints about discrimination and other prohibited conduct from staff.
9. Assess the potential and actual impact of policies and procedures
10. Decide where positive action may be appropriate.
11. Identify priorities, set and review equality objectives and update our accessibility plan
12. Monitor progress towards meeting these objectives
13. Inform future action

All employees have personal responsibility for the practical application of this Scheme and those with responsibility for staff are reminded that they may be held individually accountable for ensuring that no form of discrimination occurs in the recruitment, selection, promotion and training of employees. Enquiries will be made into suspected cases of direct discrimination or acts of commission or omission which lead to indirect discrimination. Any such practices will be stopped and disciplinary action may be taken against the individual(s) concerned.

## **10.2 Complaints**

Employees who believe that they have suffered any form of discrimination, harassment or victimisation are entitled to raise the matter through the agreed procedures. All complaints of discrimination will be dealt with seriously, promptly and confidentially.

## **11. Other Equality Practices as a Good Employer**

### **11.1 Flexible Working**

In HAT flexible working opportunities are supported when possible and legislation is followed however options can be fairly limited within schools due to the requirement for staff to work within the school day. There are various working patterns available (e.g. term-time, term-time plus additional days, full-time, part-time). Requests for flexible working, changing working patterns / hours and leave are dealt with fairly and equitably, by the Head teacher and Trust HR Manager in line with legislation. Staff

on long-term sick are supported back to work with phased returns and there are types of other leave available (such as Leave of Absence Policy).

## **11.2 Continuing Professional Development**

Continuing Professional Development is encouraged within the Trust and whilst requests are dealt with fairly and consistently through the appraisal cycle, there are different packages of training for teaching and support staff. Continuing professional development packages for teachers range from SCITT, Schools Direct, ITT and NQT support through to leadership development, providing staff with opportunities to undertake peer support and outreach work. Continuing professional development opportunities for support staff vary according to need, as highlighted in Appraisal cycles. They span IT training, specialist training (such as diplomas in specific topics) and management development. Directors and Governors also have access to specialist training and periodicals to support their work as key leaders within the Trust success. All teaching staff undertake an Appraisal on an annual basis. This is now going to be implemented for all support staff across the Trust. In Horizon Academy Trust transfer, promotion and training are open equally to all eligible employees and selection criteria do not exclude applicants from any group.

## **11.3 Policies and Procedures**

The Trust has many policies and procedures, with the majority having the potential to impact on protected characteristics. The Trust is not required to undertake formal equality impact assessments. However, equality considerations are at the heart of all decisions within HAT and therefore a template has been produced to make this assessment as Appendix 2. The Trust enjoys positive relationships with all recognised trade unions representatives. The Trade Unions are consulted when policies are reviewed.

## **12. Publishing Information and Equality Objectives**

In order to ensure that our equality information and objectives are easily accessible HAT will: -

- publish the HAT Single Equality Scheme (SES) on the Trust website – [www.horizonacademytrust.co.uk](http://www.horizonacademytrust.co.uk)
- for each school with HAT to continue to meet its ongoing statutory requirement they will publish their individual school single equality plan, on their website. Each school has a direct link via [www.horizonacademytrust.co.uk](http://www.horizonacademytrust.co.uk) to raise awareness of the SES through the school newsletter, assemblies, staff meetings and other communications
- make every reasonable effort to ensure hard copies are available and in an appropriate format for visually impaired or EAL users where requested.

The equality information will be updated on an annual basis. Progress against the current equality objectives will be reviewed on a regular basis and new equality objectives will be published in 2021.

### **13. Monitoring and Review of the Single Equality Scheme (SES)**

We shall monitor and evaluate regularly the implementation of our SES and its objectives, using the information which we publish annually. This allows our local community to see how the Trust and each school are advancing equality of opportunity. We want our SES to be a ‘whole organisational’ document that drives forward equality and achieves improved outcomes. Therefore, in order that the objectives we set and the proposed action to achieve them are monitored regularly by the Trust Board and the individual Local Governing Body’s. This HAT Single Equality Scheme will be reviewed at least every 4 years by the Trust Board and by each Local Governing Body for each of the schools individual Single Equality Policy and Action Plan.

### **14. Links with other Policies**

Our Single Equality Statement links to the following policies and our Equality Policy Statement will be embedded in all our Trust/School policies as they are reviewed over the next few years. When they are reviewed each policy will appear on the Trust/School website: -

- Attendance Policy
- Admission Arrangements
- Accessibility Plan
- Anti-Bullying Policy
- Child Protection Policy and E Safety Policy
- Educational Visits and Transport Policy
- Exclusion Policy
- Supporting Students with Medical Condition Policy
- Behaviour and Discipline Policy
- Special Educational Needs and Disabilities Policy
- Whistle blowing Policy
- Complaints Procedure
- Curriculum Policies
- School Development Plan

### **Sign Off**

<b>Approved By (print name):</b>	
<b>Role Title:</b>	
<b>Signature:</b>	
<b>Date:</b>	

## APPENDIX 1

### Objectives – Pupil Focus

#### Equality Objective 1

Each school within HAT will have an up to date single equality scheme based on researching the school to meet the needs of pupils and the school community

Short and Medium Term Activity (Year1 -2)	Outcomes	Measured by	Lead Officers
Review the Single Equality Policy and Action Plan to ensure it is compliant and meets the necessary statutory requirements	School identifies priorities and actions to be taken for inclusion in the SES across the whole area of school activity. Ensuring a specific focus on Race, Gender and Disability	Single Equality Scheme published and linked to relevant school Policies e.g. attendance, school uniform, behaviour Teaching and education/ quality first teaching	Head teacher or Head of School

### Objectives - Workforce

#### Equality objective 1

To improve our workforce data and to meet our statutory obligations under the Gender Pay Gap Reporting by ensuring there are appropriate mechanisms within Horizon Academy Trust for monitoring and reviewing equality workforce data, developing a good understanding of equality issues, ensuring there is a culture of understanding and accountability.

Short and Medium Term Activity (Year1 - 2)	Outcomes	Measured by	Lead Officers
Review systems and processes to ensure appropriate equality workforce information is captured, monitored and reviewed to be able to present the workforce profile to the Board of Directors.	Horizon Academy Trust understands its workforce profile	As part of analysing the workforce with an explicit focus on equality data, workforce data will be published in the Summer term 2018 and thereafter on an annual academic basis to the Trust Board within HAT and will include: -	Executive Head teacher HAT – Human Resources Chief Finance Officer School Business Managers

		<input type="checkbox"/> Ethnicity Breakdown - Total Staff - % <input type="checkbox"/> Ethnicity Breakdown <input type="checkbox"/> Age Profile of Teaching Staff and support staff <input type="checkbox"/> Gender Split – Total Support Staff by Grading Pay Grades male and female <input type="checkbox"/> Gender Split – Total Teaching Staff by Pay Band male and female	
Gender Pay Gap Reporting	Review current practices to address any issues highlighted e.g. flexible working, recruitment and retention	HAT meeting its statutory requirements under the Gender Pay Gap reporting by gathering data on the 31 <sup>st</sup> March 2018 and reporting/publishing the results by the 30 March 2019, and thereafter on an annual basis.	Executive Head teacher  HAT – Human Resources  Chief Finance Officer  School Business Managers

### Equality objective 2

To review current safer recruitment processes/practices, documentation and policies to ensure ongoing culture of safeguarding good practice and compliance with equality issues, ensuring there is a culture of understanding and accountability.

Short and Medium Term Activity (Year1 -2)	Outcomes	Measured by	Lead Officers
Review safer recruitment processes and documentation	Horizon Academy Trust understands its legal responsibilities for recruiting and employing staff	<input type="checkbox"/> Implement a revised process with revised documentation as appropriate across the Trust <input type="checkbox"/> All staff involved in recruitment have updated training on recruitment and selection to ensure that employees and Board Members making selection decisions will not discriminate	Executive Head teacher  HAT – Human Resources

		<p>whether consciously or unconsciously in making these decisions by the end of the academic year 2019.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All support staff posts are subject to job evaluation</li> <li><input type="checkbox"/> To provide data on applicants being appointed with regard to race, gender and disability on an annual basis to the Trust Board – Finance and Personnel.</li> </ul>	
Develop and review Exit Interview procedures to understand why staff are leaving and ensure procedures are implemented across the Trust	Implement Exit Interview procedures and ensure training is in place for staff to enable appropriate completion, monitoring, evaluation and review, as appropriate.	<p>To produce data on the turnover rate for teaching and support staff, monitor and report on for each academic year. This will include an analysis of the following categories, where possible as follows: -</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Resignation</li> <li><input type="checkbox"/> Retirement</li> <li><input type="checkbox"/> Fixed term Contract End</li> <li><input type="checkbox"/> Compulsory redundancy</li> <li><input type="checkbox"/> Voluntary Redundancy</li> <li><input type="checkbox"/> End of Apprenticeship</li> <li><input type="checkbox"/> Ill health Retirement</li> <li><input type="checkbox"/> Mutual Agreement</li> <li><input type="checkbox"/> Other</li> </ul>	<p>Executive Head teacher</p> <p>HAT – Human Resources</p> <p>Chief Finance Officer</p> <p>School Business Managers</p>

<b>Long Term Activity (Year 3)</b>	<b>Outcomes</b>	<b>Measured by</b>	<b>Lead Officers</b>
New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training as appropriate in line with changes to legislation	Review current training and look at alternative options. Source appropriate training, implement, monitor and evaluate.	Specific training on equality issues will be undertaken by Board Members and staff as appropriate, to ensure awareness of the wider implications of discrimination.	<p>Executive Head teacher</p> <p>HAT – Human Resources</p> <p>Head teachers</p>
Deliver in-house training for managers and staff on employment policies and procedures, (e.g. safer recruitment,	Package of training which is mandatory for managers and staff.	<input type="checkbox"/> Data produced to the Trust Board	HAT – Human Resources



disciplinaries, managing sickness absence, capability, bullying and harassment)			
Review employment related policies and procedures to ensure they align with current legislation, best practice and are fit for purpose.	Agree priorities and stagger the review of HR policies and procedures, and consult with trade union colleagues in their review.	<input type="checkbox"/> Policies updated and compliant <input type="checkbox"/> Equality Impact Assessment undertaken	HAT Human Resources and nominated Head teachers

### Equality objective 3

Each school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

Short and Medium Term Activity (Year1 -2)	Outcomes	Measured by	Lead Officers
Governor	<input type="checkbox"/> Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed <input type="checkbox"/> Ensure they're familiar with all relevant legislation and the contents of this document <input type="checkbox"/> Attend appropriate equality and diversity training as appropriate <input type="checkbox"/> Report back to the full governing board regarding any issues	<input type="checkbox"/> Impact on meeting the Single Equality Plan objectives for the school	Chair of the Local Governing Body
Staff	<input type="checkbox"/> Support the head teacher in promoting knowledge and	<input type="checkbox"/> Impact on meeting the Single Equality	Head teacher

	<p>understanding of the equality objectives amongst staff and pupils</p> <ul style="list-style-type: none"> <li>□ Meet with the equality link governor every [frequency] to raise and discuss any issues (delete if not applicable)</li> </ul> <p>Support the head teacher in identifying any staff training needs, and deliver training as necessary</p>	<p>Plan objectives for the school</p>	
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## Appendix 2:

### Equality Impact Assessment (EIA)

Horizon Academy Trust believes that by conducting equality impact assessments (EIA) will: -

- Allow us to give thought to the effect or potential effect of what we do on all members of our Trust and school community, including children, young people, parents/carers, our staff and others;
- Enables us to fulfil the requirements of anti-discrimination and equalities legislation and to promote equality of opportunity for all as we establish a Trust that is just and fair, where all can flourish;
- Helps us understand why there are different outcomes for various groups or individuals and to plan for change

#### Part 1: EIA Screening

<b>Name of Policy/Proposal</b> :		<b>Date:</b>	
<b>EIA Carried out by:</b>		<b>EIA Approved by:</b>	

#### Groups that may be affected:

<b>Are there concerns that the policy could have a different impact on any of the following groups in the workforce? (please tick the relevant boxes)</b>	Existing or potential adverse impact	Existing or potential for a positive impact
<b>Age</b> (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		
<b>Disability</b> (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		
<b>Gender reassignment</b>		
<b>Marriage and civil partnership</b>		
<b>Pregnancy and maternity</b>		
<b>Race</b> (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		
<b>Religion or belief</b> (practices of worship, religious or cultural observance, including non-belief)		
<b>Sex</b> (male, female)		

<b>Sexual orientation</b> (gay, lesbian, bisexual; actual or perceived)		
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Any adverse impacts are explored in the Full Impact Assessment below.

**Part 2: Full EIA**

<b>Identify the aims of the provision, criterion or practice and how it is implemented.</b>
Please enter
<b>Assessment of impact (with regard to protected characteristics: disability, gender, race, religion or belief, sexual orientation, age, marriage and civil partnership, pregnancy and maternity)</b>
Please enter
<b>Consideration of alternative measures or adjustments.</b>
Please enter
<b>Consultation</b>
Please enter
<b>Data to support the Assessment</b>
Please enter
<b>Monitor for adverse impact in the future and publication of results of such monitoring</b>
Please enter
<b>Publication of results of the impact assessment</b>
Please enter

**Part 3: EIA Action Plan**

Actions recommended as a result of this impact assessment. Outcome, incl. recommendations on any changes to policy/proposal based on above info and follow-up actions: -

<b>Issue/Objective</b>	<b>Action required</b>	<b>Lead person</b>	<b>Timescale</b>	<b>Resource implications</b>	<b>Comments</b>