



# Inspire Education Trust

Together we achieve, individually we grow

## Equality Objectives

2023 - 2026

Category (Workforce / Pupils)	Objective	Why we have chosen this objective	To achieve this objective, we plan to	To measure impact, we will:	The postholders responsible for delivering this objective are
<b><i>Equality considerations in decision making and eliminating discrimination</i></b>					
Workforce	1.1 By the end of July 2024, all aspects of the Trust's recruitment and selection processes will have been reviewed to increase the number of successful appointments for those from underrepresented groups joining the trust and obtaining leadership positions in the Trust.	We believe that all staff act as role models in our schools and we are committed to ensuring that underrepresented groups are visible for our pupils, representing the diversity in our communities. <i>'if you can't see it, you can't be it'</i> .	<ul style="list-style-type: none"> <li>• Understand the barriers which prevent those from underrepresented groups from joining the education profession and, obtaining leadership positions through focus groups, facilitated dialogue and staff surveys.</li> <li>• Analyse staff recruitment, induction, promotion, retention and turnover data through our HR and applicant tracking systems to produce key statistics.</li> <li>• Monitor effectiveness of inclusive recruitment procedures through use of 'blind-shortlisting', bias and discrimination awareness for recruiters, effective use of language for job</li> </ul>	<ul style="list-style-type: none"> <li>• Through candidate source data, recruitment and staffing diversity and inclusion data</li> <li>• Monitor through school SCR/recruitment process audits</li> </ul>	<ul style="list-style-type: none"> <li>• Head of HR</li> </ul>

			<p>advertises/descriptions and widening use of candidate attraction channels.</p> <ul style="list-style-type: none"> <li>• Adopt the 'two-tick scheme' disability scheme.</li> </ul>		
Workforce	1.2 Deliver diversity and inclusion training to at least 90% of staff in 2023-24 with a focus on promoting cultural intelligence in schools		<ul style="list-style-type: none"> <li>• Deliver training to all staff to improve EDI understanding covering topics such as micro-aggressions, race, LGBTQ+, Dignity at work and the Equality Act</li> <li>• Develop a glossary of terms to help understanding of contemporary and contextual EDI language and terminology</li> <li>• Raise EDI awareness through calendared initiatives and campaigns</li> </ul>	<ul style="list-style-type: none"> <li>• CPD feedback survey</li> <li>• Feedback from staff networks: Staff consultation committee, Headteachers, Wellbeing Champions</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Leadership Team</li> </ul>
Workforce	1.3 By April 2025, narrow the median gender pay gap by at least 5%.		<ul style="list-style-type: none"> <li>• Conduct a pay review</li> </ul>	<ul style="list-style-type: none"> <li>• Through annual gender pay gap data</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Leadership Team</li> </ul>

			<ul style="list-style-type: none"> <li>• Improve attraction of male candidates in pupil-focussed roles</li> <li>• Review flexible working processes across the Trust</li> </ul>		
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*Eliminating discrimination*

Pupils/Students	<p>2.1 To eliminate all forms of prejudice-based incidents towards people who share a protected characteristic* and implement an open culture of understanding, acceptance and positivity.</p> <p><i>*race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment</i></p>	<p>The Equality Act 2010 introduced a single Public Sector Equality Duty, which applies to all schools, including both LA maintained and Academies.</p> <p>It requires that the Trust and its academies must have due regard to the need to:</p> <ul style="list-style-type: none"> <li>• eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010</li> <li>• foster good relations between</li> </ul>	<ul style="list-style-type: none"> <li>• positively reinforce and promote it through discrete Religious Studies and Enrichment/PSHE lessons, in addition to assembly programmes that will focus upon protected characteristics</li> <li>• positively reinforce and promote it through implementation of the academy behaviour policy, in addition to focused interventions, aimed at addressing and educating</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• Governor monitoring visits</li> <li>• Parental surveys</li> <li>• Student/pupil surveys</li> </ul>	
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		<p>people who share a protected characteristic* and people who do not.</p> <p>Furthermore the Education Act requires academies 'as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils and of society'</p>	<p>students, through the pastoral system</p>		
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*Advancing Equality of opportunity*

Pupils/Students	<p>2.2 To close the achievement gap by ensuring there is no significant difference in the progress made by different groups of learners.</p>	<p>The Equality Act 2010 introduced a single Public Sector Equality Duty, which applies to all schools, including both LA maintained and academies.</p> <p>It requires that our academies must have due regard to the need to:</p>	<ul style="list-style-type: none"> <li>• demonstrate high expectations and operate consistent routines and protocols</li> <li>• deliver a powerful, knowledge-rich curriculum for all</li> <li>• have a whole school focus on literacy</li> <li>• have an unwavering focus on outcomes and overcoming the</li> </ul>	<ul style="list-style-type: none"> <li>• School performance data</li> <li>• Local Governing Committees</li> <li>• Executive Leadership Team monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Head of Education (Primary)</li> <li>• Headteachers</li> </ul>
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		<ul style="list-style-type: none"> <li>• advance equality and opportunity between people who share a prohibited characteristic and people who do not share it</li> </ul>	<p>barriers to achieving them</p> <ul style="list-style-type: none"> <li>• offer the very best teaching and support</li> <li>• use the Pupil Premium effectively for closing identified gaps</li> </ul>	<ul style="list-style-type: none"> <li>• Trust standards committee</li> </ul>	
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*Equality considerations in decision-making*

Pupils/Students	<p>2.3 To ensure 95% of Year 2 – 9 pupils participate in, at least, one extra-curricular activity.</p>	<p>The Equality Act 2010 introduced a single Public Sector Equality Duty, which applies to all schools, including both LA maintained and Academies.</p> <p>It requires that the academies must have due regard to the need to:</p> <ul style="list-style-type: none"> <li>• foster good relationships across all characteristics, between people who share a protected characteristic and</li> </ul>	<ul style="list-style-type: none"> <li>• we will use a proportion of our pupil premium funding to help cover the costs associated with delivering extra-curricular activities</li> <li>• we look to expand the programme and pay for coaches and experts to deliver sessions outside of the interests and expertise of our staff body.</li> <li>• as part of any readmission programme we will encourage pupils to commit to an extra-</li> </ul>	<ul style="list-style-type: none"> <li>• Governor monitoring visits</li> <li>• Parental surveys</li> <li>• Student/pupil surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Head of Education (Primary)</li> <li>• Headteachers</li> <li>• Pastoral Leads</li> </ul>
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		<p>people who do not share it</p> <p>Research indicates that participating in after school programmes improves performance on measures of academic achievement. There is also evidence that there are wider benefits for low-income pupils in terms of attendance at school, behaviour and relationships with peers (Education Endowment Foundation).</p>	<p>curricular activity to enable the development of their talent and interests</p>		
	<p><b>2.4 Promoting acceptance, belonging, friendship and understanding of a range of religions and cultures through different aspects of the curriculum</b></p>	<p>Research and studies illustrate that an inclusive curriculum benefits our pupils understanding of different cultures and beliefs.</p> <p>A sense of belonging is at the heart of inclusion and therefore is a priority to</p>	<p>Enable our pupils to have access to a wide range of rich experiences.</p> <p>Ensuing that good practice from the equality and diversity audit is adopted in all schools and tailored to their curriculum.</p>		<ul style="list-style-type: none"> <li>• Head of Education (Primary)</li> <li>• Headteachers</li> <li>• Curriculum Leads</li> </ul>

		instil this into all our pupils.			
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