Changing Lives Learning Trust

INCLUSION · RESPECT · RESILIENCE · ASPIRATION

SINGLE EQUALITY SCHEME

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Changing Lives Learning Trust Employees

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Any printed copies should therefore be viewed as “uncontrolled” and as such, may not necessarily contain the latest updates and amendments.

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TRUST STATEMENT

The Public Sector Equality Duty (PSED), requires schools to consider how their policies, practices and day-to-day activities impact staff and learners (including prospective staff and pupils and in some circumstances former staff and learners) with regard to their protected characteristics: age, marriage and civil partnership (in relation to staff only) and race, sex, gender reassignment, sexual orientation, pregnancy and maternity and religion or belief including lack of belief.

At Changing Lives Learning Trust (the Trust), we are committed to ensuring equality of education and opportunity for all learners, staff, parents and carers receiving services from our academies, irrespective of any legally protected characteristic or their socio-economic background e.g. learners from low income families, Children Looked After, those with Child Protection plans, young carers and those with English as an additional language and to showing that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is 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 people who do not.

The Trust adopts a zero-tolerance approach to sexual harassment, sexual violence and harmful sexual behaviours. These are addressed through our Sexual Harassment Policy and Safeguarding and Child Protection Policy.

We aim to develop a culture of inclusion and diversity in which all those connected to our Trust feel proud of their identity and can participate fully in school life. To do this we look to remove barriers and we look to achieve equality for all in everything the Trust does from setting policy and implementing procedures to teaching practice, recruitment and budget allocation which means sometimes we treat people differently because they have different needs.

We will work to:

- Remove or minimise disadvantages;
- Take steps to meet different needs;
- Encourage participation when it is disproportionately low.

The achievement of learners will be monitored according to any relevant protected characteristic that we might be reasonably expected to know they have and their socio-economic background and we will use this data, within the law and in accordance with General Data Protection Regulations to support learners, raise standards and ensure inclusivity.

We will tackle discrimination by promoting equality, challenging bullying and stereotypes and creating school environments which champion respect for all. We believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit our academies.

We will publish information to demonstrate how we are complying with the Equality Duty annually.

1. AIMS OF THE SINGLE EQUALITY SCHEME

- To describe the Trust's commitment to equality throughout all Trust and academy policies and practices.
- To help us ensure that everyone who belongs to, or comes into contact with, our academies' communities are valued and respected.
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation.
- To comply with statutory duties under equalities legislation in one document.

2. PURPOSE

To achieve our vision and comply with our legal duties under the Equality Act 2010 we will:

- recognise, respect and celebrate diversity
- foster positive attitudes and relationships and a shared sense of belonging, aiming to reduce and remove existing inequalities and barriers
- ensure our curriculums are broad and balanced and provide opportunities for all our children and young people and promote understanding between different groups of people, cultures and societies
- promote British values through our curriculum to support the development of our children and young people into responsible citizens of the future
- demonstrate our commitment to equality and diversity through Trust policies, procedures, communications and our culture
- not discriminate against anyone on the grounds of their gender, sexual identity, race, age, colour, religion and belief, nationality, ethnicity, gender reassignment, marriage or civil partnership, pregnancy or maternity, or physical or mental ability
- promote equality of opportunity, including staff recruitment, retention and development
- create an environment where everyone is able to reach their full potential
- making reasonable adjustments where necessary
- consult and involve all our key stakeholders
- strive to ensure that our community and wider society will benefit

3. PLANNING TO ELIMINATE DISCRIMINATION & PROMOTE EQUALITY OF OPPORTUNITY

Each academy will create an Action Plan which identifies what they will be doing over the coming year and beyond to make our schools more accessible to the whole community, irrespective of background or need.

They also have an Accessibility Plan which specifically focuses on improving equality of access to education for learners with disabilities, to work for employees with disabilities, and to work or a family life for visitors and other members of our school community with needs that we must make reasonable adjustments for (reasonable and proportionate steps to overcome barriers that may impede some people), alongside other protected groups. We publish them together, on the Trust and academies' websites, because they overlap and we want to make sure we are meeting our duties to promote positive outcomes in relation to disability, and actions to address other social identities.

Progress towards the objectives and the Accessibility Plan is reported on regularly to the Trust Board and Academy Boards and reviewed annually. Each academy will produce an annually updated Information Report about diversity in our academies and how they are doing against their Equality Objectives. Progress report submission and annual information reviews will take place at the first meeting of the new academic year.

We take steps to ensure our Single Equality Information report and our objectives are understood and implemented by all staff. These are also published on the academies' websites and available in different formats and different languages on request.

We also publish anonymous information about our workforce in line with the Public Sector Equality Duty (PSED) and the expectations of the Equalities and Human Rights Commission as follows:

- the race, disability, gender, and age distribution of our workforce at different grades, and whether they are full or part time;
- an indication of the likely representation on sexual orientation and religion and belief, provided that no-one can be identified as a result;
- an indication of any issues for transgender staff, based on engagement with those staff or equality organisations;

- gender pay gap information;
- information about occupational segregation;
- grievance and dismissal information for people with relevant protected characteristics;
- complaints about discrimination and other prohibited conduct from staff;
- details and feedback of engagement with staff and trade unions;
- quantitative and qualitative research with employees e.g. staff surveys;
- 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 impact on equality and any evidence used; and
- details of policies and programmes that have been put into place to address equality concerns raised by staff and trade unions.

4. LINKS WITH OTHER POLICIES OR LEGISLATION

The following policies are particularly relevant to achieving the objectives of this policy:

- SEND Policy
- Admissions Policy
- Anti-bullying Policy
- Behaviour Policy
- Students with Medical Needs Policy
- Accessibility plans (each academy)
- Recruitment Policy
- Data Protection Policy
- Sexual Harassment Policy
- Safeguarding and Child Protection Policy
- All other employment policies

5. ROLES AND RESPONSIBILITIES FOR IMPLEMENTING THE SINGLE EQUALITY SCHEME

The Trust and its Academy Boards will:

- ensure that our academies comply with all relevant equalities legislation;
- undertake relevant and up-to-date training in our equalities duties;
- designate a Trustee and governor for each academy with specific responsibility for the Single Equality Scheme;
- draw up, publish and implement our equality objectives;
- establish and ensure that the action plans arising from the Scheme are part of our Academy Development Plans;
- support the CEO and Principals and Head Teachers in implementing any actions necessary;
- ensure that people are not discriminated against when applying for jobs at our Trust or academies on grounds of a protected characteristic;
- make every effort in creating equality of opportunity for employees, ensuring these are accessible and fair to all;
- ensure HR policies and procedures are reviewed regularly to improve, adapt or amend current practices to promote equality of opportunity.
- take all reasonable steps to ensure that our academy environments are accessible to people with disabilities, and also strive to make trust and academy communications as inclusive as possible for parents, carers and learners;
- welcome all applications to join our academies, whatever a child or young person's socio-economic background, race, gender, disability, faith/religion etc.;
- ensure that no child or young person is discriminated against whilst in our academies on account of their race, gender, disability, faith/religion etc.;
- inform parents, carers and the wider trust communities about the Scheme;
- evaluate and review the information supporting the Scheme annually at the start of the academic year;

- evaluate the objectives and action plan/academy development plans at least every four years.

The Principals and Head Teachers will take steps to ensure:

- staff and parents are informed about the Single Equality Scheme;
- staff understand the broad legal definition of disability;
- the scheme is implemented effectively;
- they manage any day-to-day issues arising from the scheme whether for learners, for our trust as an employer or for our local community;
- staff have access to training which helps to implement the scheme;
- they monitor the scheme and report to the trust board and their governing board at least annually, on the effectiveness of the scheme, objectives and action plan;
- the Academy Leaders are kept up to date with any development affecting the scheme/action plan arising from the scheme;
- appropriate support and monitoring is in place for all learners and specific and targeted learners under the scheme, with assistance from relevant agencies;
- all appointment panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;
- the principles of equal opportunity are promoted when developing the curriculum, and promote respect for other people and equal opportunities to participate in all aspects of academy life;
- all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, are appropriately recorded and treated with due seriousness and in accordance with the academies' behaviour policies and procedures;
- complaints of discrimination, harassment or victimisation are dealt with speedily and complainants are notified of the outcome and actions taken;
- appropriate action is taken according to who is being affected, e.g. learner, member of staff, volunteer etc. in the event of equality expectations not being met;

All Staff: teaching and non-teaching and other adults involved with the Trust and our academies

All staff, both paid and unpaid are required to:

- understand and accept that equality is a whole Trust issue and support our Single Equality Scheme;
- be aware of the Single Equality Scheme and Objectives and how they relate to them and their work;
- keep themselves up-to-date with relevant legislation and attend any training and information events;
- ask for support if they have questions or need training;
- ensure that all learners are treated fairly, equally (or equitably e.g. giving more or less support than to others to achieve the same aims) and with respect;
- strive to includes materials that provide positive images especially based on race, sex and disability and that challenge stereotypical images;
- ensure that learners with a protected characteristic are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and our relationships with learners, staff, parents, and the wider community;
- understand how to deal with incidents of concern, and how to identify and challenge bias and stereotyping;
- know our procedures for reporting incidents of racism, harassment or other forms of discrimination. Recognise and report sexual harassment and harmful sexual behaviours in line with Trust policies and procedures.

Learners

Learners are expected and will be supported to:

- be involved in the development of the scheme to help them understand how it relates to them in an age or ability appropriate way;
- to act in accordance with any relevant part of the scheme;
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and racially motivated incidents;
- help us ensure our peer support programmes within our academies promote understanding and supports learners who are experiencing discrimination.
- or discriminatory behaviour or prejudice;
- provide opportunities for learners to appreciate their own culture and celebrate the diversity of others;
- promote activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture, religion and beliefs of all our learners and their families;
- try to involve all parents and carers in supporting their child's education and personal development;
- encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and their impact on learning;

6. PUBLICATION OF THE SINGLE EQUALITY SCHEME

Changing Lives Learning Trust's Single Equality Scheme (Part 1) is published in English and in pdf format and our Objectives Action Plan (Part 3) is published on the Trust and academies' websites. A printed copy is available on request from the academies' offices. It can also be made available in other formats e.g., another language or braille.

We update and publish the detail of our Scheme as necessary on the Trust and academy websites. The policy document will be reviewed by the Trust Board every two years.

7. COMPLAINTS

If a member of the public feels that they have suffered discrimination, harassment or victimisation from this trust because of their protected characteristic they should report it using the Trust's Complaints Procedure which can be found on the academies' websites or on request from the academies' offices.

Internal procedures will be used to deal with any complaints or grievance raised by a member of staff or learner.

We take all complaints seriously and will take appropriate action to eliminate discriminatory behaviour.

We will monitor complaints to help establish whether we are meeting our equality duties and report regularly to the Trust Board and Academy Boards about the nature of complaints made and action taken.

8. EQUALITY IMPACT ASSESSMENT

This policy sets out our approach to ensure all stakeholders are treated equally and fairly during their relationship with the Trust.

Equality Impact Assessments will be completed for any new or revised policy to ensure it does not discriminate against, or disadvantage a particular group of people.

Any reviews or amendments to the policy will be consulted on and reviewed by the Trust Board.

9. FURTHER ADVICE

The Trust recognises that there is a wealth of information relevant to the provisions of the Equality Act 2010 and more specific legal requirements. Further information may be found at:

https://www.gov.uk/guidance/equality-act-2010-guidance
https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools
https://www.equalityhumanrights.com/en

APPENDIX A: ACADEMY PROFILE

SINGLE EQUALITY INFORMATION REPORT DEMONSTRATING COMPLIANCE WITH THE PUBLIC SECTOR EQUALITIES DUTY

THORNHILL PRIMARY SCHOOL – SINGLE EQUALITY SCHEME

Thornhill Primary School is a mixed primary academy serving children aged 2 to 11 from the local communities of Thornhill, Egremont, and surrounding areas. The school is committed to promoting equality, diversity, inclusion, and community cohesion for all pupils, staff, parents, carers, and visitors.

At Thornhill Primary School, we are committed to creating a culture where diversity is celebrated, individual differences are respected, and every member of the school community is empowered to succeed. We actively promote fairness, inclusion, and equal opportunities, ensuring that all members of our community feel safe, valued, and respected.

We strive to provide an inclusive learning environment where all children can participate fully in school life and achieve their potential, regardless of their background, ability, disability, ethnicity, religion or belief, sex, gender identity, or any other protected characteristic.

The school works collaboratively with parents, carers, external agencies, and the wider community to promote inclusion and remove barriers to learning and participation. We are committed to ensuring that all families feel welcomed, valued, and able to contribute positively to school life. Through strong partnerships and a shared commitment to equality, we support every child to thrive academically, socially, and emotionally.

Pupil Population Profile

Characteristic	**Number/Percentage**
Total Pupils	89
Female Pupils	47
Male Pupils	42
Pupils from Minority Ethnic Groups,	9
English as an Additional Language (EAL)	9
Pupils with SEND	23
Pupils Eligible for Free School Meals	25
Looked After Children	0
Pupils with Education, Health and Care Plans	4

At Thornhill Primary School we actively promote respect and understanding through:

- Our school values and ethos.
- Personal Development and PSHE education.
- Celebration of cultural diversity and significant events.
- Promotion of British Values.
- Opportunities for pupil leadership and responsibility.
- Strong links with parents, carers, and the wider community.

APPENDIX B: ACTION PLAN

Objective	Target Group (s): e.g. whole Academies, girls, boys, SEN, staff etc.	Action	Who's responsible?	Dates from and to:	Indicator of Achievement	Progress/Key Milestones
Eliminate discriminatory language and bullying.	Whole School	Deliver annual anti-bullying and equality awareness programmes. Record and monitor all prejudice-related incidents.	All Staff	September 2026 – July 2028	Reduction in reported prejudice-related incidents. Increased pupil awareness demonstrated through surveys.	
To ensure all pupils have access to education and school facilities.	SEND	Review and update the Accessibility Plan annually. Ensure reasonable adjustments are made promptly where needed.	Head Teacher, Trust	September 2026 – July 2028	All areas of the school are accessible for all pupils.	
To strengthen engagement with families and the wider community with increased attendance to training etc.	Whole School	Run regular workshops for parents on key areas, curriculum, mental health, technology etc. Offer school as a facility to offer workshops ran by external agencies i.e health.	Head Teacher, Pastoral Lead	September 2026 – July 2028	Attendance at meetings, parental engagement increased. Positive feedback from parent surveys. Engagement in Early Helps that have positive impact on families.	

Date Action Agreed: **From September 2026** **Date Agreed for Review:** **Yearly up to and including July 2028**

APPENDIX C: EQUALITY IMPACT ASSESSMENTS (EqIAs) - GUIDANCE

Some Frequently Asked Questions

What is an equality impact assessment (EqIAs)?

To enable children or young people within your academies community to be treated fairly and equitably sometimes you have to treat them differently. In order to identify how best to do this you have to think ahead and predict how to best serve the needs of the different groups within your academy community. This is what equality impact assessment is all about.

Undertaking EqIAs is similar to undertaking health and safety risk assessments. It involves predicting and assessing what the implications of a policy or practice will be on a wide range of children or people with different and varied needs within your academy community and trying to ensure they are not disadvantaged by it.

Your academy community covers any person who is likely to use your academy. This means learners, parents, carers, staff, governors, volunteers and also visitors to your academy. It also covers anticipating the needs of possible future members of your academy community.

What is meant by 'impact'?

Two possible impacts are considered as part of the process:

A negative or adverse impact

This is an impact which could disadvantage one or more groups within your academy community. The disadvantage which is highlighted may be greater on one group than it is on another group.

For example:

- An open evening for learners and parents and carers which is held in rooms that are only accessible by stairs will prohibit anyone with a mobility issue from attending the meeting.

In some cases the disadvantage may be unavoidable – such as the reorganisation of a service to save money. EqIAs provide the opportunity to explore the disadvantage on different groups, question if the disadvantage is fair considering the circumstances and either find solutions or alternatives, or justify the decision in an open, transparent and informative way.

A positive impact

This is an impact that could be advantageous for one or more groups. This positive impact may be greater for one group than it is on another group.

For example:

- A targeted training programme aimed at developing women to be able to apply for leadership positions in secondary academies would have a positive impact on women but would not, however, necessarily disadvantage men.
- An intervention programme aimed at raising the attainment level of underachieving boys in English would have a positive impact on boys, but it would not necessarily disadvantage girls.

Identifying positive impact is a good way of promoting equality and to share good practice for example, between departments or year groups and academies.

Why should we undertake equality impact assessments?

Undertaking EqIAs is a legal requirement for academies under current race, disability and gender legislation. The purpose of the legislation is to improve the efficiency and effectiveness of public sector bodies, including academies, by anticipating the needs of service users and removing potentially anti-discriminatory practices. In the case of academies service users would include learners, staff, parents, carers, governors, volunteers and visitors – anybody within your academy's community.

In reality this means taking into account of the needs of your academies community in the development and review of any Academies policies and practices which are likely to affect them.

Undertaking EqIAs should not be a tick-box exercise. They should be considered a useful tool for mainstreaming equality into all our work. Services will improve through making improvements in the way policies are formulated and services delivered. This will enable barriers to be tackled and the needs of a diverse academies population to be met. Your academies community will also be aware that you are considering their needs at the planning stages.

What should be equality impact assessed?

You need to assess academies policies or practices which are likely to affect children or people within your academy community.

Written policies may be easy to identify but EqIAs also apply to practices and customary ways of doing things, even if they are not written down (e.g. arrangements for parent consultation events, arrangements for student extra-curricular activities).

In accordance with legislative requirements, an EqIA must be carried out on all policies and practices whether they are existing, being changed or are being proposed.

It is also important to remember that this includes proposals to changes in organisation structures, budget proposals and capital projects.

For example:

- **Impact on workforce of organisational change**
  All staff should be treated fairly and equitably through any proposed change to the workforce. You may need to consider whether any groups of staff will be adversely affected by the proposed change. It is also important to be aware of the outcome of any change on the workforce profile. You may need to address any identified under-representation in the workforce profile as part of any future recruitment activity.

  Ensure the EqIA process includes the recruitment, selection and appointment procedures for staff.

- **Impact on service provision**
  If there is likely to be an impact on the way a service is provided as a result of any organisational change, you then need to ensure your EqIA considers the proposed changes in relation to how your academy community will be affected and whether any negative impact can be justified.

What equality strands/groups should be covered by EqIAs?

Some groups may experience disadvantage, whether intentional or not as a result of characteristics specific to that group. These characteristics are known as equality strands. It is common practice to identify the characteristics into nine groups:

- Disability
- Gender
- Race

- Religion and/or belief
- Age (in relation to staff recruitment /selection)
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity
- Marriage and Civil Partnership

Who is responsible for carrying out equality impact assessments?

The person(s) who holds responsibility for the policy is ultimately responsible for ensuring an EqIA is undertaken. The EqIA may be done in conjunction with or by a person who knows that particular area of work.

It may be helpful to have a team of people who can help with the process. Try to get a mix of staff at different levels to get different perspectives. Ensure that they have enough knowledge of the area being assessed to make valid judgements.

To ensure ownership at the most senior level all EqIAs should be signed off by a member of the senior management team and a member of the governing body.

When should policies/procedures be equality impact assessed?

All existing policies and practices should be reviewed on a three-year rolling programme. It can be done in conjunction with the three-year cycle of your own equality scheme.

By undertaking a policy mapping exercise, you can prioritise which policies and practices have a higher priority for EqIAs based on their likely proportionate impact.

To make sure that decision makers are provided full and clear information about policy or service implications, all new or proposed policies or practices should have an EqIA before they are implemented.

What happens as a result of an EqIA?

If any potential adverse impact is identified, then policies and practices may have to be made amended as a result. If any adverse impact could amount to unlawful discrimination the policy or practice must be changed unless there is an objective, lawful reason to justify this.

The results of EqIAs can be used to set equality objectives leading to improvement in services and practices. These should be placed within your equality action plan(s), for example ensuring relevant Academies policies can be made available in alternative formats, as required.

Do I have to do a separate EqIA for every similar policy?

No – in fact it makes sense to review all similar policies together as part of an overall review. What you are looking for is how those different policies, as well as the way the policy is delivered in practice, are affecting different groups within your Academies community. If you think it would be more manageable to review a large policy or policy framework on its own then you can complete a separate EqIA – whatever makes the process manageable and meaningful for your academies.

Do I need to do an EqIA on an adopted policy?

No - you don't need to repeat an EqIA on an adopted policy which has already been assessed as long as any amendments you have made would not result in a different impact. If there are any doubts as to whether the policy has been assessed, then the best route is to do your own EqIA.

Where can I obtain further information?

Further guidance about undertaking equality impact assessments can be found at the Commission for Equality and Human rights website: www.equalityhumanrights.com or the DfE via Gov.UK: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

Equality Impact Assessment – Name of Policy/Procedure:

1.	**Identify the aims of the policy/procedure/service/function and how it is implemented.**		
	Key Questions	***Answers/Notes***	***Actions required***
1.1	Is this an existing or new Policy/Procedure?		
1.2	Who defines or defined the Policy/Procedure?		
1.3	What is the objective or purpose of the Policy/Procedure?		
1.4	In relation to the Protected Characteristics (Equalities Groups) is there anything in the Policy/Procedure or how the Service is delivered that could discriminate or disadvantage any of these groups? • Disability • Sex • Race or ethnicity • Religion, belief or lack of belief • Age (staff only) • Sexual orientation • Gender reassignment • Pregnancy and maternity • Marriage and Civil Partnership (staff only)		
1.5	In relation to other groups who do not share a protected characteristic but that we have identified as potentially vulnerable to discrimination e.g. low-income families, young carers, Children Looked After etc., is there anything in the policy/procedure or how the service is delivered that could lead to discrimination or disadvantage them?		
2.	**Assessment of Impact**		
2.1	Have you identified any differential impact and does this adversely affect any of the Protected Characteristics (Equalities Groups)?		

2.2	Regarding any group of people who do not share a protected characteristic but were identified as potentially vulnerable to discrimination in section 1.5 above, have you identified any differential impact that adversely affects them?		
NEXT STEPS/ACTIONS:			

APPENDIX D: POLICY EQUALITY IMPACT ASSESSMENT

1.	**Identify the aims of the policy/procedure/service/function and how it is implemented.**		
	Key Questions	***Answers/Notes***	***Actions required***
1.1	Is this an existing or new Policy/Procedure?	Existing	
1.2	Who defines or defined the Policy/Procedure?	Trust Board	
1.3	What is the objective or purpose of the Policy/Procedure?		

The Trust Board recognises the importance of equality, diversity and inclusion. We operate in an increasingly diverse community and recognise that all who user our services have diverse characteristics, different needs and experiences. The Trust policy sets out our commitment to an inclusive and support environment for everyone and promotes positive attitudes towards diversity, equality and inclusivity and seeks to ensure all who are subject to Trust policies, practices and procedures are treated fairly.

We recognise the important of understanding and valuing diversity and effectively managing any differences to ensure that our schools are places where everyone is respectful of each other and work in harmony for the benefit of everyone.

The Trust Board will not accept any forms of discrimination against individuals with protected characteristics and is committed to ensuring that every trustee, governor, employee, parent/carer. Student, contractor or other is treated with respect, dignity and in an equal manner. Please refer to the Trust Dignity in the Workplace Statement.

The aims and principles underpinning this policy are:

- To meet the responsibilities placed on us by the Equality Act and the Public Sector Equality Duty
- To ensure any issues highlighted influence decision making
- To identify any barriers people may fact and take steps to remove them/reduce disadvantage
- develop measures to tackle discrimination
- To challenge discrimination and raise awareness and understanding

Schools set their own objectives over the review period which are related to their own unique demographic and data.

1.4	In relation to the Protected Characteristics (Equalities Groups) is there anything in the Policy/Procedure or how the Service is delivered that could discriminate or disadvantage any of these groups? • Disability • Sex • Race or ethnicity • Religion, belief or lack of belief • Age (staff only) • Sexual orientation • Gender reassignment • Pregnancy and maternity • Marriage and Civil Partnership (staff only)	The policy aims to have a positive impact across all the protected characteristics ensuring that we meet the responsibilities placed on us by legislation. The Trust is doing the following to meet our responsibilities: 1. Where required we will provide support and make reasonable adjustments for those with disabilities or additional needs. 2. We provide support where requested for those pregnant or returning from maternity leave e.g. conducting risk assessments/KIT days etc. 3. We address and report any reports of racism, hate crime, harassment (including sexual harassment) and bullying 4. We are introducing new training on equality and diversity 5. Training has been developed on sexual harassment and issued to all staff to complete 6. Inclusive curriculum design in all Trust schools to ensure it reflects diverse cultures, histories and protected characteristic perspectives 7. All Trust schools deliver lessons in equality (e.g. teaching about racism) through PSHE 8. One of our primary schools employs someone through a grant to support parents in difficult personal situations (e.g. domestic violence) 9. The Trust conduct blind shortlisting in its recruitment procedures 10. Our schools ensure that they teach about a diverse range of religions. Some are actively trying to visit other places of worship; one has had religious visitors in to speak with the children and also a visit from the guide dogs' association 11. Our schools actively try to prevent discrimination and prejudice. One of our secondary schools held a Gypsy, Roma, Traveller workshop day delivered by members of the GRT community to promote community cohesion and tackle prejudice. 12. Education related to protected characteristics is delivered through PHSE curriculums 13. Staff have regular meetings and training to ensure education is equitable for all students 14. Children needing specialist support in the classroom have access to this 15. School displays, resources and books depict the multicultural society in which we live 16. Staff policies and procedures reflect a positive and proactive approach to equality and diversity. Our schools implement strong anti-bullying strategies that specifically address issues related to protected characteristics to ensure

		a safe environment. Regular training for staff and students also reinforces the importance of respect and inclusion e.g. positive regard training 17. All our schools engage with the local community , hosting events, workshops and visitors that enable us to celebrate diversity 18. The Trust has actively recruited individuals from overseas offering sponsorship. We welcome and encourage applications from diverse backgrounds as these support the creation of role model environments for students 19. Our schools signpost support tailored to individual needs, such as mentoring, counselling or special education resources, thereby helping our students to thrive regardless of needs. ELSA/mental health and attendance teams have networks across the Trust to share god practice and support each other 20. Regular training for all staff on equality, diversity, and inclusion helps our primary schools to create a shared understanding and commitment to these values, ensuring that they are embedded in everyday practices. Research based practices (using validated and educational sources such as Education Endowment Fund, Great teaching Toolkit, Poverty Proofing - Children North East) are built in our pilot appraisal practices and underpin our Academy Development Plans. 21. Staff absence is managed sensitively and with the advice from an external occupational health provider where required 22. Reasonable adjustments are always considered and schools make physical adaptations to the school environment such as installing ramps, improving signage for students with visual impairments and that materials are available in multiple formats (e.g. coloured overlays, use of sign language) 23. Access to Work services are utilised where this would be of support to the employee 24. Schools have open channels for parents and pupils to provide feedback about equality issues which in turn helps our schools understand and address areas that require improvement and empowers communities to voice concerns	
1.5	In relation to other groups who do not share a protected characteristic but that we have identified as potentially vulnerable to discrimination e.g. low-income families, young carers, Children Looked After etc., is there anything in the policy/procedure or how the service is delivered that could lead to discrimination or disadvantage them?	No	

2.	Assessment of Impact		
2.1	Have you identified any differential impact and does this adversely affect any of the Protected Characteristics (Equalities Groups)?	None identified	
2.2	Regarding any group of people who do not share a protected characteristic but were identified as potentially vulnerable to discrimination in section 1.5 above, have you identified any differential impact that adversely affects them?	N/A	
NEXT STEPS/ACTIONS:			