THE HARMONY TRUST
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EQUALITY OBJECTIVES AND PUBLIC SECTOR EQUALITY DUTY

Including Academy Level Appendix

Formerly 'Equality and Diversity Policy'
See also:
Accessibility Plan

Document Control

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Table of Contents

Our Vision Statement 3
Aims 3
Equality Objectives for 2026-27 4
Eliminating discrimination 5
We eliminate discrimination by: 5
Advancing equality of opportunity 6
Equality considerations in decision-making 8
Monitoring arrangements 8
Links with other policies 8
Consultation 8
Information on pupils by protected characteristics 9
Evaluation of Current Provision 11
Annex 1 – Data (Updated Annually) 12

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Our Vision Statement

Believe, Achieve, Succeed

We are a forward thinking, innovative academy trust that embraces and acknowledges education as a right and a privilege. We have high expectations and strive to ensure that all children and staff reach their full potential. We aim to create an environment in which everyone feels safe, happy and valued, and is actively involved in all areas of their own learning and development. We value everyone as individuals and encourage them to respect each other, helping them to form and maintain positive and meaningful relationships.

Aims

Our school aims to meet its obligations under the public sector equality duty (PSED) by having due regard to the need to:

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

This statement publishes information which demonstrates how we are complying with those three elements of the Public Sector Equality Duty and publishes specific and measurable Equality Objectives. 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.

Roles and Responsibilities

The Board of Trustees will:

- Ensure that the organisation is meeting the obligations under the Public Sector Equality Duty through appropriate challenge and support
- Agree the objectives set out within this statement and review progress towards meeting them

- Delegate the day-to-day operational responsibilities to the CEO and Executive Leadership Team

The Executive Leadership Team will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Academy.

The Principal of each academy will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Uphold the aims and values of the trust promoting a positive ethos that enables equitable opportunity
- Monitor success in achieving the objectives
- Ensure that all staff have access to the appropriate training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

Equality Objectives for 2026-2027

These are our specific and measurable Equality Objectives. They are based on our analysis of data and other evidence. They focus on those areas where we have agreed to take action to improve equality and tackle disadvantage. We will regularly review the progress we are making to meet our equality objectives.

2026/27 **Equality Objective 1 - To raise attainment for all with a focus on the following Groups: those children with low starting points, including those with special educational needs, those for whom English is an Additional Language, and those who are identified as disadvantaged.** The academy's development plan specifically communicates the school's rationale, resourcing and approach to mitigate any differences in performance for those pupils eligible for Pupil Premium, those for whom English is an Additional Language and those with SEND.

2026/27 **Equality Objective 2 – To further refine the curriculum to reflect a 21st century community and our globally immersive approach to learning.** We will also continue to refine and embed our PHE curriculum to reflect the RSE 2020 Guidance with a particular focus on healthy relationships, personal safety and 'whole body health'. Within our curriculum design we will continue to build cultural capital through a rich variety of learning opportunities.

2026/27 Equality Objective 3 – **To challenge the gender attainment gap through gender-neutral pedagogies.** We will continue to provide a high quality of education for all with a specific focus on raising aspirations, and equal and equitable opportunities with a particular focus on the progress and attainment of boys.

2026/27 – Equality Objective 4 – **To further embed all aspects of equality, diversity and inclusion into the wider organisation.** This will include our workforce, our communities and our stakeholders, ensuring our ethos and culture extends beyond our pupil population.

Eliminating discrimination

The Trust is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. Staff and Trustees are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Staff receive training on Inclusion and safeguarding as part of their induction, and all staff receive refresher training every year. Staff also receive Equality and Diversity training.

We eliminate discrimination by:

- Implementation and review of our Inclusion Policy, SEND Policy, Intimate Care Policy, Supporting Pupils with Medical needs Policy and our Access Plan;
- Reporting, responding to and monitoring all racist incidents;
- Our Behaviour for Learning, Positive Handling and Anti-bullying Policies ensure that all children are treated with dignity, feel safe at school and address any prejudicial behaviours;
- Regularly reviewing curriculum design to ensure that it reflects current guidance i.e. Guidance 2020 DFE Relationship and Sex Education is taught within our PSHE curriculum, spiritual, moral, social and cultural learning opportunities are interwoven throughout the subjects taught, meeting the needs and interests of all learners; it provides opportunities to understand human rights and fundamental British Values, which are reinforced through assemblies, circle time, pupil forums and school councils, and through awareness and response to current affairs;
- Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success;
- Tracking pupil progress to ensure that all children make expected or better progress from their starting points, and intervening when necessary to diminish any gaps;
- Ensuring that all pupils can access extra-curricular provision; and
- Regularly listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.

The Trust ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion, career development, or training opportunities.

Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the specific needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school opportunities).

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying).
- Publish further data about any issues associated with protected characteristics, identifying any issues which could affect our own pupils

Actions related to analysis of vulnerable groups are regularly identified and evaluated.

Fostering good relations

We aim to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute.
- Working with our local community. This includes inviting leaders of local faith groups into the academy and organising school trips and activities based around the local community.

- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, the Children's Leadership Team and Pupil Forums have representatives from different year groups and is formed of pupils from a range of backgrounds.
- We also work with parents to promote knowledge and understanding of different cultures.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.
- Fostering good relations by providing enrichment opportunities e.g., visits to a range of places of worship, visiting artists, specialist teachers in music and sports, a variety of external trips that extend an understanding of positive role models and past events.
- Ensuring that our academies are seen as active schools within our local community e.g. participation in sports events including those for children with disabilities, visits to local secondary schools, care homes, fund-raising initiatives and charity weeks.
- Recognising our responsibilities to the environment near and far through our globally immersive curriculum; providing a variety of extra-curricular and cross-school opportunities for children to extend confidence and experience of working with different personalities, cultures and abilities e.g. sporting events, professional performances (including working with local Theatre companies) and working with visiting artists
- The above is enhanced through the 10 points of The Harmony Pledge being fully incorporated into the curriculum and culture of every Academy.

Equality, Diversity and Inclusion in Employment

The Harmony Trust is committed to promoting and upholding the principles of equality, diversity, and inclusion in all aspects of our operations. We recognise that fostering a diverse and inclusive environment is not only a moral imperative, but also essential for our success. We have developed a comprehensive Equality, Diversity and Inclusion Strategy that outlines our vision, objectives, and action plan to achieve a more equitable and diverse workplace, it includes initiatives such as recruitment and retention programs, diversity training, and ongoing monitoring of progress.

The successful implementation of our Equality, Diversity and Inclusion Strategy requires the commitment and cooperation of every member of our organisation. To ensure its success, the following measures will be put in place:

Leadership Commitment: The Trust leadership is committed to championing equality and diversity at all levels of the organisation. We will lead by example and allocate necessary resources to support the strategy's implementation. Our governance will also be representative of the diversity of our communities and academies and the Strategy will guide decision-making.

Training and Education: We will provide training and educational resources to all employees to raise awareness and understanding of equality and diversity issues. This will foster a culture of respect and inclusion.

Monitoring and Reporting: Regular monitoring and reporting of progress will be a cornerstone of our Equality, Diversity and Inclusion Strategy. We will collect and analyse data to track our performance and identify areas where further development is required.

Accountability: The Harmony Trust will hold all employees accountable for upholding the principles of equality and diversity. We encourage open communication and reporting of any concerns related to discrimination, harassment, or inequality.

Feedback and Consultation: We value the input of our employees and stakeholders. We will actively seek feedback and engage in consultation processes to ensure our strategy remains relevant and effective.

By setting a generic Equality Objective 4 '**To further embed all aspects of equality, diversity and inclusion into the wider organisation'** we can now identify a range of specific objectives that support the Workforce Equality and Diversity Strategy. This will allow for consistency and alignment across the organisation.

Equality considerations in decision-making

The Trust ensures it has due regard to equality considerations whenever significant decisions are made. The Trust always considers the impact of significant decisions on particular groups.

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

Monitoring arrangements

We will publish our equality objectives at least every year. This document will be reviewed by Trustees at least every 4 years. The approval route for this document will be to the Board of Trustees.

Consultation

We aim to engage and consult with pupils, staff, parents/carers, and the local community so that we can improve our information, monitor the impact of our policies, develop our equality objectives and improve what we do as a school. We will do this through:

- Parent/Carer and pupil surveys
- Staff surveys on specific issues

- Open door policy followed by the wider Trust Leadership Team
- Opportunities for appointments with teachers, support staff and SLT including termly parents' evenings
- Newsletters
- Year group information leaflets
- Letters home (by website or hard copy if preferred)
- Website information
- Children's Leadership Team (School Council) and Pupil Forums
- Curriculum sessions and parent workshops
- Parent comments
- Special Curriculum Weeks

We record of how we have considered equality issues when making decisions.

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies or procedures. This means we need to consider what the impact of those decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised.

Links with other policies

This document links to the following policies:
Accessibility audit and plan
Risk valuations
SEND Policy and Local Offer
Inclusion Policy
English as an Additional Language Policy
RHE Policy
Pupil Premium Strategy

The following information is only concerned with our obligations to pupils (and prospective pupils):

Information on pupils by protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of "protected characteristics". Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment. In order to ensure that all pupils are protected from discrimination, each Academy collects information on the following protected characteristics: Race; Disability (The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to

carry out normal day to day activities'); Sex; Religion or belief. Age and Marriage and Civil Partnership are also protected characteristics. We do not collect data about this characteristic, but it is important to recognise that equality protection needs to be extended to the children's family and the wider community.

Additional protected characteristics are sexual orientation, pregnancy and maternity and gender reassignment. We do not feel it is appropriate to collect information from pupils in relation to those protected characteristics. However, as a school, we are aware that there may be equality issues for gay, lesbian and bisexual pupils, as well as those who are undergoing or who have undergone a reassignment of their gender.

Information on other groups of pupils in addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils eligible for Pupil Premium Grant;
- Pupils with Special Educational Needs and disabilities (SEND);
- Pupils with English as an Additional Language (EAL);
- Young carers;
- Looked after children (LAC);
- Other vulnerable groups such as Post LAC.

It may be possible to identify individuals from the information provided when the number of pupils with a particular characteristic is less than 1% of our roll and the information is sensitive personal information. In these cases, we have indicated this by an asterisk (*) and no percentage is published.

Characteristics are based around the Census classifications and parents choose groups to which they, or their children, belong. Where no data is provided, this is due to no pupils currently representing the race, ethnicity or religious group.

Academy Specific Information (Template)

Please see Annex 1 for the current contextual data.

At Richmond Academy, we aim to ensure that any gap in attainment for pupils within any of the identified groups is diminished. This is achieved through rigorous tracking and monitoring of individuals as well as groups of children concerning their progress and attainment. We also provide equal opportunities to access the curriculum for all pupils and make all reasonable adjustments to ensure that all children receive their full entitlement. The information provided here aims to demonstrate that we consider equality issues in everything that we do at our academy. By having 'due regard', it ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the

Equality Act. We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010.

Evaluation of Current Provision

1. The curriculum provides rich learning opportunities for all children, imparting knowledge and building intellectual curiosity through a globally immersive approach
2. The RE curriculum which is enquiry based ensures children celebrate diversity and show respect for all faiths. Children recognise that their own views are important, whether they have a specific faith or not.
3. Our Core Values and Behaviour Policy promote high expectations and integrity leading to pupils becoming responsible citizens.
4. Tracking of pupil progress ensures that all groups of children are monitored, and appropriate provision is put in place where necessary e.g. financial access to clubs, uniform, school trips, resources and enrichments.
5. All incidents of bullying or racism are dealt with promptly and appropriately in line with our policies.
6. Children with medical disabilities are identified and individual health care plans are devised between school and the family, to enable access to the curriculum and safe inclusion to all enrichments and where necessary, specific staff training is provided.
7. Children identified with Special Educational Needs and disabilities (SEND) are provided with highly personalised activities to ensure access towards learning and appropriate external advice and support that ensures access to social inclusion and learning.
8. Children have an opportunity for a variety of leadership roles within the academy including working with the CEO as part of the governance model, including through pupil forums.

Annex 1 – Data (Updated Annually)

On roll	
Year N up to Year 6	355

Gender	
Girls	43%
Boys	57%

SEN	
% SEN	27.8%

Disadvantaged	45.6%

Ethnicity	
Bangladeshi	55.7%
White British	3.3%
White/Asian	0.28%
White/Black Caribbean	0.56%
Indian	0.56%
Pakistani	5.6%
Black African	6.47%
Black Caribbean	0%
Any other Asian Background	2.25%
Any other Black Background	0.84%
Any other ethnic group	1.12%
Any other mixed background	1.12%
Any other white background	0.28%
Gypsy/Roma	0.84%
Other Gypsy/Roma	0.28%
Roma	2.5%

First Language	
English	12.1%
EAL	88.1%
No. of languages spoken	33

LAC	6
PLAC	0

Annex 2 – How does Richmond Academy apply this policy within its context?

The overarching culture at our academy is that we celebrate our differences and recognise diversity. Our approach is one based upon mutual respect; developing understanding of other and their beliefs. We remain sensitive to our individual community and therefore apply this policy in context. Below are examples of how this is applied:

All pupils fully access the opportunities provided through the Harmony Pledge; we strive to ensure that all pupils meet the 10 pledges throughout their time at Richmond while developing the character competencies.

Age
All children are included in all experiences and opportunities. Regardless of age children have access to opportunities outside of the taught curriculum e.g. sports clubs.

Disability
The academy is conscious that it represents seen and unseen disabilities through the media presented and the discussions held that we use including texts within the classroom.

Race
We specifically teach children that this encompasses colour, nationality, and ethnic or national origins, challenging the stereotypes of the community. We are always aware of the type of media we present and make sure all children are represented. Woven through the entire curriculum rather than one off events.

Gender reassignment
Our PSHE curriculum recognises this as a sensitive subject. Staff are aware and trained to deal with these matters and can communicate as necessary. Children are taught about trusted adults and how to communicate thoughts to them appropriately. Staff are trained to support and signpost children about their thoughts, feelings and emotions.

Marriage & Civil Partnership
Children are taught about Healthy Relationships and that marriage and civil partnerships may be a part of that. From Y1 children are taught about weddings and different religious beliefs around weddings including civil partnerships. Through our PSHE curriculum we focus on the different types of relationships including blended families, same sex marriage and single parents. Staff make children aware and share ideas around the term 'family' and show that this can come in many different forms.

Maternity and pregnancy
Children are taught about pregnancy through the RHE / Science / RHE curriculum, they understand puberty and the changes to the human body both physically and emotionally during pregnancy. Children who may have pregnancy within the family or become new siblings are emotionally supported by the academy staff, knowing this can be a turbulent time within families.

Religion or belief

This covers all faith with a structure and belief system which has weighty and substantial influence on human life and behaviour. Those of no faith are also covered.

This is taught through our R.E curriculum with a wide range of faiths and beliefs covered. The Oldham RE syllabus forms the basis for this teaching and is matched to the faiths and beliefs within our surrounding communities.

Sex

We strive to ensure that equal opportunities are available for all children in the academy both boys and girls e.g. Mixed sports clubs. We challenge gender stereotypes within our curriculum for example STEAM – Women in Science, Engineering, Arts and Maths. We foster children's talents and skills regardless of their gender.

Sexual orientation

This is broached gently due to the age of our children. All types of relationships and families are represented within our curriculum. The PSHE curriculum specifically teaches about different types of families. We ensure that books, media, teaching resources represent different types of families and relationships.