

# Equality and Diversity Policy



## Document Control

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## Values statement

The Arthur Terry Learning Partnership (“ATLP”) knows diversity fosters creativity and innovation. We are committed to equality of opportunity, to being fair and inclusive, and to being a place where we all belong - we are One Trust.

We have over 1500 staff, and we come from different places, backgrounds, and experiences. What connects us all is our passion to ensure our children experience the very best learning and get the very best opportunities. We celebrate individuality and are committed to inclusiveness.

Our Schools are places in which individuals and groups feel welcomed, respected, supported and are able to reach their full potential, whatever our background, identity or disabilities we have.

By protecting the vulnerable and ensuring excellent standards of education and care, we enable all children to thrive. Our aim is that all children will feel a strong sense of belonging -to our schools, our partnership and the wider community, and will be empowered and enabled to play an active role in society.

Together we are stronger!

The Equality Act 2010 underpins the ATLP’s work on equality, diversity and inclusion (EDI). It lists the protected characteristics that we need to consider; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

The ATLP vision is founded on three principles:

- 1) **Children lie at the heart of everything we do:** We believe that every child has the right to be a powerful learner. Our schools work collaboratively to ensure children receive the best support – not just in teaching and learning – but across all their needs.
- 2) **One Trust:** As a learning family, we are all responsible for all children across our family of schools. Our focus is to improve outcomes and experiences for every single child by working together and supporting each other.
- 3) **Together we are stronger:** By sharing our expertise and resources to make all schools better, we are maintaining our high standards and achievement, becoming more effective and providing better value for money. We value the diversity of the communities we serve. By working in partnership, we can create a lasting legacy and make an even greater difference where it counts the most.

The Equality Act 2010 places a Public Sector Equality Duty on schools to:

- Eliminate unlawful discrimination, harassment, and victimization;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations across all characteristics, between people who share a protected characteristic and people who do not share it.

We define equality, diversity, and inclusion in the following ways:

**Equality: ensuring that everyone has the same opportunity to succeed and achieve their aspirations**

We do this by addressing the barriers faced by individuals, including institutional barriers, that stand in their way.

We do not treat everyone the same but respond to individual need and then take positive action to gain equality for members of groups with protected characteristics and others who have experienced or continue to experience discrimination, prejudice, and stereotyping.

What does this mean in practice? As a trust, the ATLP focuses on equity; recognizing that each person has different circumstances, with the trust allocating the resources and opportunities needed by individuals to reach equal outcomes.

**Diversity: ensuring that we celebrate difference rather than tolerate it**

We do this by creating an environment where everyone feels valued and that they belong.

**Inclusion: ensuring that everyone in our community can take a full part in the life of our setting**

We do this by regularly reviewing the curriculum we offer, our information provision, our environment and all our policies and practices to ensure that barriers to participation are removed and reasonable adjustments are made to enable all to succeed.

**The ATLP believes that to ensure diversity is celebrated and our schools are places with a strong sense of belonging, we need to:**

- Meet legal statutory duties with commitment across all levels of the trust's leadership structure
- Have processes in place to review policies and practices in terms of EDI
- Take positive action to gain a workforce and governance body that reflects communities that ATLP schools serve, and ensures the on-going well-being of that workforce
- Have a staff team trained to meet the needs of all children
- Have strategies in place to monitor the outcomes of our students from specific equality groups in order to close gaps (e.g., in achievement, attendance etc.)
- Engage effectively with all communities and involve them in decision making
- Regularly review the curriculum and resources in relation to all protected characteristics
- Engage effectively with the range of parents/carers and local communities
- Consider learner, staff, governance and parent voice in our EDI work

## Aims

This policy reflects our aim that all children from all backgrounds acquire the knowledge to achieve their aspirations and to make a positive contribution to society. We want all children from all backgrounds to:

- attend, acquire broad knowledge, make progress, and attain well
- acquire the behaviours to succeed in life
- show respect in valuing themselves and recognising the values of others
- acquire the cultural and enrichment capital they need to be empowered to thrive and flourish as a whole person and be their very best self
- uphold the values of the local, national and international community
- challenge injustice and possess the compassion, courage and understanding to do so fairly

We believe that:

- powerful knowledge is the answer to educational and social inequality
- access to learning contributes greatly to the success of vulnerable and disadvantaged groups, the principles of equality and diversity must be embedded in our academic and social curriculum
- there is value in the knowledge relevant to our local communities
- all children should be provided with appropriate interventions, where needed to allow them to have a broad and positive education in which they can achieve their potential

This policy is intended to assist the ATLP in ensuring that our organisational commitment to EDI is put into practice. Compliance with this policy should also ensure that ATLP representatives (including staff, contractors and governance representatives), students, and parents/carers do not unwittingly commit unlawful acts of discrimination. Striving to ensure that ATLP environments are free from harassment and bullying, and that everyone is treated with dignity and respect are important aspects of ensuring equal opportunities in employment and education.

We aim to empower our students to make informed choices, so they are better prepared for the opportunities, responsibilities and experiences of life within their community. We endeavour to promote positive relationships with parents and carers, governance representatives and members of the wider community. Equality of opportunity cannot be realised without the involvement and commitment of all members of the school community and a common understanding of the pivotal role of equal opportunities in the context of the school's ethos and values, in particular, the recognition that the role of all staff is crucial in the delivery of the objectives of the policy.

We expect all ATLP representatives to act in a non-discriminatory manner and be mindful to avoid actions that will be deemed as harassment in the services we provide to the public and our wider community. We want our workforce to reflect the diverse communities we serve, and we want all staff to feel valued, safe at work and to achieve their career goals within our organisation. We want to acknowledge the barriers certain staff may face as a result of protected characteristics and endeavour to remove them by listening and working with staff who may be a minority in their place of work.

## Links to other policies

Equality, diversity and inclusion should be considered in all areas of ATLP's trust and school work. However, there are direct links to the following specific policy and publication documents:

### **Student facing:**

- Accessibility Policy
  - School's individual Accessibility Plan
- Attendance policy
- Attendance Policy – Student with additional health needs
- Behaviour Policy
- PSHE including Relationships, Sex and Health Education (RSE) policy
- Safeguarding policy
- SEND (Special Educational Needs and Disability) policy
  - School's individual SEND Information Plan
- Admissions Policy
- E-Safety Policy
- Supporting students with medical conditions policy
- Suspensions and Exclusions Policy
- Acceptable Use Policy – Students
- Uniform policy

### **Staff facing:**

- Adoption, Maternity, Paternity and Shared Parental Leave policies
- Flexible working policy
- Gender Pay Gap report and action plan
- Menopause policy

- Anti-Harassment & Bullying Policy
- Staff Code of Conduct
- Recruitment and selection policy for employees and volunteers
- Acceptable Use Policy - Staff

## The Equality Act 2010

The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society on the grounds of age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation. Discrimination under The Equality Act 2010 can be direct or indirect and the Act also prohibits harassment and victimisation.

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a student or potential student:

- in relation to admissions,
- in the way it provides education for students,
- in the way it provides students access to any benefit, facility or service, or
- by excluding a student or subjecting them to any other detriment

A school's liability to not discriminate, harass or victimise continues to apply when a student has left the school and applies to actions connected to the previous relationship, such as providing references for former students or access to events for former students.

The Equality Act 2010 *replaces* various former Acts such as:

- Sex Discrimination Act 1975
- Race Relations Act 1976
- Disability Discrimination Act 1995

**Staff** are covered by the Equality Act across all protected characteristics.

The following section of the policy outlines the provisions of the Act as relating to **students**.

- **Age** as a protected characteristic does not apply to students in schools. Schools therefore remain free to admit and organise children in age groups and to treat students in ways appropriate to their age and stage of development without risk of legal challenge, even in the case of students over the age of 18.
- **Disability** provisions in the Equality Act are different from those for other protected characteristics in that they do not apply equally. You may, and often must, treat a disabled person more favourably than a person who is not disabled. The Act states that schools must make reasonable adjustments for those with disabilities and covers auxiliary aids where these are not already provided for through SEND provision. Schools are expected to improve the ways in which disabled students can access the school's curriculum, physical environment and information. Schools must maintain a written accessibility plan which should be implemented within a reasonable time.
- **Gender reassignment** is defined in the Equality Act as applying to anyone who is undergoing, has undergone or is proposing to undergo a process (or part of a process) of reassigning their sex by changing physiological or other attributes. This means that students do not need to be taking medical steps to transition to be covered under the act but must be taking steps to live in their

preferred gender or proposing to do so. Schools need to make sure that all gender variant students, or the children of transgender parents, are not singled out for different and less favourable treatment from that given to other students.

- **Marriage and civil partnership** are covered in the Equality Act but are not relevant in the context of students and therefore the education section of the Act does not cover this protected characteristic. Concerns over forced marriage would be dealt with under a school's safeguarding policy and procedures.
- **Pregnancy and maternity** apply to students under the Equality Act and schools must not treat a student less favourably because they become pregnant, they have recently had a baby or because they are breastfeeding.
- **Race** as defined in the Equality Act includes colour, nationality and ethnic or national origins. Schools need to make sure that students of all races are not singled out for different and less favourable treatment from that given to other students. Schools should check that there are no practices which could result in unfair, less favourable treatment of such students (e.g. imposing stricter behaviour sanctions on one group than others would receive in similar circumstances)
- **Religion or belief** in the Equality Act, covers any religion and both religious and philosophical belief. The Act makes it clear that a lack of religion and a lack of belief are also protected characteristics.
- **Sex** being a protected characteristic means that students of one sex cannot be treated less favourably. There should be no practices which result in unfair, less favourable treatment of boys or girls. The Equality Act does not stop schools from separating students according to sex (for example for sex education) as long as this does not give students an unfair advantage or disadvantage.
- **Sexual orientation** discrimination in the Equality Act prohibits any sexuality being used as the basis for discrimination in connection with the provision of education.

The Department for Education maintains guidance for schools on this subject. Please refer to 'Equality Act 2010: advice for schools' published in May 2014 at <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

## Types of discrimination

**Direct discrimination** is always unlawful. It occurs when a person is treated less favourably than others in the same circumstances because of a protected characteristic. An example of direct discrimination would be refusing to appoint a student as a prefect because they are gay. In limited circumstances, employers can directly discriminate against an individual for a reason related to any of the protected characteristics where there is an occupational requirement. The occupational requirement must be crucial to the post and a proportionate means of achieving a legitimate aim.

**Indirect discrimination** can occur when a "provision, criterion or practice" is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic. For example, holding a parent information event on a Friday evening could amount to indirect religious discrimination as it would be difficult for observant Jewish parents to attend. Indirect discrimination is unlawful unless it can be shown as "a proportionate means of achieving a legitimate aim." This means that the reason for the rule or practice is legitimate, and that it could not reasonably be achieved in



a different way which did not discriminate.

**Harassment** is where there is unwanted conduct related to one of the protected characteristics (other than marriage and civil partnership and pregnancy and maternity) that has the purpose or effect of violating a person's dignity; or creating an intimidating, hostile, degrading, humiliating or offensive environment. This includes unpleasant and bullying behaviour. It does not matter whether this effect was intended by the person responsible for the conduct. For students, harassment only applies to disability, race, sex or pregnancy. Any case against the school around gender reassignment, religion or belief, or sexual orientation would be on grounds of direct discrimination rather than harassment. For example, if a teacher belittled a student and holds them up to ridicule in class because of a disability they have, this could lead to a court case alleging unlawful harassment. The same unacceptable treatment directed at a lesbian student, or based on a student's religion, could lead to a case claiming direct discrimination.

**Associative discrimination** is where an individual is directly discriminated against or harassed for their association with another individual who has a protected characteristic.

**Perceptive discrimination** is where an individual is directly discriminated against or harassed based on a perception that they have a protected characteristic when they do not, in fact, have that protected characteristic.

**Third-party harassment** occurs where an employee is harassed and the harassment is related to a protected characteristic by third parties such as staff, students, governors, parents, educational advisors.

**Victimisation** occurs where a person is treated less favourably than they otherwise would have been because of something they have done ("a protected act") in connection with the Act. For example, an employee being denied a training opportunity or a promotion, or a student subjected to sanctions because they, or their parent or sibling made or supported a complaint or raised a grievance under the Equality Act, or because they are suspected of doing so. Even if what a person did or said was incorrect or misconceived, for example based on a misunderstanding of the situation or of what the law provides, they are protected against retaliation unless they were acting in bad faith.

**Failure to make reasonable adjustments** is where a physical feature or a provision, criterion or practice puts a disabled person at a substantial disadvantage compared with someone who does not have that protected characteristic and the employer has failed to make reasonable adjustments to enable the disabled person to overcome the disadvantage.

## Responsibilities for equality and diversity

### The Trust Board must:

- Carry out its legal duty in complying with the relevant legislation.
- Reinforce the trust's position as a provider of high-quality education and as a good employer providing development opportunities.
- Ensure that equality and diversity remain high on the trust's strategic agenda.
- Promote greater awareness of equal opportunities and the contribution that staff, governance representatives, parents/carers and students can make.
- Establish good people management practices in which discrimination is recognised as an organisational issue which needs an organisational response.
- Work towards a staffing and governance network that reflects the composition of the wider communities that it serves.

- Ensure all staff work together with a shared sense of purpose to meet the needs of every student.
- Ensure that students and staff contribute towards a happy and caring environment by showing respect for, and appreciation of, one another as individuals.
- Ensure the trust complies with its obligations in relation to statutory requests for contract variations and make reasonable adjustments to its standard working practices to overcome barriers caused by disability.
- Ensure leaders assess candidates objectively for employment and promotion against the requirements for the job, taking account of any reasonable adjustments that may be required for candidates with a disability. Disability and personal or home commitments will not form the basis of employment decisions except where this would prevent the employee from being able to meet the job requirements even with reasonable adjustment.
- Enhance and develop the skills, knowledge and abilities of existing employees to realise their full potential, irrespective of background or employment status.
- Provide equal access to training and development opportunities for all staff, including those who work part-time, based on their assessed training needs.
- Equip employees with the skills to provide personal and organisational solutions; to recognise discriminatory practices and behaviour and to promote anti-discriminatory behaviour generally.
- Ensure that complaints or evidence of failure to comply with the trust's equal opportunities policy will be dealt with promptly and fully investigated according to the relevant procedure (e.g., complaints relating to staff may be investigated either under the disciplinary or grievance procedure as appropriate).

#### **Role of School and Central Leadership Teams:**

Senior leaders in schools and the central team are expected to set an appropriate standard of behaviour, lead by example and ensure that those they manage adhere to the policy and promote our aims and objectives with regard to equal opportunities. Senior leaders will be given appropriate training on equal opportunities awareness, and recruitment and selection best practice.

The ATLP Executive Leadership Team is responsible for the effective implementation and operation of this policy. This includes ensuring that appropriate arrangements are put in place to monitor the performance of potentially disadvantaged learners. Measures in place include:

- Identifying and investigating any patterns around exclusions and poor attendance/punctuality in respect of groups, monitoring differences in learner attitudes to work (particularly of those with protected characteristics) and towards each other with a view to identifying any significant patterns and issues.
- Addressing issues such as sexual or racial harassment, bullying and hostile behaviour and ensuring that there are effective procedures for reporting and responding to such incidents.
- Ensuring that the performance of different groups of learners is monitored and evaluated so that the particular needs of different learners are met.
- Evaluating the impact of additional support on achieving standards.
- To provide strategies to implement a rise in performance, aspirations and self-esteem of potentially disadvantaged students and employees.
- To provide staff development to raise awareness of differences in need and to promote strategies to raise achievement in all learners and staff.
- To provide an environment that creates, affirms and supports ethnic, cultural, religious and social diversity and effectively promotes good personal, community and race relations.

#### **Expectations of staff:**

The promotion of equality of opportunity involves respect for all people and valuing their individuality and personal circumstances. It also involves encouraging and fostering a positive learning environment.

All staff are expected to model the Trust's and school's values with regard to equality and diversity. They must demonstrate an appropriate standard of behaviour, adhere to this policy and promote our aims and objectives with regard to equal opportunities.

Anti-discriminatory practice involves the examination of our personal values, beliefs, attitudes and expectations to ensure that we work proactively to give equality of opportunity to all learners, parents/carers and colleagues at all times.

For staff to work in an anti-discriminatory way we need to have knowledge of relevant equal opportunities legislation and what this means for our practices and school policies and ensure we avoid working in tokenistic ways.

Acts of discrimination, harassment, bullying or victimisation against students, employees or parents and families are disciplinary offences and will be dealt with under the Trust's disciplinary procedure. Discrimination, harassment, bullying or victimisation may constitute gross misconduct and could lead to dismissal without notice. Staff who commit serious acts of harassment may also be guilty of a criminal offence.

- All staff are expected to demonstrate and treat students, parents and carers, visitors and staff with respect, regardless of race, colour, ethnic origin, ability, religion, sex, age, sexual orientations, disability or social background;
- Staff should be vigilant that students who share a protected characteristic are not disadvantaged in any way. In specific circumstances, making special arrangements for students with protected characteristics is appropriate.
- All staff are expected to challenge, where they feel safe and comfortable to do so all incidents of discriminatory or prejudicial behaviour. This includes racial and cultural bias, disability discrimination and stereotyping, sexual harassment and violence, sexist, homophobic and transphobic attitudes. Staff should ensure that all such incidents are reported. They should never accept discriminatory or prejudicial language or behaviour or pass it off as banter.
- Staff should challenge where they feel comfortable in doing so inappropriate comments and symbols in students' work, explain to students why such things are wrong and take appropriate advice and action as appropriate.
- Staff should support students in their classes for whom English is an additional language.
- Staff should ensure that curriculum resources reflect and celebrate diversity, are broad and balanced and that they meet the diverse needs of students so that every learner can succeed.
- Staff should provide extra-curricular activities where it is their job to do so and events that cater for the interests and capabilities of all students and take account of parental concerns related to religion and culture.

Staff who have a disability and require reasonable adjustments are encouraged to share relevant information with their line manager and/or HR as appropriate to enable the Trust to support the individual appropriately. The Trust will have due regard to any request to treat the nature or existence of the person's disability as confidential. Confidential information of this kind will only be communicated on a 'need to know' basis.

The ATLP uses services such as Access to Work to support with detailing and providing appropriate adjustments where required.

During recruitment, the Trust will only ask about reasonable adjustments needed for the recruitment process.

As part of the pre-employment checks, staff will be asked to declare if they have a disability or a condition that requires adjustments to be made.

### **Our responsibilities to students:**

At the ATLP, we recognise that as well as fulfilling our legal obligations under the Equality Act 2010, in order to create an environment that is equitable for all, we must acknowledge that certain groups in society and therefore students in our schools, face a greater risk of prejudice and more challenges or barriers than others. As well as being responsive to the needs of our communities, we make the following commitments to supporting these groups:

#### **1. Disability and Special Educational Needs**

- Each school will make whatever arrangements are reasonable and practical within financial constraints to ensure that disabled learners can gain access to the curriculum.
- Each school will work effectively with local services and agencies to provide integrated support.
- Each school will uphold the SEND Code of Practice and publish information about how it does this on its website within their SEND Information Statement.

#### **2. Ethnic, indigenous, refugees, religious or any other group who may be considered as not part of the global majority have:**

- Effective induction arrangements.
- Effective home-school liaison links made to strengthen our partnership with our parents/carers directly in their child's education.
- Cultural and linguistic diversity recognised and celebrated.
- Essential information translated into a community language when possible or necessary.
- Links established with local communities and their leaders.
- Effective interventions in place, when appropriate and including for students who speak English as an additional language.
- For students from Gypsy, Roma and Traveller communities, appropriate support to enable them to achieve their best, following local authority guidance around attendance and best practice
- Students' names accurately recorded and as far as possible pronounced correctly. We expect students to respect the names from cultures or socio-economic groups other than their own.
- Broaden representation in schools to reflect society.

#### **3. Low income**

- An environment where students can all feel at home and treated with dignity and available learning resources such as learning guides and on-line materials.
- Regardless of access to Pupil Premium funding or benefits, we recognise that the cost of living means many families face financial difficulties and we will seek to support families by taking account of the cost of any activities or celebrations within schools and signpost to support and advice where necessary, or ATLP subsidization where available.
- Regardless of income, we strive to not make assumptions about the access to resources (online or otherwise), support and opportunities that students will have outside of school and will encourage high aspirations for all.

#### **4. Sex and Gender**

- Curriculum materials and pedagogy reasonably reflect a gender balance, challenge stereotypes and extend aspirations and opportunities.
- Guidance is given on subject choices and careers to encourage students to consider non-

stereotypical opportunities.

- Gender issues are considered when preparing for, and following up, work experience and other work-related learning.
- Take account of positive role models such as staff, guest speakers and representatives in the promotion of specific gender initiatives (examples of 'gender initiatives' commonly seen in schools are an event designed to encourage more girls to pursue science, technology and engineering careers, or supporting boys who have been reluctant to engage in reading for pleasure).

#### **5. Sexual orientation and identity:**

- Ensure no-one within the Trust, an individual school or using ATLP services experiences discrimination or harassment.
- Ensure staff have received training on equality issues concerning sexual orientation, and that staff are sensitive to students' individual needs whilst recognising the needs and sensitivities of other students.
- Seek legal advice when appropriate to respond to issues with timely, sensitive and current knowledge.
- Broaden representation in schools to reflect society.
- Ensure services consider difference and diversity and are accessible to all who need them.

#### **Expectations of parents and carers (students):**

Parents and carers should notify the head teacher/head of school in writing if they are aware or suspect that their child has a protected characteristic and, where relevant, provide information about their child's characteristic. Providing such information will enable the school to support the student as much as possible. Confidential information of this kind will only be communicated on a "need to know" basis. Every school will have due regard to any request made by a parent or student (who has sufficient understanding of the nature and effect of the request) to treat the nature or existence of the person's disability as confidential.

#### **Expectations of students:**

ATLP students are expected to:

- Demonstrate and treat others with respect, regardless of race, colour, ethnic origin, ability, religion, sex, age, sexual orientations, disability or social background;
- treat all staff and visitors in a similarly respectful manner;
- report incidents of bullying or discrimination to a member of staff
- Respect, recognize and value differences between individuals, appreciating that diversity is a strength and it should be celebrated and respected;
- Understand that not everybody will be treated the same and that some students may require extra help to access the same opportunities and outcomes as others;
- Accept responsibility for their own behaviour; reflecting when they have demonstrated discriminatory or prejudicial attitudes, behaviour and language

## **Complaints**

#### **Students and/or Parents and Carers:**

If any student is not satisfied with their treatment under this policy, they should raise it in the first instance with their school under the procedure outlined in the ATLP Complaints Policy.

#### **Staff:**

If any member of staff is not satisfied with their treatment under this policy, they should raise it in the first

instance under ATLP Grievance Procedure.

## Monitoring and Quality Assurance

The ATLP School Improvement Standards Scrutiny Committee meets on a twice-termly basis. The Committee is updated to ensure that schools continue to monitor and appropriately respond to trends relating to children who have vulnerabilities. The committee maintains oversight of the trust's overall vulnerable children strategy and receives data including but not limited to behavioural incidents, attainment, attendance, suspensions and exclusion for target groups for intervention. Data is analysed across the Trust to ensure that groups of students are performing in line with their peers and are not over-represented in behaviour data (e.g., suspensions). Where a concern is identified, appropriate steps will be put in place to intervene.

For groups where schools do not hold data (e.g., sexual orientation) or for groups where information may be incomplete, we strive to ensure that these students are considered by allowing equal access to activities, ensuring that student voice is a central part of our monitoring and quality assurance programme, and providing opportunities to feed back to school and Trust leadership teams. In the future we will develop additional indicators, building on existing validated tools wherever possible.

The Workforce committee meets on a termly basis. The committee receives workforce data and seeks to ensure leaders respond appropriately to staffing trends where identified, and that the trust's policies are fair, and applied with due consideration and equalities guidance. Staff are given the opportunity to provide anonymous feedback in periodic staff surveys, and the Trust actively listens to staff from minoritized groups on how to improve policy and practice to foster good relations and make the ATLP a supportive and welcoming workplace.

The Equality, Diversity and Inclusion Policy will be reviewed on a biennial basis by a representative working party consisting of the following stakeholders:

- Students
- Parents
- Staff
- School Advocates
- Trustees
- Community representatives where appropriate

The policy will be shared with the recognized trade unions.

The effectiveness of this policy will be assessed using a self-evaluation framework and an assessment of progress against the ATLP's Equality Objectives together with stakeholder views. Following this evaluation, recommendations will be made for changes to the policy and action planning for the future to continue to improve the culture of equality, diversity and inclusion for all within the Trust.

## Publication of Information and Equality Objectives

The ATLP acknowledges its legal duties to publish information on compliance with the three strands of the public sector equality duty and, in addition, to publish specific and measurable equality objectives.

The ATLP will work across its school communities to analyse data and existing practices to set out the actions taken in compliance of the equality duty and to inform the setting of relevant equality objectives to support

the development of each school and its community.

The ATLP publishes on its corporate website an annual update on the ATLP's Equalities Duties and updates our equalities objectives every four years.