

# Equality information and objectives

Nova Education Trust



Based on the model developed by:

 **The Key** Approved by **forbessolicitors.**

Developed with  **NAHT**  
FOR LEADERS. FOR LEARNERS

<b>Approved by:</b>	NET Board	<b>Date:</b> Sept 2022
<b>Last Reviewed:</b>	2024 [2023/24 progress report added]	
<b>Expiry date:</b>	Sept 2026	

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This policy sets out our approach to equality and the equality objectives for Nova Education Trust.

## 1. Aims

Our Trust aims to meet its obligations under the public sector equality duty 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

## 2. Legislation and guidance

This document meets the requirements under the following legislation:

- › [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- › [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on the [Department for Education \(DfE\) advice for schools on the Equality Act](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the public sector equality duty](#).

This document also complies with our funding agreement and articles of association.

## 3. Roles and responsibilities

### 3.1 The Board of Trustees

The Board of Trustees will:

- › Ensure that the equality information as set out in this statement is published and communicated throughout the Trust, including to Local Governing Bodies, staff, pupils and parents, and that they are reviewed and updated at least once every 4 years
- › Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Head Teacher and Local Governing Body for each school.

### 3.2 The Local Governing Bodies

For their schools, the Local Governing Bodies will:

- › Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- › Ensure they are familiar with all relevant legislation and the contents of this document
- › Attend appropriate equality and diversity training
- › Report back to the full board of trustees regarding any issues

### 3.3 The Head Teacher

The Head Teacher will, for their school:

- › Promote knowledge and understanding of the equality objectives amongst staff and pupils
- › Monitor success in achieving the objectives and report back to governors

Where the Head Teacher is the designated member of staff for equality, they will also:

- › Report to the Local Governing Body every term to raise and discuss any issues
- › Identify any staff training needs, and deliver training as necessary

### 3.4 The designated member of staff for equality

The designated member of staff for equality will, for their school:

- › Support the Head Teacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- › Report to the Local Governing Body every term to raise and discuss any issues
- › Support the Head Teacher in identifying any staff training needs, and deliver training as necessary

### 3.5 All staff across the Trust

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

## 4. 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.

Trustees, local governors and all staff are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting

Each school has a designated member of staff for monitoring equality issues who regularly liaises with the Local Governing Body regarding any issues and make senior leaders and local governors aware of these as appropriate.

## 5. Advancing equality of opportunity

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

- › Removing or minimising disadvantages suffered by people which are connected by 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 particular 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 societies)

### 5.1 Publishing information about pupils

In fulfilling this aspect of the duty, the Trust will, for every school:

- › Publish attainment data for each school 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 particular protected characteristics, identifying any issues which could affect our pupils

Relevant information about each school will be published on their individual websites.

## 5.2 Publishing information about staff

In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics. As a Trust, we will publish information to show:

The make-up of our workforce, with breakdowns of staff with different protected characteristics

- › Gender pay-gap reporting and other pay equality issues
- › Recruitment and retention rates for staff with different protected characteristics
- › Applications for flexible working and their outcomes for staff with different protected characteristics
- › Applications for learning and development opportunities and their outcomes for staff with different protected characteristics
- › Grievances and disciplinary issues for staff with different protected characteristics
- › Policies and programmes in place to address equality concerns from staff ›

Information from staff surveys

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may suppress some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

## 6. Fostering good relations

The Trust aims 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 the 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
- › Making sure pupils work with their local community. This includes each school inviting leaders of local faith groups to speak at assemblies, 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 each school. For example, school councils have representatives from different year groups and are formed of pupils from a range of backgrounds. All pupils are encouraged to participate in their schools' activities, such as sports clubs. Schools also work with parents to promote knowledge and understanding of different cultures
- › Schools and wider Trust develop links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop how they implement their approach

## 7. Equality considerations in decision-making

The Trust ensures it has due regard to equality considerations whenever significant decisions are made.

In all of our schools, we will always consider the impact of significant decisions on particular groups.

## 8. Equality objectives

**Objective 1:** *Undertake an analysis of recruitment data and trends with regard to race, gender and disability, and report on this to the staffing and pay sub-committee of the Board of Trustees [People and Remuneration Committee].*

Why we have chosen this objective: We have identified a need to review our baseline data to inform priority setting and strategic foci. This is also linked to our focus on stakeholder voice and a need to create more robust data from which to analyse progress, areas for improvement, target interventions and make proactive system changes.

To achieve this objective, we plan to: develop communications re. the gathering of this data using high quality models and expert advice. We will then canvas all staff to provide opportunities for their data to be part of this reporting and, subsequently, shape and evaluate our strategy going forwards.

Progress we are making towards this objective is detailed in Appendix A.

**Objective 2:** *Have in place a reasonable adjustment agreement for all staff with disabilities by July 2022, to meet their needs better and ensure that any disadvantages they experience are addressed.*

Why we have chosen this objective: this will be an opportunity to respond to the data from Objective 1 and further embed our Trust culture at all levels.

To achieve this objective, we plan to: use responses to HR to both encourage staff with disabilities to share these with us and for us to implement, monitor and review our reasonable adjustment agreements. Where training is needed for this to be achieved, this will be brokered, implemented and reviewed.

Progress we are making towards this objective is detailed in Appendix A.

**Objective 3:** *Develop, implement and share a Menopause Policy and related practices across the Trust.*

Why we have chosen this objective: analysis of Gender Pay Gap report data demonstrates that a significant proportion of our staff are currently or will be experiencing perimenopause and menopause over the next few years. Initial, informal scoping has indicated that this would be a welcome development to enable staff to feel supported, confident and valued during this stage of their lives. It is also intended to support our wider development of work linked with this report.

To achieve this objective, we plan to: use best practice models to develop a model policy; develop an informal network run by staff for staff; provide relevant training for staff; to review our offers of support for staff from external partners to provide opportunities for staff to support each other and themselves.

Progress we are making towards this objective is detailed in Appendix A.

**Objective 4:** *Provide a virtual training module on equal opportunities and non-discrimination for all staff and governors by the beginning of the next academic year, including an additional set of training for staff and governors involved in recruitment and selection. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.*

Why we have chosen this objective: to ensure that recruitment is inclusive and informed by best practice and to mirror our approach to safer recruitment; to achieve this objective, we plan to: support all senior school and Trust leaders to complete the AIM Level 2 EDI qualification by the end of the academic year; implement a requirement for all interview panels to include at least one person who holds the Level 2 EDI qualification; enable all staff and governors in the Trust and its schools to complete an online module on equal opportunities and non-discrimination via the National College platform; minutes; develop induction so that new staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every Autumn Term, delivered primarily through the National College online CPD platform).

Progress we are making towards this objective is detailed in Appendix A.

**Objective 5:** *Develop our use of Equality Impact Assessments as part of risk assessments when planning school trips and activities for all schools to have these as part of these processes by May 2022.*

Why we have chosen this objective: to improve the ways in which we explicitly consider equality in our decision-making and to provide an opportunity to evaluate our practices in this area.

To achieve this objective, we plan to: develop an Equality Impact Assessment document to show and record how we have actively considered our equality duties and asked ourselves relevant questions; provide relevant training for staff to effectively use this tool; adapt current processes to include the Equality Impact Assessment; by the end of the year, ensure that records are completed by the member of staff organising the activity and are stored electronically with the completed risk assessment.

Progress we are making towards this objective is detailed in Appendix A.

## 9. Monitoring arrangements

The Board of Trustees and CEO will update the equality information we publish, described in sections 4-7 above, at least every year.

This document will be reviewed by the Board of Trustees and CEO at least every 4 years.

The equality objectives will be reviewed and published by the Board of Trustees and CEO at least once every 4 years.

This document has been approved by the Board of Trustees.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment

Appendix A: Equality Information Objectives Progress Report

Progress Report 2023-2024

The following progress report is based on actions we committed to within our Equality Information and Objectives Statement.

Objective from 2021	Why we have chosen this objective:	Actions Intended - what we will do	Progress 2021-2024	Status
<p><b>1:</b> Undertake an analysis of recruitment data and trends with regard to race, gender and disability, and report on this to the staffing and pay sub-committee of the Board of Trustees (by December 2021)/LGB (July 2022).</p>	<p>We have identified a need to review our baseline data to inform priority-setting and strategic foci.</p> <p>This is also linked to our focus on stakeholder voice and a need to create more robust data from which to analyse progress, areas for improvement, target interventions and make proactive system changes.</p>	<p>Develop communications re. the gathering of this data using high quality models and expert advice.</p> <p>Canvas all staff to provide opportunities for their data to be part of this reporting and, subsequently, shape and evaluate our strategy going forwards.</p>	<ul style="list-style-type: none"> <li>• A review of all colleague data including Recruitment data was conducted in June 2023 through which we identified large gaps in the tracking of candidates through their recruitment journey.</li> <li>• We have initiated a data cleanse across all people data systems so that we can accurately report trends and commit to continue this objective.</li> <li>• We identified that most job candidates preferred not to disclose their equalities information with less than 50% disclosure rates.</li> <li>• There is a trend of low equalities disclosure within external Edurio surveys with 11% on average preferring not to say.</li> </ul>	<p>In progress</p>
<p><b>2:</b> Have in place a reasonable adjustment agreement for all staff with disabilities by July 2022, to meet their needs better and ensure that any disadvantages they experience are addressed.</p>	<p>This will be an opportunity to respond to the data from Objective 1 and further embed our Trust culture at all levels.</p>	<p>Use responses to HR to both encourage staff with disabilities to share these with us and for us to implement, monitor and review our reasonable adjustment agreements. Where training is needed for this to be achieved, this will be brokered, implemented and reviewed.</p>	<ul style="list-style-type: none"> <li>• For new starters our onboarding process identifies where new colleagues request reasonable adjustments and this is addressed in the induction.</li> <li>• For new and existing colleagues, the People team work with schools on a case-by-case basis where they may need advice, training and HR support in making reasonable adjustments.</li> <li>• Sickness absence and reasons for absence are reviewed every half term with schools and strategic leaders to identify trends and discuss any possible solutions including the use of Occupational Health and BHSF.</li> <li>• In addition every school has an Employee Engagement Working Group (EEWG) which enables colleagues to build school-based</li> </ul>	<p>BAU</p>



			<p>action plans - growing their wellbeing and culture for Equity, Inclusion and Belonging.</p> <ul style="list-style-type: none"> <li>We will carry this action forward to the People and Culture Strategy where we will implement a 'Wellbeing Passport' which will enable colleagues with a disability to access resources throughout their employment in the trust.</li> </ul>	
<p><b>3:</b> Develop, implement and share a Menopause Policy and related practices across the Trust.</p>	<p>Why we have chosen this objective: analysis of Gender Pay Gap report data demonstrates that a significant proportion of our staff are currently or will be experiencing perimenopause and menopause over the next few years. Initial, informal scoping has indicated that this would be a welcome development to enable staff to feel supported, confident and valued during this stage of their lives. It is also intended to support our wider development of work linked with this report.</p>	<p>Use best practice models to develop a model policy; develop an informal network run by staff for staff; provide relevant training for staff; to review our offers of support for staff from external partners to provide opportunities for staff to support each other and themselves.</p>	<ul style="list-style-type: none"> <li>A Menopause Policy was developed and successfully launched in 2022 alongside an information giving video to support colleagues.</li> <li>The informal network has been built into the Terms of Reference for EEWGs where any Wellbeing issues can be voiced and where necessary fed through to senior leaders.</li> <li>Any HR related cases where Menopause symptoms are identified are assessed using established people processes and policies and where necessary referrals to Occupational Health and/or BHSF are recommended to line leaders. This will continue to be tracked with the newly developed People metrics.</li> </ul>	BAU
<p><b>4:</b> Provide a virtual training module on equal opportunities and non-discrimination for all staff and governors by the beginning of the next academic year, including an additional set of training for staff and governors involved in recruitment and selection. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.</p>	<p>Why we have chosen this objective: to ensure that recruitment is inclusive and informed by best practice and to mirror our approach to safer recruitment.</p>	<p>Support all senior school and Trust leaders to complete the AIM Level 2 EDI qualification by the end of the academic year; implement a requirement for all interview panels to include at least one person who holds the Level 2 EDI qualification; enable all staff and governors in the Trust and its schools to complete an online module on equal opportunities and non-discrimination via the National College platform; minutes; develop induction so that</p>	<ul style="list-style-type: none"> <li>2022 EDI survey conducted. Favourable overall responses to questions relating to Equality and Inclusion (average 4/5) with a trust completion rate of 66%.</li> <li>We have identified an appropriate virtual training module and will work with leaders to plan this into the CPL calendar for 2024-2025 and add this to the Induction programme for all colleagues. This is likely to be a phased approach where CPL calendars are already in development stage for the coming academic year.</li> <li>A more developed module is being sourced for trust leaders and those who are frequently involved in recruitment.</li> <li>Work in this area is further being developed.</li> </ul>	Carried forward

		new staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every Autumn Term, delivered primarily through the National College online CPD platform).		
<b>5:</b> <i>Develop our use of Equality Impact Assessments as part of risk assessments when planning school trips and activities for all schools to have these as part of these processes.</i>	To improve the ways in which we explicitly consider equality in our decision-making and to provide an opportunity to evaluate our practices in this area.	Develop an Equality Impact Assessment document to show and record how we have actively considered our equality duties and asked ourselves relevant questions; provide relevant training for staff to effectively use this tool; adapt current processes to include the Equality Impact Assessment; by the end of the year, ensure that records are completed by the member of staff organising the activity and are stored electronically with the completed risk assessment.	<ul style="list-style-type: none"> <li>• For all school trips and activities, we have launched a new process and APP in which we aim to add an EIA template.</li> <li>• We will also implement a 'Wellbeing Passport' which will enable colleagues with a disability to access resources throughout their employment in the trust.</li> <li>• Policy changes will also require the need for EIA's to be completed to ensure they do not conflict with our responsibilities under the Equality Act 2010.</li> </ul>	Carried forward