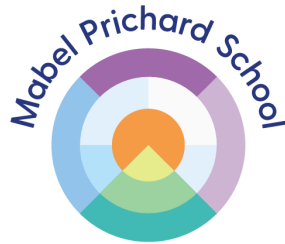


The GALLERY TRUST



A community of special schools



Equality Duty Policy

Date of policy	May 2025
Date of review	May 2029
SLT Lead	Head of HR
Signed:	
Chief Executive Officer	
Chair of Trustees	

Trust Wide Equality, Diversity and Inclusion

At the Gallery Trust and across all our schools, we recognise the importance of having a diverse community, with individuals who value one another and the different contributions each person makes. Each school community is built of staff, parents/carers, Local Academy Board members, Trustees, Members, volunteers, visiting professionals, job applicants and candidates. We respect individual differences and draw upon the diversity of our learning community and staff, as a positive benefit that we celebrate.

We believe that our strategic aims demonstrate our inclusive core values as a Trust:

Places where innovation drives learning

We ensure that schools are truly inclusive learning communities which celebrate diversity and SEND, promote equal opportunities, and the very best educational experiences for all.

Places where relationships drive engagement and achievement We ensure that our communities are places where relationships are built around restorative principles, respect and mutual understanding.

Places which provide exceptional knowledge and support

Our schools maintain and enhance their own distinct identity as part of our diverse family of schools sharing common aims, principles and values.

Places which inspire and influence

We provide opportunities for our learners to develop as active citizens with a strong moral compass, and an understanding of the impact they can have on their community, society and the planet. We actively work to improve life opportunities for our learners, through outreach initiatives that support the wider community to become an inclusive world beyond school life.

The Gallery Trust is committed to being an equal opportunities education provider and employer, that fosters an inclusive environment, where every learner and member of our school community, regardless of their ability, background or identity, has the opportunity to thrive. We uphold the principles of the Equality Act 2010, Public Sector Equality Duty (PSED) and the SEND Code of Practice, ensuring all learners receive an education that is tailored to their needs.

We fully comply with Section 149(1) of the Equality Act 2010 and the PSED, actively working to:

- eliminate unlawful discrimination, harassment, and victimisation and other conduct prohibited under the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations across diverse groups within our schools and communities

The Trust recognises the need to eliminate unlawful discrimination and is committed to promoting equality of opportunity for all individuals regardless of their disability, sex, race, religion and belief, age, gender, gender reassignment, pregnancy and maternity, sexual orientation, marital or civil partnership status or responsibility for dependents. We oppose

unlawful discrimination due to Special Educational Needs and Disabilities, and English as an additional language.

Equality Objectives

The Equality Act 2010 states that all public bodies will publish equality objectives every four years. This statement identifies the equality objectives that the Gallery Trust has chosen to focus on from 2025 - 2029 as a central team and across all our schools.

These central Trust equality objectives provide a clear framework that guides and informs specific actions in our schools, supporting school leaders and the wider school community in aligning their efforts with our shared vision for equity and inclusion.

The Gallery Trust's equality objectives are:

1. To ensure that our schools are truly inclusive learning communities, which celebrate diversity and SEND, promote equal opportunities, remove barriers to learning and provide the very best educational experiences.

Actions:

- A. Ensure that all staff have the appropriate training to support and respect the differing needs of our diverse communities.
- B. Provide exciting, safe and stimulating learning environments with teaching and learning based on sound pedagogical practices, supplemented by a willingness to adopt responsive and flexible approaches, recent evidence-based research and school-based action research.
- C. Provide schools with access to specialist curriculum resources and tools to help learners extend their learning in and out of school.
- D. Provide expert support and challenge, as well as SEND resources, which reduce workload but support schools in their specific SEND context
- E. Provide opportunities for learners to participate in a range of activities to develop their interests and abilities, including but not limited to, dance or drama; music and performance; team sports; vocational learning and work experience

2. To increase the representation and support for underrepresented groups within our Board, Leadership and teaching staff, to better reflect the communities we serve.

Actions:

- a) Review and amend recruitment practices to both appeal and be accessible to a diverse workforce that represents our learning communities.
- b) Actively seek to recruit staff with lived experiences of SEND and from diverse backgrounds through targeted outreach initiatives and inclusive job design.
- c) Offer reasonable adjustments and coaching for staff with SEND, including support during recruitment processes and access to training and development opportunities.
- d) Improve the diversity of the Trust Board by seeking to understand the barriers to people applying and actively reaching out to people from

under-represented groups as part of recruitment to the Board.

3. To actively promote and embed robust Equality, Diversity and Inclusion (EDI) practices across all Trust schools.

Actions:

- a) Provide senior leadership teams with training on understanding EDI issues and the resources to educate their staff community on this area.
- b) Provide materials and training for leaders in schools to review curriculum content and implement positive EDI changes.
- c) Appoint EDI leads in each school to monitor and champion EDI practices and collectively share best practice as part of an EDI Trust Wide Committee.
- d) Include EDI impact considerations in policy changes and ensure the Trust's core values are at the heart of all policies.
- e) The Trust Central team will compile an Annual EDI Report alongside the Gender Pay Gap report. The reports will be shared openly with all schools through leadership meetings and publication on the Trust website, to keep everyone informed, encourage reflection and to support continuous improvement in EDI.
- f) Join local and national initiatives and steering groups to influence and shape SEND policy and practice.

4. To ensure that our communities are places where relationships are built around inclusion, respect and mutual understanding, regardless of background, identity or ability.

Actions:

- a) Promote understanding and awareness of different religious, cultural and identity based diversity, through celebration of key awareness days in school calendars e.g. Black History, LGBTQ+ History, Autism Acceptance
- b) Facilitate partnerships between staff and parents/carers that acknowledge cultural differences and language barriers, using interpreters and translated materials where needed.
- c) Collaborate with the local community through outreach, to promote the principles of restorative approaches to relationship building and conflict management.
- d) Provide mental health awareness training that aids understanding, and equips schools with knowledge of appropriate supportive measures.
- e) Measure perceptions of safety, inclusion, and belonging through annual staff surveys.

5. To ensure that all learners, especially those from underrepresented groups, have meaningful opportunities to share their views and influence decisions that affect their educational experience.

Actions:

- a) Use Augmentative and Alternative Communication strategies to enable all learners to express views on how inclusive and respectful their school feels.

- b) Continue to utilise pupil voice groups across all Trust schools.
- c) Act on pupil feedback, where possible, with visible changes to build trust in our learning community.

Forms of Discrimination

Direct Discrimination

Direct discrimination occurs when a person is treated less favourably than another because of a protected characteristic, as defined in the Equality Act 2010.

This includes:

- Actual discrimination: where a person is treated unfairly due to their own protected characteristic (e.g. race, disability, sexual orientation).
- Associative discrimination: where a person is treated less favourably because of their association with someone who has a protected characteristic (e.g. being the parent of a disabled young person).
- Perceived discrimination: where a person is treated unfairly because they are believed to have a protected characteristic, even if they do not.

For example, rejecting a job applicant because you believe their race, religion, or disability status means they “wouldn’t fit in” is direct discrimination.

Indirect Discrimination

Indirect discrimination occurs when a policy, provision, criterion or practice (PCP) is applied equally to everyone but puts people who share a protected characteristic at a particular disadvantage, compared to others, and cannot be objectively justified. This type of discrimination, even if unintentional, is still unlawful if unjustified.

For example, a minimum height requirement for a job could disproportionately exclude women, who are statistically shorter than men. Unless the requirement is a genuine necessity (e.g. for safety equipment use), it would likely be considered indirect discrimination on the grounds of sex.

Discrimination arising from Disability

Discrimination arising from disability occurs when a person with a disability is treated unfavourably because of something connected with their disability and the treatment cannot be shown to be proportionate means of achieving a legitimate aim.

This form of discrimination is different from direct discrimination, as it does not require a comparison with how others are treated. For example, a learner with a neurological condition that causes them to need more frequent breaks is sanctioned for leaving class without permission. If the school does not make reasonable adjustments or cannot justify the rule, this may amount to discrimination arising from disability.

Harassment

Harassment is unwanted behaviour related to a protected characteristic that has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile,

degrading, humiliating or offensive environment for them. This can include spoken or written words, physical behaviour, gestures, jokes, exclusion, or online conduct. It is how the behaviour is perceived, not the intent, that often determines whether it qualifies as harassment.

Victimisation

Victimisation occurs when a person is treated unfairly or suffers a disadvantage because they have:

- made a complaint or raised a concern about discrimination or harassment,
- supported someone else who has made a complaint, or
- acted as a witness in an investigation.

For example, a staff member who supports a colleague's grievance about racial discrimination is later denied promotion or excluded from meetings as a result. This could be victimisation.

Equal Opportunities Education Provider

The Trust is committed to being an equal opportunities education provider. Each school within the Trust admits learners irrespective of their protected characteristics and does not discriminate on these grounds in the terms on which a place is offered. This includes, but is not limited to, admissions decisions related to: disability, race or ethnicity, religion or belief, age, sex, gender, sexual orientation, gender reassignment (including transgender status), pregnancy or maternity and marriage or civil partnership.

Equal Access to Education

All learners, regardless of their protected characteristics, will have equal access to the full range of educational opportunities provided by their school. This includes access to lessons, sports and physical education, extracurricular activities, learning support and enrichment activities, social opportunities.

Access may only be limited when necessary for reasons of health and safety or to meet individual welfare or safeguarding needs, and such decisions will be made with due regard to the learners' rights under the Equality Act 2010, including the duty to make reasonable adjustments where appropriate.

Equality, Diversity and Inclusion Practices in Our Schools

Tailored Educational Support

Schools may provide additional or tailored educational support to learners from particular groups, such as those with a disability or those from specific racial or ethnic backgrounds, where this is a proportionate means of meeting identified needs and overcoming disadvantage. For example, this may include:

- Additional language support for learners whose first language is not English
- Specialist interventions for special educational needs
- Culturally relevant or accessible curriculum adaptations

Such support is consistent with the Equality Act 2010, which permits positive action where

it helps ensure equity of opportunity and supports learners in overcoming barriers to learning.

Teaching and Learning

The Trust is committed to promoting equality and inclusion across all aspects of teaching and learning. We actively recognise and challenge potential bias in both teaching materials and teaching approaches, with the aim of eliminating discrimination and fostering inclusive practice. Curriculum resources are carefully selected and reviewed to ensure they reflect diverse identities, cultures, and experiences, avoid stereotypes, prejudice or biased representations and promote positive role models from underrepresented groups. Staff are encouraged to use inclusive teaching strategies that reflect the diverse needs and backgrounds of learners.

Learner Interaction

All learners are encouraged to work and play freely with, and have respect for, all other learners, irrespective of their protected characteristics, in line with any relevant considerations for safety, wellbeing and individual needs. Positive attitudes are fostered towards all groups in society through the curriculum, the ethos of the schools, and the vision and values of the Trust.

Bullying

The Trust is committed to providing a safe, respectful, and inclusive environment for all learners. Bullying in any form is not tolerated. Each Trust school has a detailed anti-bullying policy, which outlines their specific practices and strategies for preventing and addressing bullying. Bullying can take many forms, including, but not limited to:

- Racist, religious, or cultural bullying
- Bullying related to special educational needs or disabilities
- Bullying related to physical appearance or health conditions
- Homophobic, biphobic, or transphobic bullying (HBT)
- Bullying of young carers, looked-after children, or children and young persons with vulnerable home circumstances
- Sexist bullying or sexual harassment

All incidents of bullying are taken seriously and dealt with promptly in accordance with each school's policy. Staff are trained to recognise and respond appropriately to all forms of bullying, including those that relate to protected characteristics under the Equality Act 2010.

Exclusions

The Trust will not discriminate against any learner by excluding them from school, or by subjecting them to any other detriment, on the grounds of their protected characteristics.

School Uniform

Each school's *school uniform policy* applies equally to all learners, irrespective of their gender, gender reassignment, race, disability, sexual orientation, pregnancy or maternity,

religion or belief or special educational needs and disabilities, subject to considerations of safety and welfare. Reasonable requests to alter the school uniform will be considered. The learner or their parents should refer the matter to the Head Teacher to ensure reasonable adjustments are made to accommodate the learner. This is subject to considerations of safety and welfare and the school's existing school uniform policy principles.

Learners with SEND

The Gallery Trust is a Special Multi Academy Trust and all academies in the Trust publish a SEND policy which details the educational provision for learners.

Each school ensures that:

- Home-school links are made to involve parents directly in the work of the school
- Interpretation and translation services are made available as quickly as possible
- Links are established within the local community
- Staff work effectively with other local services and professionals
- Learning support for ethnic minority learners is efficient and effective
- Provision is made for the spiritual, moral, social and cultural education, supported by appropriate resources

Equality, Diversity and Inclusion Practices in Recruitment

Scope

This policy applies to all aspects of employment across the Trust, including:

- Job advertising and recruitment
- Terms and conditions of employment
- Promotion and career development
- Appraisal and performance management
- Training and CPD opportunities
- Grievance and disciplinary procedures

Commitment to Fair Recruitment

The Trust welcomes applications from individuals regardless of their protected characteristics, as defined by the Equality Act 2010. No applicant will be treated less favourably in the recruitment process on the basis of protected characteristics. The Trust Safer Recruitment Policy incorporates our equal opportunities principles and ensures that recruitment practices are inclusive, transparent, and aligned with safeguarding responsibilities.

Equal Access to Opportunities

The Trust will afford all staff equal access to all benefits, services, facilities, and opportunities for development, irrespective of their protected characteristics, subject to considerations of safety and welfare as set out below.

Disabilities and Reasonable Adjustments

The Trust is committed to meeting its duty to make reasonable adjustments for disabled staff, job applicants and learners, ensuring they are not placed at a substantial disadvantage compared to others in respect of employment, education, training and development.

Examples of reasonable adjustments may include:

- Providing interviews in accessible ground-floor rooms
- Adjusting working hours or duties to meet individual needs
- Ensuring buildings, classrooms, and workspaces are accessible
- Offering a range of accessible sports or wellbeing activities

The Trust supports ongoing dialogue with staff to identify and implement adjustments that enable equal participation in all aspects of school and work life.

Staff Conduct and Expectations

All staff are expected to uphold the Trust's values with a focus on inclusion, respect, and equality in their professional conduct. These expectations are detailed in the Staff Code of Conduct, which supplements employees' terms and conditions of employment, and the expectations for staff behaviour and conduct.

Accessibility of Premises

The Trust monitors the physical features of the premises to consider whether users of the premises with a disability are placed at a substantial disadvantage compared to other users. Where possible and proportionate, The Trust will take steps to improve access for disabled users of the premises. Each school maintains an Accessibility Plan to guide improvements and inform planning decisions.

Responsibilities & Accountabilities

All Members of the Trust Community

All members of the Trust and its schools, including staff, learners, trustees, volunteers, and contractors, are expected to uphold the values of equality, diversity and inclusion in their day-to-day conduct, treat others with dignity, fairness, and respect at all times and to report discriminatory concerns through appropriate channels.

The Trust Board

The Trust Board holds overall responsibility for ensuring all schools follow equality and diversity policies and meets their legal responsibilities with respect to equality. The Board is also responsible for ensuring approving and monitoring equality and diversity policies across the Trust and ensuring the Trust meets its strategic equality objectives.

The Head Teacher

The Head Teacher has delegated day- to-day responsibility for operating the policy and ensuring its accessibility, availability, maintenance and review. Those working at a senior

management level at each school have a specific responsibility to set an appropriate standard of behaviour, to model appropriate behaviour and values, and to promote the aims and objectives of the Trust with regard to equal opportunities in light of the PSED. Head Teachers must ensure the policy is accessible in their school and understood by all staff.

Senior Leaders

Leaders at a senior level within the Trust Central Team and schools are expected to model inclusive leadership, and set a high standard of behaviour in relation to EDI. Senior leaders must put equality and diversity policy into practice and support their staff teams to understand how to meet their obligations. Senior leaders are also responsible for ensuring that appropriate arrangements are in place to monitor the performance of potentially disadvantaged individuals.

All staff

All staff are responsible for promoting equality and diversity, and avoiding unfair discrimination, actively reporting any incidents of unfair discrimination and participating in equal opportunities and diversity training.

Monitoring

The progress of the Equality Policy will be monitored regularly by the central Trust team, with annual reviews to assess outcomes, identify areas for improvement, and ensure alignment with our objectives. Feedback from schools, staff, and the wider community will be considered to drive continuous improvement and to ensure our actions remain relevant and impactful.

Reporting and recording incidents of discrimination

If you believe that you or your child has received less favourable treatment on any of the unlawful grounds listed above, or if you feel that this policy has been breached in any way to your detriment you are encouraged to contact the Head Teacher, or at Trust Level, the Head of HR.

The Trust will treat such matters seriously and urgently, investigating every complaint and report. Disciplinary action may be taken against any member of the community who is found to have acted in contravention of this policy. The Trust's Complaints policy is available on its website.

Related Policies

Anti-Bullying, Harassment and Discrimination
Behaviour Policy
Child Protection and Safeguarding Policy
Safer Recruitment Policy
SEND Policy
Staff Code of Conduct (school specific)
Whistleblowing Policy