

Hanley and Upton Educational Trust EQUALITIES Action Plan 2020-2023

The Public Sector Equality Duty requires all public organisations, including MATs and their schools, to publish:

- Annually updated information to show how they are complying with the public sector equality duty;
- The HUET's equality objectives (which should be updated every four years);
- Details should include how discrimination is being eliminated, how equality is being improved, as well as the way in which affected people and pupils are involved and consulted.

The HUET will fulfil this obligation by receiving and approving an annual report on progress towards its equality objectives, publishing this report on its website and revising its policy and objectives if required.

HUET Equality Objectives:

1. Promoting equal opportunities for staff
2. Eliminating illegal discrimination and inequality in relation to the protected characteristics, including racial discrimination and inequality
3. Eliminating discrimination and inequality of opportunity in relation to disability

1. Actions to promote equal opportunities for staff

Breakdown of staff characteristics across HUET by gender and ethnicity (Jan 2020 census):

Characteristic	% HUET	% HSW	% KPS	% WPS	% HCHS
Gender (all teaching staff)	70% Female 30% Male	71% female 29% male	73% female 17% male	88% Female 12% Male	68% Female 32% Male
Gender (all non-teaching staff)	83% Female 17% Male	100% female	91% female 9% male	89% Female 11% Male	72% Female 28% Male
Gender (TLR holders)	48% Female 52% Male	0%	67% female 33% Male	0%	48% Female 52% Male
Gender (SLT)	50% Female 50% Male	100% Male	50% female 50% Male	50% Female 50% Male	67% Female 33% Male
BME (all teaching staff)	1%	0%	7%	0%	0%
BME (all non-teaching staff)	0%	0%	0%	0%	0%
BME (TLR holders)	0%	0%	0%	0%	0%
BME (SLT)	0%	0%	0%	0%	0%
WBR	98%	0%	97%	100%	97%
WIRI	0%	0%	0%	0%	0%
WOTH	2%	0%	0%	0%	3%

Actions	Resources Required	Responsible	Overseen By	Success Criteria
1. To ensure that, as the HUET evolves, staffing in all areas and at all levels is free from discrimination or bias through: <ul style="list-style-type: none"> Ongoing monitoring of teaching and support staff and recruitment processes Continuing use of LA job evaluation scheme to ensure fairness for support staff Monitoring of SLT / TLR structures to ensure fairness for teaching staff Continuing to monitor impact of performance related pay 	<ul style="list-style-type: none"> Time Liberata SLA 	LGBs HUET Board Headteachers CFO	CEO	<ul style="list-style-type: none"> Recruitment free from bias Rates of pay appropriate and fair for levels of responsibilities Ongoing
2. To increase the proportion of non-white British staffing in all areas and at all levels through: <ul style="list-style-type: none"> Ongoing monitoring of teaching and support staff and recruitment processes 	<ul style="list-style-type: none"> Time 	LGBs HUET Board Headteachers CFO	CEO	<ul style="list-style-type: none"> Recruitment free from bias Proportions of non-white British staffing (teaching and non-teaching) increase Ongoing

2. Actions to eliminate illegal discrimination and inequality in relation to the protected characteristics, including racial discrimination and inequality

Breakdown of pupil characteristics across HUET by ethnicity (Jan 2020 census):

Ethnicity	All			Primary			Secondary		
	Nos	%	National Published figures Jan 2019*	Nos	%	National Published figures Jan 2019	Nos	%	National Published figures Jan 2019 *
White British	1550	94.6 %	5,323,437 66%	539	94 %	3,094,756 (65.5%)	1011	93.8 %	2,228,681 (67%)
White Irish	0	0	22,315 0.3%	0	0%	11,839 (0.3%)	0	0%	10,476 (0.3%)
White & Asian	24	1.5%	115,183 1.4%	6	1%	71,432 (1.5%)	18	1.67 %	43,751 (1.3%)
Pakistani	5	0.3%	356,822 4.4%	2	0.3 %	208,869 (4.4%)	3	0.28 %	147,953 (4.4%)
Any other Asian background	0	0	151,295 1.9%	0		88,136 (1.9%)	0	0%	63,159 (1.9%)
White & Black Caribbean	9	0.5%	791,494 9.8%	4	0.8 %	743,345 (1.6%)	5	0.46 %	48,149 (1.4%)
Chinese	1	0.1%	36,161 0.4%	0	0	22,844 (0.5%)	1	0.09 %	13,317 (0.4%)
Gypsy/Roma	0	0	26,879 0.3%	0	0	18,556 (0.4%)	0	0%	8,323 (0.3%)
Any other white background	33	2%	532,944 6.6%	16	2.8 %	345,269 (7.3%)	17	1.58 %	187,675 (5.6%)
Any other mixed background	14	0.9%	178,628 2.2%	4	0.7 %	111,438 (2.4%)	10	0.93 %	67,190 (2%)
White & Black African	1	0.1%	65,282 0.8%	1	0.2 %	41,651 (0.05)	0	0%	23,631 (0.7%)
Indian	3	0.2%	253,989 3.1%	1	0.2 %	149,936 (3.2%)	2	0.19 %	104,053 (3.1%)

*Source: [Schools Pupils and their Characteristics 2019 Accompanying Tables.xlsx](#)

- Includes pupils who are sole or dual main registrations. Includes boarding pupils. In PRUs also includes pupils registered with other providers and further education colleges.
- Primary and secondary figures include middle schools as deemed. Secondary schools include all-through schools.
- Includes all primary academies, including free schools.
- Includes city technology colleges and secondary academies, including free schools, university technical colleges and studio schools.
- Includes maintained special schools, special academies and non-maintained special schools. Excludes general hospital schools as information on ethnicity is not collected for these schools.
- Includes alternative provision academies and free schools.
- Pupils "unclassified" information refused or not obtained.
- Includes all pupils classified as belonging to an ethnic group other than White British. Excludes Unclassified.
- This table include all pupils of all ages. Releases prior to January 2018 only included data for pupils of compulsory school age and above in this table.

Actions	Resources Required	Responsible	Overseen by	Success Criteria
1. To identify correctly and record all discriminatory incidents and deal with them appropriately by: <ul style="list-style-type: none"> • Updating training of staff / Key Stage teams • Ensuring appropriate monitoring, reporting and record keeping 	Incident Forms Policy Document for Staff	Headteachers / Teaching staff	CEO HUET Board	<ul style="list-style-type: none"> • Number of discriminatory incidents remains low and declining
2. To ensure academies' curriculums are inclusive and actively promote tolerance and the celebration of diversity by: <ul style="list-style-type: none"> • Explicitly promoting fundamental British values – tolerance and celebration of diversity • On-going review of schemes of work in all subject areas, including PSHE / citizenship / RE • Continue to develop links with schools worldwide (e.g. China / Tanzania / South Africa / India) • Seek to establish links with other British schools with different ethnic mixes • Extend existing successful multi-faith events – regular / calendared 	Time Money for resources and specialised days.	Headteachers / middle leaders	CEO HUET Board	<ul style="list-style-type: none"> • Links in place / inclusive curriculum delivered • Number of discriminatory incidents remains low and declining
3. To carry out ethnic monitoring to ensure minorities, including minority ethnic pupils, are not disadvantaged by: <ul style="list-style-type: none"> • Monitoring <ul style="list-style-type: none"> - Admissions - Attainment - Attendance - Discriminatory incidents and actions - Exclusions - Special Educational Needs Register - Staff Selection and recruitment - Governing Body representation 	Time	Headteachers / middle leaders	CEO HUET Board	Outcomes for minorities consistent with outcomes for other students

3. Actions to eliminate discrimination and inequality of opportunity in relation to disability

Numbers of pupils classified as having a disability (January 2020):

Category of disability	All	Primary	Secondary
Cerebral palsy	11	1	10
Diabetes	5	0	5
Hearing impaired	9	2	7
Vision impaired	9	1	8
Sacral agenesis	0	0	0
Spina Bifida	1	1	0
Chronic Fatigue Syndrome	1	1	1
Cystic Fibrosis	2	1	1
Heart Related Condition	6	1	5
Muscle Myopathy	1	1	0

Actions	Resources Required	Responsible	Overseen By	Success Criteria
<p>Revise all policies and practice to further promote inclusion by:</p> <ul style="list-style-type: none"> Continuing to build accessibility considerations, in line with the HUET Equalities Policy, into all existing and any new MAT policies 	Time	Headteachers CEO	LGBs HUET	All new policies written incorporating accessibility considerations
<p>Raise the expectations for and of disabled pupils, and to support them towards ambitious targets by:</p> <ul style="list-style-type: none"> Consolidating target setting across the academies, monitoring and mentoring system Improving use of LSAs to support pupils with disabilities – training and sharing of best practice including using Lesson Planner sheets (laminated cards)/ student groupings / adapting teaching materials to learners’ needs / use of materials with positive images of disabled children / adults / writing frames / photocopied work to reduce writing / combat fatigue / use of adjusted equipment / symbols and images alongside text / modified text e.g. enlarged / dyslexia friendly texts / use of ICT - portable computer / alphasmart etc. Ensuring all disabled students have access to educational trips and visits - trip leader to research and ensure that all aspects of trip (travel / accommodation / venue / activities) accessible or suitable for modification / appropriate risk assessments for all aspects 	<p>Time Engagement of middle leaders / teachers Designate member of Aspire Team for data analysis</p> <p>Time CPD SEN funding</p> <p>Time – all paperwork to be submitted to EVC coordinator 3 weeks in advance CPD</p>	<p>Middle leaders Teachers SENCOs</p> <p>Middle leaders Teachers SENCOs</p> <p>Teachers SENCOs EVC Co-ordinator</p>	<p>Headteachers CEO</p> <p>Headteachers CEO</p> <p>Headteachers CEO</p>	<p>90% of disabled pupils reaching HEMs / 70% reaching HATs</p> <p>90% of disabled pupils reaching HEMs / 70% reaching HATs</p> <p>No disabled student disadvantaged</p>

<p>of trip / visit completed in partnership with parents and teams working with child / EVC or SENCO to be consulted / appropriate use of LSAs to support inclusion</p>				<p>by failing to go on trip / visit or participate fully in activities</p>
<p>Develop a more inclusive environment – Hanley Castle:</p> <ul style="list-style-type: none"> Ensure planned new classrooms / dining facilities are fully accessible <p>Areas remaining under consideration (subject to funding):</p> <ul style="list-style-type: none"> Visual and tactile signage – internal and external Door closers of appropriate type and minimum necessary opening pressure 	<p>ESFA funding / Section 106 contributions</p>	<p>LC / EW / JL</p>	<p>HUET</p>	<p>New facilities fully accessible when completed</p>
<p>Developing a more inclusive environment – Hanley Swan:</p> <ul style="list-style-type: none"> Ensure that classrooms are optimally organised for disabled pupils within current building restraints - identify needs and actions for the future. Curriculum access - Reflect identified areas of need in lesson planning and delivery <p>Areas remaining under consideration (subject to funding):</p> <ul style="list-style-type: none"> Prioritise student participation in school activities within given constraints - 	<p>Time</p> <p>Funds from budget and sports premium grant</p>	<p>AP/ SENCO/ Class teachers</p>	<p>LGB / HUET</p>	<p>Improved access to curriculum for all pupils.</p> <p>Appropriate use of resources for all pupils</p> <p>Increased participation in school life for all students</p>
<p>Developing a more inclusive environment – Kempsey:</p> <p>Kempsey</p> <ul style="list-style-type: none"> Ensure that classrooms are suitably organised for disabled pupils within current building restraints - identify needs and actions for the future. Curriculum access - Reflect identified areas of need in lesson planning and delivery Ensure new classrooms are fully accessible for all pupils Provision of additional and disabled parking spaces 	<p>Funds from capital reserves</p>	<p>BB with SLT and class teachers</p>	<p>LGB/ HUET</p>	<p>Improved access to classrooms and curriculum for all pupils</p> <p>Resources deployed appropriately to support all pupils</p>

<p>Areas remaining under consideration (subject to funding):</p> <ul style="list-style-type: none"> • Ensure participation of all pupils in all areas of school life, including extra-curricular activities • Continue to develop classroom resources to support a wide range of learning and physical needs 	<p>Funds from budget and pupil/sports premium grants</p>	<p>Subject Leads/ SLT</p>	<p>LGB/ HUET</p>	<p>New classrooms when complete are fully accessible for all pupils</p> <p>Increased participation in all areas of school life for all pupils</p>
<p>Developing a more inclusive environment – Welland:</p> <ul style="list-style-type: none"> • Ensure that classrooms are suitably organised for disabled pupils within current building restraints - identify needs and actions for the future. • Curriculum access - Reflect identified areas of need in lesson planning and delivery • Consider accessibility of new classrooms as part of planning process <p>Areas remaining under consideration (subject to funding):</p> <ul style="list-style-type: none"> • Ensure participation of all pupils in all areas of school life, including extra-curricular activities • Continue to develop classroom resources to support a wide range of learning and physical needs 	<p>Time</p> <p>Funds from budget and sports premium grant</p> <p>Funds from budget and sports premium grant</p>	<p>MS/Senco/teachers</p> <p>Subject leader / SLT</p>	<p>LGB HUET</p> <p>LGB/HUET</p>	<p>Improved access to curriculum for all pupils.</p> <p>Appropriate use of resources for all pupils</p> <p>Increased participation in all areas of school life for all pupils</p>
<p>To reduce the impact of poor behaviour which may result from a special need or disability by:</p> <ul style="list-style-type: none"> • Making reasonable adjustments to behaviour management policies / the deployment of LSAs / peer or adult mentoring / time out cards / safe havens / sensory room (HCHS) / referral of disabled pupils to relevant outside agencies (e.g. CAMHS) / counselling / emotional coaching / student voice (e.g. School Council) / development of emotional literacy / shared and common language / CPD for teachers (especially NQTs) and LSAs regarding behaviour 	<p>Time</p> <p>Involvement of outside agencies</p> <p>Identification of adult mentors</p>	<p>Headteachers</p> <p>CEO</p> <p>SENCOs</p>	<p>LGBs</p> <p>HUET</p>	<p>Number of behaviour referrals for students with SEN / disabilities reduced</p> <p>All disabled students reaching minimum target</p>

management / safeguarding and mental health first aid				levels / grades, many reaching school target levels / grades
<p>To reduce the number of exclusions of students with SEN / disabilities resulting from poor behaviour by:</p> <ul style="list-style-type: none"> • Proactive measures to support improved behaviour • Use of SEN staff • Use of Aspire for isolation purposes (HCHS) • Aspire Club- safe haven at break / lunchtime (HCHS) 	All in place	SENCOs	Headteachers / CEO / LGBs	<p>Reduction in number of fixed term exclusions for students with disabilities</p> <p>Zero permanent exclusions of disabled students.</p>
<p>To better meet students' medical needs by:</p> <ul style="list-style-type: none"> • Making staff aware of health care plans • Providing supervision for self-administration of medicine if appropriate • Providing CPD for staff supporting students with specific medical needs • Implementing effective systems to address medical emergencies • Training for and use of evacuation chairs • Annual epi-pen training • Regular communication with named specialist nurses • Termly meetings with school nurse to discuss vulnerable students. 	Time Advice from outside agencies and healthcare professionals	SENCO / Trained First Aiders	Headteachers / CEO	Students' minimum medical needs met and exceeded