

## EQUALITY POLICY

<b>Responsible</b>	Director of Professional Services
<b>Approved by</b>	Board of Trustees
<b>Last Approval date</b>	April 2026
<b>Date for review</b>	April 2029

## **POLICY**

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### **Purpose**

To confirm Better Futures Multi Academy Trust's commitment to equality for all students and staff.

### **Scope**

This policy applies to Better Future's Multi-Academy Trust which will be referred to as BFMAT for the purposes of the policy.

Terminology for job titles may vary across BFMAT. If this is the case, the terminology used within this policy is deemed to apply to staff/functions in equivalent roles and positions and of equivalent standing.

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### **Definitions**

*A summary of key terminology used within the Policy, if useful and applicable.*

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### **Equality Statement**

Equality, freedom and treating all persons with dignity and respect are fundamental human rights. As such, BFMAT is committed to making these central in all its work.

A diverse student body and workforce benefit BFMAT's role as a provider of high quality education and employment in a modern and ever-changing society. BFMAT is firmly committed to the promotion of equality and will not unlawfully discriminate, or tolerate discrimination (direct or indirect, harassment or victimisation) on grounds of age, disability, ethnicity (including race, colour, caste and nationality), gender identity, marriage or civil partnership, pregnancy or maternity, religion or belief, sex and sexual orientation; this includes discrimination by association or due to perception. This policy will operate in furtherance of this.

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## The Policy

### 1. Introduction

- 1.1. The Equality Act 2010 harmonises and streamlines the various pieces of anti-discrimination law.
- 1.2. Since 2011 public authorities have been bound by the Public Sector Equality Duty (PSED) which is drawn from the Equality Act.
- 1.3. This policy outlines how BFMAT has due regard for the three main components of this duty in relation to the nine protected characteristics outlined below.

### 2. Main Components of the Equalities Duty

- 2.1. BFMAT has considered each of the three aims of the equality duty in its own context:

1. **Eliminate discrimination** – BFMAT will take clear actions that will redress any harassment (defined by us as verbal, emotional or physical attacks) and victimisation (defined by us as being singled out to be intentionally harmed) of young people or adults that has changed their ability to function within BFMAT in the usual way. This includes discrimination by association or due to perception.
2. **Advance equality of opportunity** – BFMAT believe that this is the responsibility of every member of the whole Trust community to “narrow the gaps” (theirs and/or other peoples) in order to make progress socially, emotionally and academically.

All employees, whether part-time, full-time or temporary, will be treated fairly and with respect. Selection for promotion, training or any other benefit will be based on aptitude and ability. All employees will be helped and encouraged to develop their full potential and the talents and resources of the workforce will be fully utilised to maximise the efficiency of the trust.

3. **Foster good relations** – BFMAT will draw on and emphasise the common purposes within it in order to support, develop and achieve harmonious relationships across the whole school community.

### 3. The Characteristics to which these aims are applied

1. Age
2. Disability
3. Ethnicity and Race
4. Gender
5. Gender identity
6. Marriage and civil partnership
7. Pregnancy, maternity and breastfeeding
8. Religion and belief
9. Sexual identity and orientation

BFMAT:

- Believes that everyone is of equal value
- Recognises, welcomes and respects diversity
- Fosters positive attitudes, relationships and a shared sense of belonging
- Observes good quality equalities practice, including staff recruitment, retention and development
- Aims to reduce and remove existing inequalities and barriers
- Consults widely about our practice when making significant change
- Strives to ensure that society will benefit from our work

Through its ethos and processes, BFMAT will ensure that all students and employees overcome challenges, thrive and succeed.

#### 4. Key Principles

- 4.1. The principle underlying the notion of equality of opportunity is that treating people equally does not necessarily involve treating them all the same, but that the Equality Act 2010 requires that account should be taken of people's differing experiences, needs and histories, and of the differing challenges and barriers which they may face. To have due regard for advancing equality of opportunity may entail engaging in positive action.
- 4.2. BFMAT recognises that in order to have to fulfil its aim to eliminate discrimination and to foster good relations it will involve the need to tackle prejudice and to promote understanding.

#### 5. Publishing Information

- 5.1. BFMAT is required by law to publish information which demonstrates compliance with the equalities duties and also to prepare and publish specific and measurable objectives.
- 5.2. In order to fulfil this obligation academies within the Trust will collect data related to the protected characteristics detailed in section 3 and analyse this data.
- 5.3. The data collected will determine our focus for our equality objectives
- 5.4. Statistical equality information and the equality objectives across the Trust will be published and available on the BFMAT website

#### 6. Equality Objectives

- 6.1 Each of our colleges have their own bespoke set of equality objectives that work for the college and the community it serves.
- 6.2 As a whole Trust we aim to:
  - **Raise Awareness and improve understanding:** ensure that all members of the college community have the knowledge and understanding of equality, diversity and inclusion as part of a diverse organisation.
  - **Promote Openness and offer support:** Create safe spaces and support networks for staff and students with protected characteristics, listening to the staff and student voice and highlight the size and scale of this challenge

- **Address the gap between policy and practice:** Ensure leadership teams and individuals in key positions across the organisation are working with critical friends/ external experts to ensure that equality, diversity & inclusion is at the forefront of everything that we do
- **Level the playing field:** Address the reality of conscious and unconscious bias, accepting the reality that things are not fair or equal and take positive action to address gaps in experience and outcomes
- **Integrate equality, diversity and inclusion into the student experience:** Ensure our environment and provision attracts, engages and supports students of all backgrounds and identities, with inclusive teaching that allows students to bring their unique identity into all aspects of college life.