



HEART
EDUCATION TRUST

**Public Sector Equality
Duty Statement**

14 April 2023

Last Reviewed:

Next Review Due: 16 March 2023

Adopted by:



Heartsease
Primary Academy



Lingwood
Primary Academy



Henderson Green
Primary Academy



Valley
Primary Academy

The HEART Education Trust Documents Review Record:

Version:	Date Amended:	Amended By:
1	16 March 2023	Head of People

The HEART Education Trust, a charitable company limited by guarantee registered in England and Wales with company number 08286818. Registered office address: Heartsease Primary Academy, Rider Haggard Road, Norwich, Norfolk NR7 9UE.

1.0 Introduction

Under the Equality Act 2010 (General Duties) Regulations 2011 (the Regulations), The Heart Education Trust is obliged to:

- **Eliminate unlawful discrimination**, harassment, victimization and any other conduct that is prohibited by or under the Equality Act, by removing or minimizing disadvantages suffered by people due to their protected characteristics (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, religion and belief and sexual orientation);
- **Advance equality of opportunity** between people who share a protected characteristic and who do not; by taking steps to meet the needs of people from protected groups where those are different from the needs of other people;
- **Foster good relationships** between people who share a protected characteristic and those who do not; by encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

The above are the General Duties of the Public Sector Equality Duty (PSED).

Secondary legislation (Equality Act 2010 (Specific Duties) Regulations 2011) require academies to:

- Publish information to demonstrate that they are complying with PSED and update this annually; and
- Prepare and publish equality objectives, at least every four years.

2.0 Heart Education Trust's Vision and Values

2.1 Vision

Heart Education Trust's vision is to provide better life-chances for children. We believe in high quality, inclusive education that does not limit aspiration and that improves the futures of the most disadvantaged children. To do this we focus on personal development, in order to grow children who are resilient, determined and confident. We take education extends beyond the classroom, and teach our children to be independent and creative thinkers who are always curious. We aspire to develop a lifetime passion for learning and self-awareness within our

pupils. We aim to provide our children with a toolkit for metacognition and self-improvement that they can utilize in their adult life to build better futures for themselves to give them a sense of social responsibility that will inspire them to build a more sustainable world for all.

2.2 Values

- Providing high quality education for all
- Inspiring and empowering personal growth
- Promoting social mobility and social diversity
- Being personally and socially responsible

3.0 Geographical Location

All of the primary schools are based in Norfolk.

The communities that they serve consist of predominantly white British citizens which is reflected in the pupil intake, as our intake of pupils to our schools where English is the second language is low.

One method of analyzing communities is by recognized social grades:

Social Grade	Description
AB	Higher and intermediate managerial, administrative and professional occupations
C1	Supervising, clerical, junior, managerial, administrative, professional occupations
C2	Skilled manual occupations
DE	Semi-skilled, unskilled occupations and unemployed

The national average of social grade AB is 27% and if we examine the postcode area codes of our academies, their local communities are classed as follows:

	Working	Unemployed	Social Grade AB	Social Grade C2/C2	Social Grade DE	White	Non-White
NR5 (Henderson Green & Valley)	84%	16%	15%	52%	32%	88%	5%
NR7 (Heartsease)	89.6%	7.2%	4%	49%	47%	97%	1%
NR13	92%	8%	23%	58%	15%	97%	3%

(Lingwood)							
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Based on this analysis, for employees and for pupils the greatest equality impact that The Heart Education Trust can make is to provide quality education to all pupils including from communities of lower socio economic groups and thus improving life chances and social mobility.

4.0 Pupil Intake and Service Provided

Heart Education Trust's current pupils have the following characteristics:

School	Total Pupils	% Free School Meals	% Pupils with SEN support	% of White British	% 1 st language not English
Heartsease	461	32.8	17.2	72.5	21.6
Henderson Green	192	46.9	26.3	62	26.9
Lingwood	226	11.5	20.7	95.6	1.4
Valley	158	57	37.1	67.7	24.6

Neighborhoods in England are categorised by the Government in terms of desirability by scoring the following factors: income, employment, education and skills, health, crime, accessibility of housing and services and environmental quality. There are 32,844 neighborhoods identified by the Government. Below, we demonstrate the overall profile of the neighborhoods that our current cohort of pupils are being drawn from:

School	% of pupils that attend from that Neighborhood profile	% of pupils that attend from that Neighborhood profile	% of pupils that attend from that Neighborhood profile
Heartsease Primary Academy	47% of pupils from neighborhood ranked in bottom 16% (7,437 of 32,844)	44% of pupils from neighborhood ranked in bottom 18% (26,825 of 32,844)	39% of pupils from neighborhood ranked in bottom 37% (20,622 of 32,844)
Henderson Green Primary Academy	29% of pupils from neighborhood ranked in bottom 13% (28,598 of 32,844)		
Lingwood Primary Academy	76% of pupils from neighborhood ranked in top 15% (4,580 of 32,844)	70% of pupils from neighborhood ranked in bottom 49% (16,605 of 32,844)	
Valley Primary Academy	16% of pupils from neighborhood ranked in bottom 37% (20,780 of 32,844)	31% of pupils from neighborhood ranked in bottom 39% (20,089 of 32,844)	

To summarise, across the four schools there are major differences in the pupil intake and the local communities that are being served. However, there are some commonalities including that the communities are mainly white British and that there is a relatively high SEN need.

5.0 Current Measures being taken to support Pupil Equality

To support equality and inclusivity, the Trust has initiated the following measures:

- Behavioral Policies and strong expectations around pupil behavior.
- Special units attached to each academy to support with the high number of SEN children
- Staff training programs developed to ensure employees have the skills to manage behavior and to ensure that the Trust is a safe environment for employees and pupils.
- Pastoral support workers in each academy to provide individual, bespoke support to pupils.
- Central Inclusion Team providing expertise to each academy on support measures to ensure equality of service provision across all of our academies.

6.0 Current Measures being taken to support Employee Equality

To support equality and inclusivity, the Trust has initiated the following measures:

- HR policies setting strong expectations around employee behavior and providing opportunities for employees to raise any issues they may have.
- Regular training through ihasco on equality, diversity and inclusivity
- Equality Impact Assessment forms completed for each policy prior to implementation.
- Policies and procedures are consulted with relevant stakeholders prior to implementation.
- Joint Consultative Committee meetings on a regular basis to discuss areas of concern.

7.0 Equality Objectives

As a result of the local communities consisting of mainly White, British, the greatest impact that Heart Education Trust can have is by continuing to focus on special needs which could be considered be a disability under law. As a group of academies who specialise in supporting SEN children, the values of tolerance, inclusivity and empathy for others is an important part

of our culture. Our equality objectives reflect our aims to be an inclusive organisation which is welcoming to people who have different backgrounds and characteristics. However, it is important that whilst seeking to maximise meeting the needs of the majority of our communities that we do not neglect the minority groups. Ensuring that our communication is inclusive and reaches the minority groups is particularly important and essentially ensuring a more pro-active approach is taken to include them.

7.1 Equality Objectives as an Educational Establishment

- To implement the CUSP curriculum in a manner that represents a diverse culture and society and encourages tolerance and respect.
- To ensure that all pupils are stretched to achieve their full potential by greater emphasis on attainment progression from initial point rather than overall results.
- Improve monitoring of the incidence of the use of homophobic, sexist and racist language by pupils in our academies.
- To review and improve communication processes with parents and ensure that communication methods are inclusive of all groups of parents.

7.2 Equality Objectives as an Employer

- To improve informal communication channels with all employees across the Trust to ensure inclusion and support feedback on how services and working conditions can be improved.
- To set up a Wellbeing Committee consisting of a cross-section of employees from the Trust to suggest, support and advise on the implementation of initiatives to maintain the mental and physical wellbeing of all employees.
- To improve data gathering and analysis of the protected characteristics, starting with the gender pay gap.

8.0 Monitoring and Review

The Board of Trustees will monitor that the Trust is fulfilling the Equality Duties for pupils, parents and employees.