

People Directorate

School Equality Policy - Staff



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Revision log

Date	Version No	Brief detail of change
Sept 2026	3	Full rewrite: simplified language; aligned with Trust DEIB work, Tactical Group feedback, Central Voice feedback and updated governance/measurement approach.

1. Our promise

Our school wants every colleague to feel valued, respected, safe and able to do their best work. We know that inclusion is experienced in everyday moments: how people are spoken to, how decisions are made, how meetings are run, how support is offered, and how contribution is recognised.

This policy explains how we promote equality, inclusion and belonging for employees, applicants and people working with our school.

2. How this policy fits with the Trust equality framework

This policy sits underneath the Trust Equality Policy. It explains what the Trust's equality commitments mean for staff and employment practice at school level.

Document	How it links
Trust Equality Policy	Sets the shared Trust principles, legal duties, governance and DEIB measures.
School Equality Policy - Staff	This policy. Explains expectations for staff equality, recruitment, progression, wellbeing, voice and belonging.
School Equality Policy - Students	Explains expectations for student equality, inclusion, curriculum, participation and student voice.
DEIB best-practice webpage	Provides practical examples, templates and guidance to support implementation.

Important

Staff equality and student equality are connected, but they are not the same. This policy focuses on staff. The student policy focuses on pupils. Both should be read alongside the Trust Equality Policy.

3. Who this policy applies to

- all employees
- job applicants
- volunteers
- contractors and agency workers
- governors
- visitors engaged in school activities

4. Our legal duty

We meet the Public Sector Equality Duty by having due regard to the need to eliminate discrimination, harassment and victimisation, advance equality of opportunity, and foster good relations between different groups.

For staff and employment practice, the protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We also recognise that staff experience can be shaped by wider factors such as neurodiversity, chronic illness, menopause, caring responsibilities, educational background, socio-economic background, language, family circumstances and life experience. Some of these may also relate to protected characteristics.

5. What staff can expect

- to be treated with dignity and respect
- to work in a safe, inclusive and respectful environment
- fair access to recruitment, pay, development, progression and support
- reasonable adjustments and individual support where needed
- to raise concerns or challenge ideas respectfully without fear of unfair treatment
- to have feedback listened to and, where possible, acted upon
- accessible communication and information
- to have their identity, background, health, caring responsibilities and life experience respected

6. How we make this real for staff

Recruitment and selection

- Use clear, inclusive job adverts and role information.
- Offer reasonable adjustments to candidates.
- Use fair selection criteria and evidence-based decision-making.
- Aim for balanced interview panels where possible.
- Monitor recruitment data to identify barriers or patterns.

Development and progression

- Support fair access to CPD, coaching, mentoring and leadership development.
- Review representation in leadership programmes and progression routes.
- Encourage flexible career pathways, including part-time and flexible working where possible.
- Use workforce data to understand who is accessing opportunities and where barriers may exist.

Belonging and workplace culture

- Create team cultures where people feel respected, included and able to contribute.
- Encourage constructive challenge and different perspectives.
- Recognise contribution through everyday appreciation, TSTARS and local recognition.
- Respect religious, cultural and individual needs wherever reasonably possible.
- Make sure central staff, school staff and colleagues across services all feel included in Trust-wide DEIB work.

Wellbeing, life stages and individual support

- Consider reasonable adjustments linked to disability, neurodiversity, chronic illness, long-term health conditions, menopause, pregnancy and maternity, caring responsibilities, religious observance or other individual circumstances.
- Support wellbeing and work-life balance through compassionate conversations and appropriate policy routes.
- Provide clear routes for staff to ask for support or adjustments.
- Consider support at key career and life stages, including maternity return and later career planning.

Data and insight

- Monitor recruitment, retention, pay, progression, training, wellbeing and staff feedback.
- Improve voluntary ethnicity and disability disclosure by explaining why the data matters and how it will be used.
- Use gender pay gap and wider workforce data to identify practical actions.
- Report data in a way that protects confidentiality and avoids identifying individuals.

7. Staff voice, belonging and psychological safety

Staff should feel able to share ideas, raise concerns and challenge respectfully. We recognise that people may feel comfortable speaking within immediate teams but less confident in larger meetings or cross-team settings.

Leaders should create a range of ways for staff to contribute, including feedback before or after meetings, staff voice, surveys, one-to-ones and team discussions. Feedback should be followed up so colleagues understand what has been considered and what action will be taken.

Where decision-making or sign-off processes affect staff wellbeing or working relationships, leaders should aim to make routes, responsibilities and timelines clear. This supports trust, reduces frustration and strengthens belonging.

8. Roles and responsibilities

Role	Responsibility
Governing Body	Provides strategic oversight of staff equality, workforce culture, recruitment, progression, workload and wellbeing.
Recruitment, Workload, Diversity & Wellbeing Link Governor	Supports scrutiny of staff equality and workforce inclusion, while remaining strategic rather than operational.
Headteacher and senior leaders	Create an inclusive culture, monitor workforce data, support staff voice, respond to concerns and ensure staff training.
Line managers	Listen to staff, support reasonable adjustments, communicate clearly and apply policies fairly.
All staff	Model inclusive behaviour, challenge discrimination, treat colleagues with respect and engage with relevant training.
People Directorate / HR	Provide advice, guidance, data support and policy oversight.

Equality objectives

Each school will set 2-3 measurable equality objectives overall. These objectives may focus on students, staff or both, depending on the school context and the evidence available. Schools do not need to set 2-3 separate objectives in each school policy unless they choose to do so.

Objectives should be reviewed annually and refreshed at least every four years. Each objective should include a baseline, action, owner, measure and review date.

Examples of staff equality objectives

- Improve staff belonging or psychological safety scores by [x%] by [date].
- Achieve 95% completion of agreed DEIB/EDI training for relevant staff by [date].
- Publish at least one “you said, we did” response each year following staff feedback.
- Review access to CPD, leadership development or promotion opportunities by gender, ethnicity, disability or other relevant data.
- Improve staff awareness of how to request reasonable adjustments, measured through staff survey or HR data.
- Increase voluntary ethnicity and disability disclosure from the school’s current baseline.

10. Checking the impact of decisions

When we make important staffing decisions or change employment policies or practices, we will consider how different groups may be affected. This helps us identify barriers, avoid unintended

disadvantage and improve outcomes. This may be recorded through an Equality Impact Assessment, decision record, consultation summary or meeting minutes.

11. Concerns

Concerns about discrimination, harassment, bullying, victimisation or unfair treatment will be taken seriously. The appropriate route will depend on the concern and may include line management, HR advice, the dignity at work procedure, grievance procedure, complaints process, safeguarding route or whistleblowing policy.

12. Monitoring and review

This policy will be reviewed every four years, or earlier if legislation, guidance or Trust needs change. Staff equality objectives will be reviewed annually.

Progress may be monitored through recruitment and retention data, pay and progression data, training participation, workforce disclosure rates, staff survey results, Staff Voice feedback, complaints, incidents and qualitative feedback.

Progress will be reported through the agreed school and Trust governance route.

13. Related policies and guidance

- Trust Equality Policy
- School Equality Policy - Students
- Recruitment and DBS Policy
- Flexible Working, Family Leave and Wellbeing policies
- Menopause and reasonable adjustment guidance
- Dignity at Work, Grievance, Disciplinary and Whistleblowing policies
- TSTARS / Staff Recognition Policy
- DEIB best-practice webpage