TTA EQUALITY OBJECTIVES 2026-2029

PART ONE – EQUALITY ANALYSIS

Protected Characteristic	Group	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?	What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?	What action do we need to take –these will form your objectives (see overleaf)
Race	***All:***	Academy Ethos, EAL Policy, Inclusion Policy, SEND Policy Equal Opportunities Policy, Anti-Bullying Policy, and Code of Conduct embraces and promotes cultural diversity. Any racist bullying is dealt with swiftly and firmly by the appropriate pastoral team. If any form of racism is reported, this is dealt with and followed up through the appropriate channels. When reading texts, we have explicitly trained staff never to say racist language out loud. If a racist word/phrase comes in a text, staff have been trained on how to discuss this with a class to ensure they understand the context but that it is something we entirely inappropriate. Staff have also been trained on pre-reading to prepare for this and to seek support when needed. Staff have	TTA celebrates diversity through assemblies, extra-curricular trips and activities, newsletter information and statements, and the curriculum. Awards for inclusion, school activities, and through our policies, as outlined in left-hand column. Data is used to identify groups and implement planned interventions to meet the needs/activities of all groups. EAL support provided to students requiring additional interventions. Analysis of assessments, progress, and exam results determine actions and interventions for the future. Student mentoring including our School Counselling Service (Place2Be and on-site Ed	School activities to promote positive attitude to support protected groups, community activities, celebrate diversity, provision of translators. Cultural Celebrations. Targeted groups and interventions (e.g. GROW activities as funding is secured to support specific groups.) Parents' Evenings – translators available to support at parents' meetings and parents' evenings as needed. Link on the school website for translation. Coffee mornings for EAL (and SEND) parents and carers. Displays across academy celebrating achievement across all groups.	More work with staff and students on anti-racism. More work with staff and students on ensuring appropriate trigger warnings are given.

		also been trained to give trigger warning for any concerning content. In departments where this the confrontation of challenging themes/language is more common, there are clear policies for how this material will be handled and how these topics will be taught.	Psych), Student Council/Voice. Extra-curricular clubs which explore cultural diversity. Religious Observance Days.		
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, record of cases, recruitment monitoring, 1:1 meetings with line managers, advice sought from HR.	Those with protected characteristics included in policy development and steering groups. Robust and fair recruitment processes, documents translated. Staff are recruited in line with ULT recruitment policies. ULT is committed to a policy of equal opportunities in employment, and this is clearly stated in the application pack. Religious Observance Days.	Include staff with protected characteristics in activities, culture of academy, teamwork, staff briefings, monitoring of workforce.	None - sufficient evidence
	Pupils:	Admissions Policy, racial incident forms, Principal's report, LGB minutes, comparable attainment data, Arbor records, analysis of 'micro	PRE-Curriculum, Strategic implementation of Cultural celebrations. Curriculum that reflects diversity in many subjects. Extended school	Monitor types of bullying, content of graffiti, taking seriously reasons for school refusal, celebration assemblies, support national	None - sufficient evidence

		population groups' as defined by Ofsted. Student voice groups (e.g. SEND groups, prefects, year group student voice, GROW BoDs) – any incidents of racism are resolved, sanctions applied, and interventions put in place. Bullying Assemblies, Behavior Policy, SEND Policy Student Council.	activities, antibullying policy, use data to identify groups and implement planned interventions to meet needs of all groups. EAL support, review exam results to determine actions and interventions, Student mentoring. School Counselling Service, student Council, extra-curricular clubs which explore cultural diversity, assemblies and tutor time sessions e.g., Black History Month, Windrush, Afro Day, South Asian Heritage Month etc. (calendar in to acknowledge)	events, food of students' nationalities cooked, languages celebrated, home languages exams taken. School Counselling Service. Student Council is culturally diverse.	
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Disability	***All:***	Academy Ethos, Equality Guidelines, Community Cohesions. Anti - Bullying Policy, Disability Statement, Student Services. Adjustments to building and facilities where possible to meet student and staff needs.	Inclusion Policy Equalities Statement Admissions Policy Students with EHC Plan admitted across all years if TTA is named.	Parent Forums and Newsletters. Communications recorded with parents of children with EHC Plan – e.g. annual reviews, support plans, emails/info to specific teachers.	We would like to install as lift so that students have easier access to first and second floors. This is something that is part of the discussions with the UL estates team.
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data,	CPD access, dialogue with unions and other forums, mental health and wellbeing	Fair and transparent HR processes, Occupational Health/IMASS screening,	As above.

		recruitment and promotion data, support plans and info on phased returns, data on staff registered disabled.	survey and training, mental health lead, staff survey, staff counselling, fair recruitment procedures. Adjustments made for staff with known disability. Risk assessments and IMASS referrals carried out where need identified to inform reasonable adjustments.	reasonable adjustments made, staff briefings. Staff employed with known additional needs. Work experience placements provided to trainees with known additional needs. Group meeting with UL . Teaching solely on the ground floor if needed. Adjustments made (e.g. no invigilation, no sports day support for staff who need).	
	Pupils:	SEND Policy, SEND achievement data, data on disabilities and adjustments made, evidence of exam access, evidence from SEN parent forums, student support from Academy, Disability & Access Policy, Admissions Policy, analysis of 'micro population groups' as defined by Ofsted. Details of students with disabilities and known medical conditions circulated to key staff.	Assemblies, PRE curriculum, parent's forums and workshops, discussions on tolerance, School Counselling Service, Student Council. Pen pictures detail strategies for staff to use in the lesson to support student progress. 'Hard-to-place' students regularly accepted at TTA Adjustments such as early lunch – LSA support as required for students with EHC Plan Familiarisation exercises for students with higher level of need – additional transition days. Evacuation processes – practice sessions with staff.	Supporting students with disabilities, staff advised via medical pen pictures, strategies in place, School Counselling Service, Student Council. Peer mentoring and support within student community – students frequently work together from buddy reading to assembly work. LSA support – personal care provision. Timetable planned to aid transition between lessons.	As above.

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Sex	***All:***	Academy Ethos Equality Guidelines, Admissions Policy Child Protection and Safeguarding Policy ICT Acceptable Use Policy	Equality Guidelines Inclusion Policy Celebrating diversity	HR policies and procedures, School activities to promote positive attitude to support protected groups, community activities, celebrate diversity, provision of translators. PSHE curriculum – particularly anti-misogyny focus and support for teachers in place teaching this.	None - sufficient evidence
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, tribunals, 1:1 meetings. Equal pay claims, recruitment and promotion data. Child Protection and safeguarding policy. We share pre-planned strategies with non-binary staff and get their approval of this (not asking them to tell us but instead making suggestions and getting feedback). We use Madam instead of 'Miss' to promote equality between Sir.	CPD access, Staff survey. Data of staff profile – number of leadership roles across academy Recruitment data	Fair and transparent recruitment processes, training availability and attendance, staff briefings, Occupational Health/IMASS screening. We are aware of the difficulty of sharing these preferences with students too and have helped staff and interview candidates in how to address it with pupils.	Develop a more generic, non-binary title for staff (instead of Sir/Madam) – e.g. teacher for all, including non-teaching staff.
	Pupils:	Admissions Policy, Pupil results analysis by gender which informs level of intervention, evidence of	Inclusion, curriculum, assemblies, behaviour policy, School Counselling Service	Admissions Policy, Pupil results analysis by gender which informs level of intervention,	Inclusion, curriculum, assemblies, behaviour policy, School

		improvement, pupil data, incident forms, LGB minutes, Arbor, Student Support Panel, tutor time, analysis of 'micro population groups' as defined by Ofsted. School ethos and code of conduct embraces and promotes cultural diversity. Any sexist bullying is dealt with swiftly and firmly by the appropriate pastoral team	(Place2Be), Student Council. Personal Development, Extra-curricular clubs which are available to all students – Football, Choir, Art. Extracurricular clubs and trips are monitored to ensure all students are accessing them and registers allow us to track student access and support to ensure all are involved in what they would like to be.	evidence of improvement, pupil data, incident forms, LGB minutes, Arbor, Student Support Panel, tutor time, analysis of 'micro population groups' as defined by Ofsted. School ethos and code of conduct embraces and promotes cultural diversity. Any sexist bullying is dealt with swiftly and firmly by the appropriate pastoral team	Counselling Service (Place2Be), Student Council. Personal Development, Extra-curricular clubs which are available to all students – Football, Choir, Art, Forest School, Breakfast and Lunch Club, Homework Club, dog walking, GROW club.
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Gender Reassignment	***All:***	Academy Ethos Equality Guidelines, monitoring forms and surveys, Community Cohesions Policy, Harassment & Bullying Policy.	Inclusions Policy. Easy access to informed, relevant advice. If a student would like to change their pronouns or name, or discuss anything around gender, staff and the counselling service offer support. We liaise with parents and carers so all are involved and appropriate systems are in place (e.g. registers changed etc.)	Forums and Newsletters, School Counselling Service. Toilet blocks on site with individual cubicles and central mirror/sink area. Toilet for students with key and built for those who have disabilities is accessible to all. Monitoring of any government development or legislation to keep as up to date as possible in terms of government guidelines and school actions.	Promote awareness of nationally recognised support groups who provide info to those staff/students identified as requiring advice and guidance.
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy,	Staff training, clear recruitment processes, Employment	Include transgender staff at central head office level	Include transgender staff at central head

Gender Reassignment (Cont'd)		Grievance Procedure, recruitment and promotion data for transgender, policy/guidance for staff transition.	Assistance Programme in place. UL counselling services available, as well as Place2Be in school. Staff are involved in discussions about our systems and checked that they are happy with what is in place.	policy/process development, staff briefings. Specific issues raised in school have been addressed sensitively with staff involved and appropriate to school context.	office level to inform policy/process development (UL).
	Pupils:	Recording all equalities incidents via Student Support Panel, incident reports, LGB minutes, Principals report, comparable attainment data, Arbor, Student Support Panels, Admissions Policy,	School Counselling Service, Student Council/Voice, Students Policy. Shorts and/or trousers can be worn by all. Counselling service in school for anyone who would like to talk. Change of name of Head Boy/Girl to Head Prefect to be more inclusive.	Monitor type of bullying, content of graffiti, taking seriously the reasons for school refusal and being bullied if gender related, assemblies to promote ethos & diversity, School Counselling Service, Student Council. Sporting activities, extra-curricular and clubs are not gender divided.	Achievement data on gender dysphonic pupils, develop policy/guidance on pupil transition, undertake analysis of 'micro population groups (transgender)' as defined by Ofsted. Anti-bullying policy to include specifically transgender and also non-binary pupils. Discussions ongoing around boys/girls split in PE classes and other situations where binary labels are currently enforced. This is something we are exploring.
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			characteristic and those who do not?		
Pregnancy & Maternity	***All:***	Academy Ethos Equality Guidelines, Harassment & Bullying Policy, Community Cohesions Policy.	Compliance with Guidelines and Policies, Inclusion Policy.	On-going communication and support	None - sufficient evidence
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Recruitment and promotion data, rate of return post maternity leave, HR policies and procedures, Adoption Policy, Grievance Procedure, tribunals.	Compliance with legislation, maternity entitlements, Flexible Working Requests / adjustments made for both male and female staff following changes in maternity/paternity leave legislation. Risk assessment process embedded to inform any adjustments. Timetables and working hours adjusted as needed and requested.	Celebration of pregnancies and births, invitations to academy events, paternity leave granted, Staff Briefings.	None - sufficient evidence
	Pupils:	Exclusions Policy, SEN Policy, data available, tutor time/PHSCE, Admissions Policy, achievement data, adjustment to timetable.	Adjustments to support learning, liaison with other agencies, flexibility over curriculum and exams, and results analysis. School Counselling Service.	Support network from pastoral team, student encouraged to maintain links with school during absence and kept informed of student activities, on-going communication and support, curriculum, liaison with parents, assemblies, School Counselling Service. Strong links with other agencies – NHS, Barnet Children's Services.	None - sufficient evidence
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			characteristic and those who do not?	**protected characteristic and those who do not?**	
Age	***All:***	Academy Ethos Equality Guidelines, Harassment & Bullying Policy, Community Cohesions Policy	Compliance with Guidelines. Staff Survey	All curriculum and training are inclusive of all age ranges. community volunteers, guest speakers etc.	None - sufficient evidence
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment and promotion data, age profile of staff, HR policies/procedures and guidance, CPD availability and attendance.	Compliance with legislation. Academy Data Dashboard – staff profile Staff Survey	All training and CPD are inclusive of all age ranges. community volunteers, guest speakers. Staff Survey etc.	None - sufficient evidence
	Pupils:	Tutor time, pupil curriculum designed to be appropriate for age range.	School Counselling Service, Student Council. Transition process into year 7 well embedded with feeder schools Data collected at transition evenings from parents and carers is used to inform support and intervention for new students	All events inclusive, work experience, curriculum progression, guest speakers, assemblies, School Counselling Service. School council represented by all year groups. Access to activities and performances open to all age groups. Transition summer school for year 6 students to support move into academy. Prefect system in operation in year 11. Student Panels for recruitment	None - sufficient evidence
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Religion and Belief	***All:***	Academy Ethos Equality Guidelines, Harassment & Bullying Policy	Inclusion Policy, Multi-Faith Room available, time off for religious observation.	Community Involvement.	None - sufficient evidence
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment, and promotion data, 121 meetings with line managers.	Fair recruitment processes, documents translated, Facilities for washing and multi-Faith Room available.	Assemblies, awareness and community involvement, multi-Faith Room available. time off for religious observation, staff briefings, school's calendar adapted to meet the needs of majority religious group, Academy Vision Statement.	None - sufficient evidence
	Pupils:	Group Equal Opportunities Student Statement Admissions Policy, Tutor time PSHCE Inclusion Policy Broad curriculum offered across KS3/4.	PRE curriculum this year has explored issues of difference. All of the 6 major religions are covered in KS3. Barnet is one of the most diverse boroughs in the Country and our curriculum reflects this. The PRE curriculum is inclusive of the ever-growing rise of such belief systems such as Humanism. TTA uses data to identify groups and implement interventions, extended school activities for all, School Counselling Service. Religious Observance are acknowledged, and adjustments made to activities where appropriate. Menu appropriate for all cultures.	Students provided with time and space to observe, assemblies, community involvement, Multi-Faith room. Students encouraged to share their religious practices in a classroom setting. Time off for religious observation, School Counselling Service, School calendar adapted to meet the needs of majority religious group. School uniform is designed to meet the diversity of the school community – for example head scarves and long skirts can be worn. Displays of all faiths are reflected in our multi-faith room.	None - sufficient evidence

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Sexual Orientation	***All:***	Academy Ethos Equality Guidelines, Community Cohesion Policy, Harassment & Bullying Policy. Anti-racism policy EAL Policy Community Cohesion Policy Inclusion Policy Equal Opportunities Policy Race Equality Policy School ethos and code of conduct embraces and promotes diversity.	Inclusion Policy for all sexual orientation.	Absence of grievances/ incidents relating to sexual orientation	None - sufficient evidence
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, 1:1 meetings, recruitment data, and grievance outcomes. Whistleblowing Policy	Fair recruitment processes, engage staff in policy development	Staff briefings, PDD, 1:1s, assemblies.	None - sufficient evidence
	Pupils:	Admissions Policy, Pupil results, evidence of improvement, pupil data, incident forms, LGB minutes, Arbor, Student Support Panel, tutor time, analysis of 'micro population groups' as defined by Ofsted. School ethos and code of conduct embraces and promotes cultural diversity. Any bullying related to sexual orientation is dealt with swiftly and firmly by the appropriate pastoral team	Inclusion Policy. PSHCE Curriculum, extended school activities, anti-bullying policy, use data wherever possible to identify students and implement planned interventions to meet needs, Student mentoring. School Counselling Service. Student Support Services will work with external agencies where appropriate and tailor	Team work, any needs identified and strategies put in place to support students, assemblies/ guest speakers, School Counselling Service.	None - sufficient evidence

			support to students requiring additional interventions. Interrogate micro populations assessments, progress, and exam results to determine actions and interventions for the future. Detailed strategies for staff to use in the lesson to support SEN student progress. Hard to place students regularly accepted at TTA. LGBTQ+ history threaded through history curriculum and assemblies on other themes (e.g. remembrance).		