

HET Equality Objectives

HET's Equality Objectives align with the overall vision that all pupils receive a high quality, enriching, learning experience in a safe and inclusive environment, which promotes excellence through a broad curriculum that prepares them for their future and opens doors to a diverse array of opportunities as well as that all pupils and adults within HET flourish as individuals and together.

All pupils and adults within HET flourish as individuals and together in a safe, inclusive environment:

All children and adults feel a strong sense of belonging

HET and its schools are financially sustainable

HET and its schools work in partnership collaboratively. We succeed together (one team)

All children achieve at or above national expectations for their context

We take a collective responsibility for delivering excellence for all our schools

We celebrate individuality – not corporate education

Our schools help shape HET and what we offer

We don't believe in a standardised approach to education

Our strength is our people, who we value and develop



**HAMWIC
EDUCATION
TRUST**

These objectives have been agreed and are reviewed annually to ensure that progress is made against each objective:

Objective 1: To ensure that the curriculum promotes equality, diversity and inclusion



RATIONALE

Our schools all have the autonomy to develop their own curriculum so that they are able to meet the local needs of their pupils and community they are within.



HOW THIS WILL BE ACHIEVED

The curriculum is shared with HET Standards Officers and the HET Leads as well as through HET networks. There are also reviews throughout the year to ensure the curriculum design is meeting the needs of the school.



PROGRESS

The review process is already in place. All Ofsted reports this state that inclusion is effective in our schools and that the curriculum is accessible for all, including those with SEND. The Oracy and EAL projects provide curriculum perspectives for all pupil groups. Both projects are still at the pilot phase. The impact of these projects on the success of the curriculum, sense of belonging and achievement were presented to all leaders in May 2025. Curriculum is broadly recognised as meeting an expected standard by Ofsted in this year's inspections. Inclusion has universally been graded as at least 'expected' in all Ofsted inspections this year. In two schools this has been recognised as meeting the strong grade. Additionally, this is true of Personal Development and Wellbeing where pupils in our schools show a good understanding of equalities at an age-appropriate level. In three schools PDWB has been graded as a strong standard.



LINKS TO HET PILLARS

Quality Assurance, Education

These objectives have been agreed and are reviewed annually to ensure that progress is made against each objective:

Objective 2: All pupils will make progress regardless of any protected characteristics

RATIONALE



All pupils are entitled to learn and make progress

HOW THIS WILL BE ACHIEVED



7 Habits of Highly Effective Teaching
Leadership Development
Sharing best practise
Monitoring

PROGRESS



May 2025 - All schools are working to define strong approaches to teaching. Leaders at all levels are benefitting from a strong CPD offer. This will be extended next year.

Pupils with SEND are a focus for ambitious teaching. Reduced to Enhance classrooms in 11 schools provide a strong offer for inclusion. Where pupils with the most complex needs are supported in reduced classrooms, Ofsted have commented on the effectiveness of the bespoke provision to support progress from individual start points. Improving reading opportunities and outcomes has been one of the secondary strategic aims; quality first teaching has delivered significantly more language opportunities for all pupils. Overall results are predicted to improve by 3% (9-4).

Mid – year data drop shows that Reading has been prioritised in all schools. 84% of KS2 settings are on track to achieve National or better Reading results. There have been nine Ofsted inspections this year to date that all comment on the strength of the early reading offer.

July 2026

We have 13 reduced to enhance classrooms. These provisions ensure that SEND pupils can make progress. A 'building blocks,' assessment system is used more consistently across schools.

There is a focus on gender equality to ensure the outcomes for boys and girls represent their potential. Outcomes and provision for pupils with English as an additional language are improving. Provision through the EAL strategy has focussed on initial assessment of learners, a sense of belonging and ambition for pupils.

LINKS TO HET PILLARS



Education, Quality Assurance

These objectives have been agreed and are reviewed annually to ensure that progress is made against each objective:

Objective 3:

To ensure that HET recruitment practices support our ED&I Policy and Equal Opportunities Statement

RATIONALE



Aligns with our Ethos and Values

HOW THIS WILL BE ACHIEVED



Review of recruitment policy and processes (including job descriptions, person specifications, adverts, recruitment documentation, interview processes and induction) in conjunction with identifying a recruitment and HR system

PROGRESS



HR System has been identified following a tender process with implementation in academic year 26/27.
All job descriptions have been reviewed and updated along with recruitment packs for each school and HET MS team.
Induction process has been reviewed and updated (to be launched September 2026).

LINKS TO HET PILLARS



People

These objectives have been agreed and are reviewed annually to ensure that progress is made against each objective:

Objective 4: To report our gender pay gap on an annual basis and undertake annual analysis of recruitment and promotion



RATIONALE

HET is committed to ensuring equality of opportunity for all employees. Annual analysis of workforce data enables us to identify trends, understand any disparities in pay, recruitment, promotion or career progression, and implement actions that support a diverse and inclusive workforce.

HOW THIS WILL BE ACHIEVED

- Annual Gender Pay Gap reporting and analysis.
- Review of recruitment, promotion, retention and workforce demographic data.
- Monitoring of career progression opportunities across employee groups.
- Regular review of flexible working practices and their impact on employee attraction, retention and progression.
- Development of targeted actions where data identifies potential inequalities or barriers

PROGRESS

To be updated annually through Gender Pay Gap reporting and workforce analysis.

LINKS TO HET PILLARS

People

These objectives have been agreed and are reviewed annually to ensure that progress is made against each objective:

Objective 5:

To ensure the EDI Policy meets legal requirements and assists schools and senior leaders to identify potential barriers and set objectives to remove them.



RATIONALE

To ensure legal compliance and that barriers to the recruitment, retention and development of all staff are removed

HOW THIS WILL BE ACHIEVED

Monitoring of this policy through the reporting of data at Board Meetings

PROGRESS

Approval of policy

LINKS TO HET PILLARS

People
Governance