



L.E.A.D. Academy Trust

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Equality Information and Objectives (Public Sector Equality Duty) Statement

Policy Information

Document name	Equalities Information and Objectives Statement
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Equalities Statement and Objectives

Introduction

L.E.A.D. Academy Trust is committed to ensuring that its academies and central team have due regard to equality in all of its actions, in both its employment and dealings with staff, as well as its education provision.

L.E.A.D. Academy Trust and its member academies have due regard to the need to:

- Eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity.
- Foster good relations between different people when carrying out their activities.

Obligations under the Equality Act 2010?

The obligations under the Equality Act 2010 apply to how an academy treats pupils and prospective pupils, and its employees and other staff.

Under the Equality Act 2010, an academy must not discriminate, harass or victimise a pupil or potential pupil in relation to:

- Admissions
- The way it provides education for pupils.
- How it provides pupils access to any benefit, facility or service
- Excluding a pupil or subjecting them to any other detriment

Academies are also under a duty to make reasonable adjustments for pupils and staff with disabilities.

Discrimination

The Act defines a number of types of discrimination, including:

- Direct discrimination
- Indirect discrimination
- Failing to make reasonable adjustments for disabled pupils or staff
- Discrimination arising from disability

- Harassment related to a protected characteristic
- Victimization of someone because they have made, or helped with, a complaint about discrimination

Direct discrimination is when someone is treated less favourably than someone else because of their protected characteristic(s).

Indirect discrimination is when a provision that applies to everyone principally disadvantages particular groups.

Harassment is unwanted conduct with the purpose or effect of violating a person's dignity, or which creates an intimidating, hostile, degrading, humiliating or offensive environment.

Victimization is when a person is subjected to a detriment because they have carried out a 'protected act' such as: complaining about harassment, bringing a claim under the Act, getting involved in another person's complaint.

Protected Characteristics

The Act uses the term "protected characteristics" to refer to aspects of a person's identity. Treating a person less favourably because they have one or more of these characteristics would be unlawful. The protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The protected characteristics of age and marriage and civil partnership apply to schools & academies as employers, but not in relation to their provision for pupils.

Public Sector Equality Duty (PSED)

The PSED was introduced by the Equality Act 2010, bringing together previous equality law under one umbrella, replacing the existing race, disability and gender equalities duties and extended the protection to further 'protected characteristics'.

The equality duty applies to all academies across all phases and places duties on leaders, trustees and governors to have due regard to the need to eliminate unlawful discrimination, to advance equality of opportunity and to foster good relations between people.

The duty provides a framework to help focus attention on the impact of decisions and policies on specific groups, to identify priorities and strategies to tackle them.

The two specific duties required by academies to demonstrate that they are compliant with the PSED are:

- To publish information to show how they are complying with the Equality Duty. This must be updated at least annually.
- To prepare and publish one or more specific and measurable equality objectives at least every four years.

What is meant by 'Due Regard'?

Academies must integrate the equality duty into the way they carry out their functions. 'Due regard' means giving 'relevant and proportionate consideration to the duty' and that schools/academies ensure that they actively consider the equality implications for their pupils and staff with protected characteristics in all aspects of their policy development and decision making.

Academies must separately consider each of the three elements of the duty (e.g. eliminating discrimination must be considered separately from fostering good relations) and should record the steps that they have taken to show 'due regard'.

Publishing Information and Objectives

Specific duties require academies to publish information on how they are complying with the equality duty and to set out and publish their equality objectives.

- **Publishing equalities information** that demonstrates how the academy is complying with the equality duty must be published and updated **at least annually**.
- **Prepare and publish equality objectives** that should be clearly defined, measurable commitments, agreed with the governing body and kept under review, and must be updated **at least once every four years**.

The government is clear that the duties should not be overly burdensome on academies, and they will not be required to collect any statistical data which they do not already collect routinely. It is up to an individual academy to decide how they publish the required equality information. The information must be accessible to those in the school community and the public.

For most academies, the simplest approach may be to set up an equalities page on their website where all this information is present and links to it are available.

Academies may also find it useful to publish some information on the following alongside each objective:

- Why objectives have been chosen, including any relevant consultation and engagement.

- A short description of what their plans to achieve each objective are and how it will demonstrate success.

Measurable Objectives

Objectives might be linked to challenges the academy is already responding to in the school improvement plan or can address issues and concerns identified through consultation with pupils, staff and parents.

Some of the challenges that equality objectives can address include:

- Narrowing gaps in attainment between groups of pupils, for example girls and boys
- Improving school attendance of pupils from particular groups
- Increasing the participation of particular groups in school activities
- Reducing prejudice-related bullying and the use of derogatory language
- Improving knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity – for example increasing understanding between pupils from different faith communities
- Improving the participation and engagement of different groups of parents and communities

They should be clearly focused and demonstrate measurable outcomes. Including a time framework, that indicates when an objective will have been in part or wholly achieved, will also enable success to be measurable.

Equality objectives should be clearly relevant to the groups with protected characteristics named in the Equality Act but may refer also to groups disadvantaged by social and economic factors.

The Trust's expectations are that academies will have at least 3 targets that reflect the following:

- One focused on pupil outcomes and relating to an issue/characteristic affecting a disproportionately large share of their pupils compared to the national average; this will help to ensure our academy is able to take action which will have an impact on a significant scale.
- One objective focused on outcomes and relating to an issue/characteristic significantly affecting a small share of pupils compared to the national average. Research nationally suggests some of the largest and most stubborn 'gaps' in outcomes are in academies with very small numbers of children with that particular characteristic – such pupils should not be overlooked.
- One objective relating to actions with a wider scope/impact, perhaps in relation to curriculum content, enrichment activities, developing the 'whole child', whole school values and behaviours, work with parents/carers and the wider community or a

workforce issue; this will ensure equality is not seen exclusively in relation to pupil outcome measures.

Depending on the size and the specific context, an Academy may decide to set more than three objectives.

Review and Impact

Academies should keep their equality objectives under review as they would with elements of any school improvement plan. It may be helpful for academies to develop a specific action plan that can help map activities that will be needed to achieve an objective. However, there is no requirement to publish an explicit and separate action plan. It is also good practice to publish some information on the progress that is being made towards meeting the equality objectives the academy has set itself.

The trust will monitor the ongoing impact of the changes on those who may be affected in the following ways:

- Tracking of pupil achievement across the Trust with an additional focus on equality groups
- Staff surveys and consultation that demonstrates emotional health and wellbeing, engagement and involvement
- Parent/carer surveys

The Role of Trustees

Trustees are responsible for ensuring that the Trust and its academies comply with the Public Sector Equality Duty and adopts the overarching Trust Equalities Policy. Through the Scheme of Delegation, the Trust Board assigns local adaptation of the policy for each academy.

The Role of Academy Governing Bodies

Academy Governing Bodies are responsible for ensuring that the academy meets the requirements of equality legislation at a local level. Essentially this means they should:

- Ensure the academy takes all reasonable steps to ensure that its employees do not carry out unlawful discriminatory actions or behaviour.
- Support and guide the academy to have “due regard” for equality in all its functions.
- Ensure the academy complies with the Public Sector Equality Duty and meets the two “specific duties” for academies.
- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the academy, including to staff, pupils and parents

- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives to the Headteacher

The responsibility for implementation of the policy rests with the Headteacher of each academy. See L.E.A.D. model equality policy.

The Trust as an Employer

The Trust has an obligation to provide a workplace that is free from discrimination, bullying and harassment. This obligation is managed through the Trust HR Policies. The Trust's HR policies are subject to full consultation and are continually reviewed.

Links with other Policies

This policy and its ethos applies to every policy, procedure and guidance document that is produced in relation to pupils, staff, parents and governance.

The following policies are particularly relevant to achieving the objectives of this policy:

- SEND policy
- Admissions policy
- Anti-bullying policy
- Behaviour policy
- Students with medical needs policy
- Accessibility plans (for each academy)
- Recruitment and selection policy
- Whistleblowing policy
- Code of conduct policy
- All other employment policies

EQUALITY OBJECTIVES PLAN 2022- 2026

Action	How will the impact of action be monitored?	Who is responsible	Timeframe	Impact – annual review Review date:
Implement a programme of equality, diversity, and inclusion training across the Trust, using our online platform, as well as additional bespoke training, to continue the understanding and help eliminate discrimination.	Programme of training in the L.E.A.D. Equate brochure and evaluations taken. Part of the mandatory online training for all staff. Data from online training monitored for participation.	HR and CPD lead CPD lead	By September 2022	Data collated on staff completion across the Trust on an annual basis. 90% of participants rated the training as ‘good’ 100% completion rate
All academies to have Equalities policy and objectives.	Compliance checks annually	Director of Schools	By January 2023	Equality plans published on website and reviewed annually.
Analyse performance related data to narrow the gap for identified vulnerable group across the Trust.	Termly Quality Assurance visits	Director of Schools	By January 2023	Outcome of analysis published on academies and Trust website
Ensure the recruitment and professional development policies and procedures across the Trust are inclusive and promote equality of opportunity to reflect our commitment to ensure our workforce is as diverse as possible.	Review processes and issue, to all academies, any amendments to the guidance.	HR	By April 2023	Gather staff feedback that reflects a culture of inclusivity and equality of opportunity in accessing training and promotion opportunities.
Promote and monitor the involvement of all groups of students,	Quality Assurance visits	Director of Schools	By July 2023	Academies to publish analysis on websites

and specifically those with protected characteristics, in the enrichment and extra- curricular aspects of the academies within the Trust.				
All academies to report on impact and actions taken annually.	Compliance checks annually	Director of Schools	By September 2023	Published impact and actions updated on websites
Ensure that the HR information system offers 'self-service' to enable employees to self-report on disability, ethnicity etc.	Work with the academies and HR system to implement across the Trust.	HR and academies	By September 2024	In place and being utilised by staff.



The Birley Academy
A L.E.A.D. Academy

Equality Policy & Objectives

Policy Information

Document name	Equality Policy
Date approved	April 2024
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Aims

Our academy aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools, and complies with our funding agreement and articles of association.

Roles and responsibilities

The Role of Trustees

Trustees are responsible for ensuring that the Trust and its academies comply with the Public Sector Equality Duty and adopt the overarching Trust Equalities Policy. Through the Scheme of Delegation, the Trust Board assigns local adaptation of the policy for each academy.

The role of Academy Governing Bodies

Academy Governing Bodies (AGBs) are the “responsible body” for ensuring that the academy meets the requirements of equality legislation. Essentially this means they should:

- Ensure the academy takes all reasonable steps to ensure that its employees do not carry out unlawful discriminatory actions or behaviour.
- Support and guide the academy to have “due regard” for equality in all its functions.
- Ensure the academy complies with the Equality Duty and meets the two “specific duties” for academies.
- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the academy, including to staff, pupils and parents.

- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years.
- Delegate responsibility for monitoring the achievement of the objectives to the Headteacher.

The Role of the Headteacher

- Ensure that the L.E.A.D. Academy Trust policy is adopted and implemented.
- Promote knowledge and understanding of the equality objectives among staff and pupils.
- Monitor success in achieving the objectives and report back to governors.

The designated member of staff for equality will be Leonie Gillham, they will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils.
- Support the headteacher in identifying any staff training needs and deliver training as necessary.

All academy staff are expected to have regard to this document and to work to achieve the objectives.

Eliminating discrimination

The academy is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting, it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September as part of the whole school safeguarding and Equality, Diversity and Inclusion training, and will also receive updates and guidance in briefings and as part of the inclusion bulletin.

The academy has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the academy aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of academy societies)

In fulfilling this aspect of the duty, the academy will:

- Publish attainment data each academic year.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

Fostering good relations

The academy aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising academy trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the academy. For example, our academy council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the academy's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.
- Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

Equality considerations in decision-making

The academy ensures it has due regard to equality considerations whenever significant decisions are made.

The academy always considers the impact of significant decisions on particular groups. For example, when an academy trip or activity is being planned, the academy considers whether the trip:

- Cuts across any religious holidays.
- Is accessible to pupils with disabilities.
- Has equivalent facilities for boys and girls.

The academy keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning academy trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

Equality objectives

The academy aims to set three objectives:

- One focused on pupil outcomes and relating to an issue/characteristic affecting a disproportionately large share of our pupils compared to the national average; this will help to ensure our academy is able to take action which will have an impact on a significant scale.
- One objective focused on outcomes and relating to an issue/characteristic significantly affecting a small share of pupils compared to the national average. Research nationally suggests some of the largest and most stubborn ‘gaps’ in outcomes are in academies with very small numbers of children with that particular characteristic – such pupils should not be overlooked.
- One objective relating to actions with a wider scope/impact, perhaps in relation to curriculum content, enrichment activities, developing the ‘whole child’, whole school values and behaviours, work with parents/carers and the wider community or a workforce issue; this will ensure equality is not seen exclusively in relation to pupil outcome measures.

Requirement to publish information annually:

The academy will publish an annual update on the website, starting in **September 2024**. This update will include:

- Pupil information: academy level data about the composition of the pupil population and their outcomes, in relation to gender, Special Educational Needs (SEN) and disability, race/ethnicity and those with English as an Additional Language (EAL), children who are/have been Looked After (CLA) and pupils who are eligible for Free School Meals (FSM), or who more broadly qualify for the Pupil Premium.

Links with other policies

This document links to or informs the following policies:

- Accessibility plan

- Risk assessment
- Behaviour policy
- Anti-bullying policy
- Admissions policy
- Pupil Premium Policy
- RHSE policy
- Safeguarding Policy
- SEND policy

EQUALITY OBJECTIVES PLAN 2024- 2026

Target	Actions	How will the impact of action be monitored? Who is responsible	Timeframe	Impact – annual review Review date:
<p>To continue to narrow the gap in attainment for students with SEND relative to those students without SEND in core curriculum areas, and to increase participation in extra-curricular and enrichment activities for those students with SEND.</p>	<ul style="list-style-type: none"> • Develop effective provision that meets the needs of SEND students • Implement accurate, time bound, bespoke provision for SEND pupils to reach agreed targets • Review SEND pupils work half termly to establish if needs are met • Ensure SEND is a regular agenda item for staff meetings/ AGB meetings • Review SEND funding to ensure that it is used to effect • Review extra-curricular and enrichment opportunities and actively promote with SEND learners • Promote with parents/carers through SEND drop-in sessions 	<p><i>Key performance indicators reviewed termly (SLT):</i></p> <p><i>Monitoring of progress of pupils termly, identifying trends and next steps (DCA/SHU/VHA)</i></p> <p><i>Attainment outcomes Y11 August 2024 (DCA/SHU/VHA)</i></p> <p><i>Attainment measures for all year groups against progress expected informed by CATs and SATs where available. (DCA/SHU/VHA)</i></p> <p><i>Engagement registers for extra-curricular clubs</i></p>	<p>July 2024 December 2024 April 2025</p> <p>July 2024 December 2024 April 2025</p> <p>August 2024</p> <p>July 2024 December 2024 April 2025</p> <p>Half termly</p>	
<p>To further improve the attendance of White Eastern European (WEEU) – 13 pupils as of April 2024, and of White Black</p>	<ul style="list-style-type: none"> • Implement a clear strategy for raising attendance of key groups of pupils. 	<p><i>Key performance indicators reviewed termly (SLT)</i></p> <p><i>Monitoring of attendance of key groups of pupils termly,</i></p>	<p>July 2024 December 2024 April 2025</p> <p>Half termly</p>	

<p>Caribbean pupils (<i>MWBC</i>) 26 pupils, and White Black African pupils (<i>MWBA</i>) – 7 pupils, to enable further improvements in student outcomes by the end of KS4. These groups of students have overall attendance below 80%.</p>	<ul style="list-style-type: none"> • Share this strategy with all stakeholders which informs practice • Identify support for WEE community, including translation of key documents where needed • Engage closely with key pupils’ families to support raising attendance – bespoke attendance plan in place for all students who are below 80% attendance • Consider mentor programme in school to support engagement 	<p><i>identifying trends and next steps (VHA/NBU)</i></p> <p><i>Bespoke attendance plans monitored and reviewed by attendance leaders</i></p> <p><i>Student voice</i> <i>Parent voice</i></p>	<p>Half termly (minimum)</p> <p>July 2024 December 2024 April 2025</p>	
<p>To further reduce the number of incidents of discriminatory language by creating and embedding a deeper understanding of culture, equality and diversity for pupils and staff through training, and continual development and refinement of our personal development curriculum.</p>	<ul style="list-style-type: none"> • <i>Create and embed a clear programme of assemblies, PSHE lessons, and visiting speakers to raise awareness and understanding of diversity, equality and culture.</i> • <i>To embed a clear process (flow) of action when incident of discriminatory language or behaviour occurs, which outlines support offered in addition to action taken.</i> • <i>Undertake student voice on opportunities to create an ‘All colours council’ and ‘LGBTQ+ Council’ to further inform and celebrate equality and diversity and widen the remit of the</i> 	<p><i>AHT/DHT monitor and QA the provision of the PD curriculum across the school</i></p> <p><i>Analysis of incidents and follow up actions</i> <i>Monitoring of incidents will inform the bullet point above.</i> <i>Student Council minutes and ‘you said/we did’ displayed across school, on the School Monitors and in display boards for each council.</i> <i>Student Voice shows a positive impact on reducing</i></p>	<p><i>Ongoing</i></p> <p><i>Ongoing</i></p> <p><i>Half termly</i></p>	<p><i>Next steps (review date)</i></p>

	<p><i>‘Culture Council’ to support and inform rewards and school culture around behaviour and attitudes.</i></p> <ul style="list-style-type: none"> • <i>Introduce a culture day in school which celebrates the range of cultures and backgrounds of all pupils and staff</i> • <i>Introduce a greater range of activities within school (such as meals in the school dining room) which have clear cultural themes and celebrations</i> • <i>Review of curriculum in relation to diversity</i> • <i>Ensure that the library and written texts studied and available to pupils encompasses a diverse range of authors and themes</i> 	<p><i>discriminatory language and behaviour</i></p> <p><i>Student and staff voice shows positive feedback</i></p> <p><i>Increase in opportunities to celebrate diversity – monitor and evaluate through student voice and feedback</i></p> <p><i>EDI QA shows a broadening range of diversity across the curriculum and in reading materials</i></p>	<p><i>Annual</i></p> <p><i>Ongoing</i></p> <p><i>Ongoing</i></p> <p><i>Ongoing</i></p>	
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