



L.E.A.D. Academy Trust
Lead • Empower • Achieve • Drive

Waddington All Saints Academy Equality Information and Objectives

Policy/Procedure management log

Document name	Equality Policy
Trust approval	January 2026
Date approved by AGB	Spring 2026
Date of review	January 2027

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, with amendments, due to the Worker Protection Act 2024
- 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 on to the Headteacher.

The equality link governor is Hannah Berry. They will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they’re familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

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:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- 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.

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. 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 the following policies:

- Accessibility plan
- Supporting pupils with medical conditions
- Behaviour policy
- Code of Conduct

ACADEMY OBJECTIVES PLAN 2026 - 2029

Target	Actions	How will the impact of action be monitored? Who is responsible	Timeframe	Impact – annual review Review date:
<p>1. Ensure that 90% of PPG students make at least 0.1 progress across the academy by 2024.</p> <p>To close the gap between the attainment of children who are registered as disadvantaged and their peers</p>	<ul style="list-style-type: none"> • <i>Develop effective provision that meets the needs of PPG students</i> • <i>Implement accurate, time bound, bespoke provision for PPG pupils to reach agreed targets</i> • <i>Review PPG pupils work half termly to establish if needs are met</i> • <i>Ensure PPG is a regular agenda item for staff meetings/ AGB meetings</i> • <i>Review PPG funding to ensure that it is used to effect</i> • <i>Regular communication with parents to support attendance, where this is a concern.</i> 	<p><i>Key performance indicators reviewed termly (ZJ, CW, MJ)</i></p> <p><i>Monitoring of progress of PPG pupils termly, identifying trends and next steps (CT)</i></p> <p><i>Monitor attendance in the academy of PPG pupils (MJ, CW)</i></p> <p><i>Reflection of attitudes to learning- 90% engagement (CT)</i></p>	<p><i>Dec review 1</i> <i>March review 2</i> <i>June review 3</i></p>	<p>July 2026 - 90% of PPG students make at least 0.1 progress across the academy by 2024.</p>
<p>2. Target EAL pupils so that 80% reach year group expectations by 2023.</p>	<ul style="list-style-type: none"> • <i>Develop effective strategy that ensures that the needs of EAL students are met</i> • <i>Implement accurate, time bound, bespoke provision for EAL pupils to reach agreed targets</i> • <i>Review EAL pupils work to establish if needs are met</i> 	<p><i>Key performance indicators reviewed termly (SLT)</i></p> <p><i>Monitoring of progress of EAL pupils termly, identifying trends and next steps (Class teachers, MJ, KWe)</i></p>	<p><i>Dec review 1</i> <i>March review 2</i> <i>June review 3</i></p>	<p>July 2026- 80% of EAL pupil reach year group expectations.</p>

		<p><i>Monitor attendance in the academy of EAL pupils (MJ)</i></p> <p><i>Reflection of attitudes to learning 90% engagement (MJ, SLT)</i></p> <p><i>Ensure and monitor engagement of families (MJ, SLT)</i></p>		
<p>3. Ensure that minority ethnic and faith groups feel secure and valued in our community so that diversity is celebrated and understood through rich learning opportunities.</p>	<ul style="list-style-type: none"> • <i>Stakeholder views survey</i> • <i>.Analysis of our school community to ensure that they are well represented across the academic year.</i> • <i>Clear plan for assemblies to ensure a strategic plan for the development of equality and diversity.</i> • <i>Review of curriculum in relation to diversity implementation of the DRIVE for excellence.</i> • <i>Ensure that the reading spine encompasses a diverse range of authors and themes.</i> • <i>Mastery days to celebrate diversity of gender, ethnicity and faith. · Engagement opportunities with local places of worship through RE and collective worship.</i> 	<p><i>Increasing engagement within the community</i></p> <p><i>Increase in opportunities to celebrate diversity through the curriculum and noted in QA visits.</i></p> <p>Feedback from pupil voice and parent surveys Curriculum and assembly audits</p> <p>QA evidencing diversity within teaching displays, learning and teaching</p> <p>Pupil voice outcomes recorded</p> <p>Monitor engagement in enrichment activities</p> <p>(ST, MJ)</p>	<p><i>Termly Review</i></p>	<p>Intended Impact: Increased opportunity to celebrate diversity through the curriculum, assemblies and enrichment. Pupils feel valued and that their ethnicity and faith are respected. All children have a secure understanding of diversity through ethnicity and faith.</p>

	<ul style="list-style-type: none"> • <i>Review of displays to represent all ethnic and faith groups</i> • <i>.Ensure that the reading spine encompasses a diverse range of authors and themes</i> • <i>Provide additional information for parents around diversity. Work alongside parents and/or local community to provide additional enrichment for children in school.</i> 			
<p>4. To ensure that the school promotes role models and heroes that young people positively identify with, who reflect and broaden the school's diversity in terms of race, gender and disability etc.</p>	<ul style="list-style-type: none"> • Audit curriculum, assemblies and enrichment to identify representation gaps • Introduce diverse significant figures who have had significant impact across all subjects' history, STEM, arts, sport • Invite visitors, speakers and community members who reflect a wide range of lived experiences • Ensure celebration events highlight diverse achievements and contributions • Embed aspirational role models into careers-related learning 	<ul style="list-style-type: none"> • Curriculum audits and planning scrutiny (SLT) • Pupil voice on representation and aspiration • Assembly evaluations <p>(SJ, MJ)</p>		<ul style="list-style-type: none"> • Pupils can identify a broad range of significant figures and their impact • Increased aspiration and sense of belonging
<ul style="list-style-type: none"> • To reduce inequality and improve life 	<ul style="list-style-type: none"> • Targeted academic and pastoral support for vulnerable groups 	<ul style="list-style-type: none"> • Termly data analysis 	<i>Termly</i>	<ul style="list-style-type: none"> • Reduced attainment and opportunity gaps

chances of pupils in the academy	<ul style="list-style-type: none"> Monitoring of attendance, behaviour and progress data Early intervention and multi-agency support where required Equitable access to enrichment, leadership and wider curriculum opportunities 	<ul style="list-style-type: none"> Attendance and behaviour reports Pupil progress meetings <p>(Attendance team, MJ/SA)</p>		<ul style="list-style-type: none"> Improved engagement and outcomes for vulnerable pupils
5. To ensure enrichment and out of school activities are made accessible to all pupils, including those with disabilities and special educational needs, to ensure equitable accessibility and the best possible educational outcome	<ul style="list-style-type: none"> Review enrichment offer for accessibility and inclusion Adapt activities and provide reasonable adjustments Ensure financial support removes barriers to participation Monitor participation rates of SEND and vulnerable pupils 	<ul style="list-style-type: none"> Parent and pupil feedback SEND reviews <p>(CW, MJ)</p>	<ul style="list-style-type: none"> <i>Termly</i> 	<ul style="list-style-type: none"> Increased participation from SEND and vulnerable pupils Improved confidence, wellbeing and engagement
6. To tighten our approach to the identification and support of pupils with SEND to ensure there is no discrimination of those children with protected characteristic	<ul style="list-style-type: none"> Strengthen early identification processes Ensure provision maps are timely, accurate and reviewed regularly Staff CPD on inclusive practice and SEND Regular review of outcomes for SEND pupils 	<ul style="list-style-type: none"> SEND progress tracking Provision map reviews Parent and pupil feedback <p>(SA, MJ, ZJ)</p>	<ul style="list-style-type: none"> <i>Termly</i> 	<ul style="list-style-type: none"> Improved outcomes for pupils with SEND Consistent, inclusive practice across the school