



L.E.A.D. Academy Trust

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# **Equality information and objectives (public sector equality duty) statement for publication Policy**

Review frequency: Every four years and publish information annually.

Delegated to the Headteacher

## **Policy Statement**

### **Introduction**

The L.E.A.D. Academy Trust requires this policy to be implemented by all its member academies.

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

- eliminate discrimination
- advance equality of opportunity
- foster good relations between different people when carrying out their activities.

L.E.A.D. Academy Trust meets all the requirements of this legislation.

The L.E.A.D. Academy Trust defines the policy expectation, but the responsibility for implementation of the policy rests with the Headteacher of each academy.

Cross reference: Equality Policy

### **Legal Framework**

#### **[The Equality Act 2010](#)**

#### **[The Equality Act 2010 \(Specific Duties\) Regulations 2011](#)**

Under specific duties, proprietors of academies are required to draw up and publish equality objectives every four years and annually publish information demonstrating how they are meeting the aims of the general public sector equality duty.

The [Public Sector Equality Duty](#) came into force across Great Britain on 5 April 2011. It means that public bodies have to consider all individuals when carrying out their day-to-day work – in shaping policy, in delivering services and in relation to their own employees.

### **Policy guidance**

#### **What is the Equality Act 2010?**

The Equality Act 2010 replaced nine major Acts of Parliament, as well as almost a hundred sets of regulations, dealing with equality and discrimination. The Act provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful.

The new law should make it easier for school leaders and governors to understand their legal responsibilities and tackle inequalities in education.

In England and Wales, the Act applies to all maintained and independent schools, as well as academies and free schools.

It covers all aspects of academy life to do with how an academy treats pupils and prospective pupils, parents and carers, employees, and members of the community. Everything an academy does must be fair, non-discriminatory and not put individuals or groups of people at a disadvantage. In particular, 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

### **What actions and behaviours are unlawful?**

The Act defines a number of types of unlawful behaviour, 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
- Victimisation of someone because they have made, or helped with, a complaint about discrimination

### **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**

Since April 2011, schools and academies have also been bound by a part of the Equality Act 2010 called the Public Sector Equality Duty (also known as the PSED, or simply the “Equality Duty”).

The Equality Duty replaces the previous three sets of duties on schools and academies to promote disability, gender and race equality through having equality policies and action plans for these groups. Some schools and academies chose to meet these previous duties by combining the three policies into a “single” equality policy.

There is now no requirement for schools and academies to have equality policies, schemes and/or action plans. This has been made clear in the updated list of statutory policies for schools and academies from the Department for Education (DfE).

The new Equality Duty has two parts: the “general” duty and “specific” duties.

The general duty is the overarching legal requirement for schools and academies and means they must consider how their policies, practices and day-to-day activities impact on pupils and staff. Schools/academies are required to have “due regard” to the need to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity.
- Foster good relations.

The two specific duties for schools/academies aim to assist them to meet the general duty. Schools and academies should have complied with these two duties from April 6, 2012. They 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’?**

Having due regard means that schools and academies must consciously think about the three aims of the Equality Duty as part of decision-making, developing and reviewing policies and how they deliver services.

According to advice for school leaders and governors from the DfE: “The duty to have ‘due regard’ to equality considerations means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications.”

## **Publishing equality information**

As a minimum, schools/academies should publish information on:

- The diversity of the school/academy population.
- How they are performing in relation to the three aims of the Equality Duty.
- The diversity of their workforce, although this only applies to schools/

## **Measurable objectives**

Schools/academies can set equality objectives to tackle any issues of discrimination, inequality and disadvantage.

Objectives might be linked to challenges the school or 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

## **Specific and measurable explained**

It is a statutory requirement that equality objectives are “specific and measurable”. This is to make sure that objectives are not vague or flimsy statements, but reflect achievable and measurable improvements that the school/academy wishes to make.

Objectives 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.

Here are three examples of objective statements that aim to address equality priorities, but would not meet the requirement to be “specific and measurable”.

- To train staff on how to respond effectively to prejudice-related bullying
- To increase the percentage of boys in key stage 2 achieving Level 4-plus in mathematics
- To narrow the gap in attendance rates between Gypsy Roma Traveller children and other children in the school

Here are the same objective statements that have modified to make them “specific and measurable”.

- By July 2017, 90 per cent of the staff will feel confident in responding effectively to prejudice-related bullying, as shown by the annual staff survey
- By the end of the 2016/17 school year, the percentage of boys in key stage 2 achieving ARE or above in mathematics will increase from 68 to 73 per cent, and to 80 per cent by the end of 2017/18
- The attendance rates of Gypsy Roma Traveller pupils will improve year-on-year to meet a target of 96.5 per cent attendance by the end of 2016/17

### **How many equality objectives?**

There is no requirement for schools/academies to publish a set number of equality objectives. The approach should be proportionate, with larger schools and academies likely to have more objectives than smaller ones. However, given the wide range of equality issues in schools, it is likely that many will wish to publish more than one objective.

DfE advice for school leaders and governing bodies states that a school or academy “should set as many objectives as it believes are appropriate to its size and circumstances; the objectives should fit the school’s needs and be achievable”.

It is up to schools and academies themselves to decide on the format they will adopt for publishing equality information and objectives. For most, setting up an equalities page on their website will be the best approach.

Schools/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 is going to be done to achieve each objective

## **What next?**

Schools/academies should keep their equality objectives under review as they would with elements of any school improvement plan. Developing an action plan can help map activities that will be needed to achieve an objective. There is no requirement, however, 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 school/academy has set itself.

## **The role of school governing bodies**

Governing bodies are the “responsible body” for ensuring that the school/academy meets the requirements of equality legislation. Essentially this means they should:

- Ensure the school/academy takes all reasonable steps to ensure that its employees do not carry out unlawful discriminatory actions or behaviour.
- Support and guide the school/academy to have “due regard” for equality in all its functions.
- Ensure the school/academy complies with the Equality Duty and meets the two “specific duties” for schools/academies.

## **Waddington All Saints Academy Policy**

The academy will fulfil its Public Sector Equality Duty by drawing up and publishing equality objectives every four years and annually publishing information demonstrating how we are meeting the aims of the Public Sector Equality Duty.

The academy welcomes its duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.

We fully embrace that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

### **The Guiding Principles**

Academy-level policy and practice is proactive and reflects the following nine principles:

#### **Principle 1: All learners are of equal value**

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity

#### **Principle 2: We recognise and respect difference**

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take into account differences of life-experience, outlook and background, and the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity



### Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment

### Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity

### Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men

### Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys

- gay people as well as straight
- transgender people

#### Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- gay people as well as straight
- transgender people

#### Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender

#### Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (Principle 8) and the engagement in which we have been involved (Principle 7), in relation to:

- disability
- ethnicity, religion and culture
- gender

We recognise that the actions resulting from a policy statement such as this are what make a difference.

Every three years we draw up an action plan within the framework of the Trust's improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

Equality Objective	Actions	Timescale	Intended Impact
Narrowing gaps in attainment between boys and girls.	<ul style="list-style-type: none"> <li>• Year groups to review provision to ensure that curriculum is engaging for boys and girls.</li> <li>• Assessment data analysed by teachers to ensure that all children make required progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking reviewed autumn, spring and summer yearly</li> </ul>	<ul style="list-style-type: none"> <li>• The attainment gap between boys and girls to be narrowed.</li> <li>• Year group planning to be engaging for boys.</li> </ul>
Improving the participation and engagement of different groups of parents and communities	<ul style="list-style-type: none"> <li>• Direct lines of communication between school and parents through the implementation of WEDUC and Seesaw.</li> <li>• Parents of priority children to be regularly contacted by the class teachers to provide feedback and open lines of communication to support the child.</li> <li>• Open afternoons link to enterprise projects to encourage parents and communities into school.</li> </ul>	<ul style="list-style-type: none"> <li>• Impact of Seesaw to be reviewed.</li> <li>• Embed Seesaw across the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents and staff will work together for the benefit of the children</li> <li>• Open links with groups and schools in the local community</li> </ul>
Narrow the pupil premium gap in Reading, Writing and Maths in all year groups.	<ul style="list-style-type: none"> <li>• Monitor the achievements and progress of Pupil Premium children.</li> <li>• Individual tailored interventions and differentiation to enable progress.</li> <li>• Pupil Premium children to take part in Prince William Award to develop self-confidence and encourage them believe in themselves in all subject areas.</li> <li>• On-going review of Pupil premium strategy.</li> <li>• Attendance monitored and acted upon when pupil premium pupils fall out of line with their peers.</li> <li>• Individually tailored homework for all pupil premium children.</li> <li>• My Book Blog used by all pupil premium children (Y4-Y6) to encourage the development of a love of reading as well as fluency and comprehension skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking reviewed autumn, spring and summer yearly</li> </ul>	<ul style="list-style-type: none"> <li>• A greater proportion of pupil premium children achieve age related expectations and greater depth.</li> <li>• A greater proportion of pupil premium children will achieve in line with their peers.</li> </ul>

<p>Provision ensures that SEND children make good and measured progress</p>	<ul style="list-style-type: none"> <li>• Attendance monitored and acted upon when SEND pupils fall out of line with their peers.</li> <li>• SEND provision maps are embedded and reviewed for impact.</li> <li>• Develop the way that progress is measured for children with SEND continues to improve and support the evidence of good progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking reviewed autumn, spring and summer yearly</li> <li>• SEND meetings with parents and support workers where required during autumn, spring and summer terms yearly.</li> </ul>	<ul style="list-style-type: none"> <li>• Provision maps embedded in all classrooms and reviewed regularly to ensure progress of SEND children.</li> <li>• Standardised format to measure the progress of children with SEND is to be used across the school.</li> </ul>
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## **The Curriculum/Teaching and Learning**

Equality and diversity are embedded as far as possible in all areas of the curriculum and pupils are given opportunities to explore prejudice and discrimination, and to positively explore differences in relation to race/ethnicity, religion/belief, gender, disability etc. This is implemented through a diverse and exciting curriculum, which is carefully planned and monitored. Assessment data will be used to monitor the progress of particular groups. Particular attention will be given to identified trends in performance, in order that any patterns can be challenged and met.

Stereotyping will be challenged through academy assemblies, Social and Emotional Aspects of Learning, class discussions and through visual displays around the academy. When considering particular roles and responsibilities all children will be considered equally.

## **Ethos and Organisation**

The academy ensures the 'Guiding Principles' above apply to the full range of policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

## **Addressing Prejudice and Prejudice-related Bullying**

The academy is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in the introduction:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

The academy gives guidance to staff on how prejudice-related incidents should be identified, assessed, recorded and dealt with. [See School Behaviour Policy]

The academy keeps a record of prejudice-related incidents and, if requested, can provide a report about the numbers, types and seriousness of prejudice-related incidents at the academy and how they are dealt with.

## **Roles and Responsibilities**

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

The Leader of Inclusion has day-to-day responsibility for co-ordinating implementation of the policy.

All teaching staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the guiding principles above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

## **Information and Resources**

The content of this policy is to be made known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

All academy staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

## **Religious Observance**

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

## **Staff Development and Training**

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

## **Breaches of the Policy**

Breaches of this policy within academies will be dealt with in the same ways that breaches of other academy policies are dealt with, as determined by the Headteacher and governing body.

## **Monitoring, Evaluation and Review**

In order to determine the effectiveness of a policy, it is necessary to monitor and evaluate its impact. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular, we collect, analyse and use data in relation to achievement broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.