



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

# **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 favorably 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 Traveler 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 traveler 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.



**Equality Objectives 2020-2024**

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making towards meeting our equality objectives.

Aim	Action to be taken	Personnel	Timescale	Resources	Impact
<p>Publish and promote the objectives on the website. Equality Action Plan published. Annually reviewed and updated.</p> <p>Identify, respond to and report racist incidents as outlined in the plan. Report figures to the AGB on a termly basis.</p>	<p>Discussions at parent meetings and feedback from parent events.</p> <p>The Headteacher/AGB will use the data to assess the impact of the school's response to incidents – i.e. have whole school/year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?</p>	<p>Headteacher</p> <p>Headteacher/AGB</p>	<p>Ongoing</p> <p>Reporting termly in AGB meetings</p>	<p>Plan and objective shared with all stakeholders</p> <p>AGB meeting time</p>	<p>Parents know about the plan and how to access it.</p> <p>Teaching staff are aware of and respond to racist incidents via inclusion team.</p> <p>Consistent nil reporting is challenged by the AGB</p>



<p>Narrow the pupil premium gap in reading, writing, maths and GPAS in all year groups throughout school.</p> <p>Develop greater opportunities for disadvantaged pupils to attend after school clubs/sporting clubs.</p>	<p>Increase the percentage of pupil premium pupils working at both ARE and GD.</p> <p>Monitor the attainment and progress of all pupil premium pupils half termly.</p> <p>Plan and deliver intervention to address gaps in learning as identified through on going assessment. Ensure these are reflected on the child's individual plan.</p> <p>Increase participation of FSM pupils in enrichment opportunities.</p>	<p>DHT to oversee PP intervention and support.</p> <p>All class teachers and TA's.</p>	<p>Ongoing.</p>	<p>Whole staff training.</p> <p>Pupil progress meetings.</p> <p>Cost of resources to support learning.</p>	<p>Gaps narrowed in all year groups and subjects for both the attainment and progress of pupil premium children.</p> <p>Increased participation in enrichment opportunities. Children's confidence and self-esteem improves.</p>
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<p>Promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity.</p>	<p>Identify opportunities in the curriculum enabling the children to look at other cultures/countries, study famous people from ethnic minorities and visit a variety of places of worship.</p> <p>Use assemblies as an opportunity to celebrate festivals of a range of cultures and countries.</p> <p>Use the Jigsaw - a mindful approach to PSHE curriculum model as a means of ensuring children's SMSC development is at the heart of the curriculum</p>	<p>HT. SLT. All class teachers and TA's. Governors. Pupils. Parents.  All class teachers</p>	<p>On-going</p>	<p>Cost of resources to promote understanding</p>	<p>Greater understanding and respect for differences.</p> <p>The school ethos and curriculum promotes respect for the differences within the school community.</p> <p>Issues are covered through lessons, assemblies and staff training.</p>
<p>To improve attendance throughout school with a particular focus upon improving the attendance and decreasing the persistent absenteeism of pupil premium pupils.</p>	<p>Attendance officer in post who follows rigorous protocol for children who are absent from school.</p> <p>Class teachers to be more involved in the process.</p> <p>Termly meetings with the LA attendance officer to identify families needing more support.</p>	<p>Attendance Officer and Inclusion team</p>	<p>On going</p>	<p>Rewards for good attendance. Marvellous Me Cost of attendance officer</p>	<p>Attendance across the academy improves and is in line with National. The percentage of Pupil premium children improves, with a reduction in the persistent absence of pupil premium children.</p>

	Undertake Vulnerable learners pilot scheme with the LA in order to provide more support where attendance is a concern.				
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