

## Equality Information and Objectives

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<b>Approved by:</b>	<b>LGB</b>	<b>TBC</b>
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## 1. Aims

Our Trust 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

The Equality Act has nine protected characteristics. It is against the law to discriminate against someone because of a protected characteristic. These are:

- age
- race
- disability
- religion or belief
- gender reassignment
- sex
- marriage and civil partnership
- sexual orientation
- pregnancy and maternity

## 2. 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. It also complies with our funding agreement and articles of association.

## 3. Roles and responsibilities

The Trust Board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the constituent academies, including to staff, children 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 a daily basis to the Principal.

The designated member of staff for equality will:

- Support the Principal in promoting knowledge and understanding of the equality objectives among staff and children
- Meet with the equality link governor once every term to raise and discuss any issues
- Support the Principal in identifying any staff training needs, and deliver training as necessary

All Trust and academy staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

#### **4. Eliminating discrimination**

The Trust 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, trustees 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. Additionally, Academy Policies have reference to the Equality Act 2010, which are regularly shared with all staff at Louth Academy.

New staff, as part of their induction receive safeguarding, low level concerns and whistleblowing training, all of which give reference to the Equality Act 2010, and all staff receive refresher training every September as part of our Safeguarding update and KCSIE training.

Each academy has a designated member of staff for monitoring equality issues. They regularly liaise with senior leaders and the principal regarding Equality information and the academy objectives outlined in **section 8**.

#### **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the Trust 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. the introduction of a gender neutral toilet)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim children to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all children to be involved in the full range of school societies, including those who may be disadvantaged)
- Fostering an equal opportunities approach to staff recruitment by ensuring information about the protected characteristics of applicants are not shared. Assistance is offered and provided to those with disabilities to enable them to attend interviews and, where staff are recruited, reasonable adjustments are made to facilitate equality and success.

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

- Publish attainment data each academic year showing how children with different characteristics are performing
- 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 children

## **6. Fostering good relations**

The Trust 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, children will be introduced to literature from a range of cultures
- Holding assemblies which utilise up to date educational resources, dealing with relevant/current issues. Children will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute e.g., the police, Compass Go and local and national charities.
- 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 children within the school. For example, our school council has representatives from different year groups and is formed of children from a range of backgrounds. All children 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
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## **7. Equality considerations in decision-making**

The Trust and constituent academies ensure due regard to equality considerations whenever significant decisions are made.

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

- Is in conflict with any religious holidays
- Is accessible to children with disabilities
- Has equivalent facilities for boys and girls

## **8. Equality objectives (Academy)**

1. To promote cultural understanding and awareness, valuing and celebrating various cultures and religious beliefs amongst different ethnic groups within our Academy community
2. To actively close gaps in attainment and achievement between students and all groups of students; especially boys, students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from minority ethnic groups.
3. To ensure accessibility across the school for students, staff and visitors with disabilities, including access to specialist teaching.
4. To provide role-models for all students, ensuring diversity in the staff body, visiting speakers and in leadership roles.
5. To diversify the curriculum in all areas to ensure the positive representation of all protected characteristics.
6. To reduce the incidence of the use of discriminatory language and prejudice-based bullying by students in the Academy.
7. To review relevant school policies and publications to ensure they clearly reflect the aim of inclusivity.

## **9. Monitoring arrangements**

The representative governor, Principal and designated teacher will update the equality information we publish, in sections 4 to 7, at least every year.

This document will be reviewed by representative governor, Principal and designated teacher at least every 4 years.

This document will be approved by the governing board and board of Trustees

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Child Protection Policy
- Behaviour Policy
- SEND Policy