



L.E.A.D. Academy Trust  
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# L.E.A.D. Academy Trust

# Equality

# Information and

# Objectives

## Policy Information

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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 and Worker Protection Act 2024 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
- Victimisation 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.

**Victimisation** 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/carers 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
- Behaviour policy
- Accessibility plans (for each academy)
- Whistleblowing policy
- Conduct policy
- Supporting pupils with medical conditions.

## EQUALITY OBJECTIVES PLAN 2022- 2026

### Windmill LEAD Academy Equality Plan 2022 – 2026

Target	Actions	Impact Monitoring	Timeframe	Annual Impact Review Date
<p>To ensure at least 90% of Pupil Premium pupils make good or better progress</p> <p>To diminish the difference between pupil premium pupils outcomes at Windmill and Nationally</p>	<p>Targeted Reading Provision: To provide targeted intervention and support for children who require additional reading teaching and learning to help them attain the expected standard for their age. Target children to receive a range of interventions and additional support mechanisms, including: TA intervention groups (including pre and post teaches) Tuition Sessions (ratio of 1:4) for Years 3 to 6 Academic Mentor for Years 1 and 2 Extra weekly sessions after school Fourth Quintile Project – additional targeted support for children below the EXS for their age</p> <p>Targeted Writing Provision: To provide targeted intervention and support for children who require additional writing teaching and learning to help them attain the expected standard for their age. Target children to receive a range of interventions and additional support mechanisms, including: TA intervention groups (including pre and post teaches) Tuition Sessions (ratio of 1:4) for Years 3 to 6 Academic Mentor for Years 1 and 2 Extra weekly sessions after school</p>	<p>Expected Impact.</p> <p>100% of Key targeted children make accelerated progress in reading, writing and maths</p> <p>100% of Key targeted children diminish the difference between their return point and predicted outcomes in reading, writing and maths</p> <p>Progress scores for Pupil Premium Pupils are equal to are higher than 90% in reading, writing and maths</p> <p>Reviews to be overseen by DHT Katy Aggus</p>	<p>Reviewed termly* by PP Lead K Aggus</p> <p>*for each data point and for each QA</p>	<p>Summer 2 data review</p>

	<p>Fourth Quintile Project – additional targeted support for children below the EXS for their age</p> <p>Targeted Maths Provision: To provide targeted intervention and support for children who require additional maths teaching and learning Target children to receive a range of interventions and additional support mechanisms, including: TA intervention groups (including pre and post teaches) Tuition Sessions (ratio of 1:4) for Years 3 to 6 Academic Mentor for Years 1 and 2 Extra weekly sessions after school Fourth Quintile Project – additional targeted support for children below the EXS for their age 'Catch Up Numeracy' intervention – three children have 1:1 support</p>	<p>Expected Impact.</p> <p>See Above</p>	As above	As above
<p>Community Cohesion: To celebrate cultural events throughout the year to increase pupil awareness and understanding of our own diverse community</p>	<p>A programme of assemblies and special events, such as our annual international day, alongside integrating cultural awareness and diversity throughout the curriculum</p>	<p>A greater awareness, understanding and acceptance of our own culturally diverse community and the world beyond - Celebrating both our similarities and differences.</p> <p>Initiatives led by DHT Holly Elliott</p>	<p>Reviewed Annually by SLT</p>	<p>Summer 2 review</p>
<p>Cultural Representation: Ensure our texts and curriculum reflect the people and community we serve and highlight role models and great achievers in all aspects of</p>	<p>Continue to review the curriculum to ensure that those figures, people, communities and role models that are taught in our curriculum reflect the community that we serve and celebrate cultural diversity within and beyond our community</p>	<p>A greater awareness, understanding and acceptance of our own culturally diverse community and the world beyond An implicit and explicit understanding that everyone can succeed and has the</p>	<p>Reviewed annually by SLT</p>	<p>Summer 2 Review</p>

life throughout history in all aspects of our curriculum		opportunity to shine at Windmill L.E.A.D. Academy - Celebrating both our similarities and differences. Initiatives led by DHT Megan Ritchie and Head of School Ruth Pickering		
Disability Act: To ensure pupils with a disability are actively involved in school activities – ensuring full and fair access and provision at all times	Ensure key provision is in place to attend to any additional and/or different needs are put in place in every practicable way possible at all times.	Fair access and equality of opportunity for success for all learners and staff.  Led by DHT Katy Aggus	Reviewed annually by SLT	Summer 2 Review
Gender Equality Duty: To ensure gender equality is provided at all times in all aspects of school life To attend to the specific data patterns and requirements of all genders	Focus on key aspects that arise, such as measures to raise attainment in Boys writing in KS1 and Girls attainment at GDS in Upper KS2  Full data focus is provided in QA data analysis document.	Balanced outcomes for all – irrespective of gender.  Led by Ross Middleton	Reviewed annually by SLT	Summer 2 Review
Race Equality Act: In addition to the educating, celebration of, development of awareness and all other measures already mentioned above we will ensure that: Any	Ensure a clear programme of follow up is put in place to support anyone who is a recipient of prejudice and a programme of follow up is put in place to educate any perpetrator of prejudice.	Monitor termly and on a case by case basis.  Led by Head of school Ruth Pickering	Reviewed annually by SLT	Summer 2 Review

incidents of prejudice will be followed up formally and in line with all policies appertaining to this				
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