



Liden Academy Equality Objectives 2021 - 2025

Liden Academy complies with the public sector equality duty in the Equality Act 2010 and the Equality Act 2019 (Specific Duties and Public Authorities) Regulations 2017.

Annual statement 2021-22:

Liden Academy ensures that when we make policy decisions, we consider the rights, feelings and values of all people protected by the Equality Act. We believe that all learners, staff members and volunteers are of equal value and we seek to remove barriers that could result in inequality or discrimination. We embrace difference, and we aim to create a cohesive and vibrant community within our academy where individuality is celebrated and valued. We consciously consider the impact of our decisions on school stakeholders with protected characteristics, as listed in the Equality Act.

Equality Objectives 2021 – 2025:

OBJECTIVE 1: To ensure that children with English as an Additional Language make good progress in all curriculum areas and feel valued as part of the academy community

Removing barriers:

- ❖ A register will be created of all children with EAL and disseminated to staff
- ❖ Welcome packs, key letters and classroom signage will be translated into the most common languages for our academy, and we will make efforts to translate letters for non-English speaking parents.
- ❖ The academy will hold cultural celebration events and provide training for staff around EAL.
- ❖ Progress of EAL learners will be tracked and interventions will be introduced in a timely manner when progress gaps begin to appear.
- ❖ The academy will utilise the services of Excalibur Trust translators for key meetings and to proof-read documents

Progress to date:

- ❖ EAL register completed and shared with staff; key languages identified
- ❖ Cultural celebration day planned in EYFS for term 3
- ❖ Action plan written and incorporated into the school's Plan for Rapid Improvement

OBJECTIVE 2: To narrow the gap for children with special educational needs and disabilities in reading, writing and maths

Advancing equality of opportunity:

The academy:

- ❖ Uses entry and transition data to shape classroom provision to meet the diverse needs of pupils
- ❖ Provides comprehensive and robust support programmes for children with specific difficulties through 1:1 and group activities that are additional and different to classroom provision.
- ❖ Monitors and evaluates progress data, putting in place effective changes and sharing these with pupils and parents.
- ❖ Improve the physical environment of the school as part of the overall *Equality and Accessibility Plan*
- ❖ Is developing its dyslexia-friendly practice and has tinted exercise books and reading rulers available to any student identified as at-risk of dyslexia or visual stress.

Progress to date:

- ❖ Full-time experienced SENCO appointed in Sept 2021
- ❖ New SEN register compiled and shared with staff
- ❖ TA training delivered on the TD Day in September. Termly supervision meetings introduced.
- ❖ 'Review period' introduced to review the impact of interventions
- ❖ Teaching Assistant support fully evaluated and extended, addressing areas where gaps are identified

- ❖ Early Help Records opened for a range of families where children have SEN, fostering effective home-school relationships.
- ❖ Numbers Count intervention has been purchased and two trained TAs are delivering this across the school weekly.
- ❖ Read, Write Inc program ensures that phonics is being delivered in small groups, targeted at individual children's levels.

OBJECTIVE 3: To promote spiritual, moral, social, religious and cultural understanding, so that all pupils feel included and valued.

Fostering good relations for pupils/staff:

- ❖ The academy has links to a penpal school in Hong Kong, and each year the children in Year 5 and 6 exchange letters
- ❖ The Jigsaw PSHE curriculum contains content that promotes understanding of differences.
- ❖ The academy's anti-bullying policy has been updated
- ❖ Safeguarding effectiveness was fully reviewed by Excalibur Academy Trust in September 2021.
- ❖ The academy has a focus on 'Cultural Capital' – so every child starts a topic on the same footing – this is often done through experience days.
- ❖ The academy has an effective School Council, Head Boy and Head Girl and a range of prefects.

Progress to date

- ❖ The academy's RE syllabus has been reviewed and now examines each faith in greater depth
- ❖ Staff are due to complete Equalities and Diversity training on Educare imminently
- ❖ The Peer4Support and Trailblazer services are working with groups of children in school, educating them around citizenship, teamwork and positive mental health
- ❖ The academy is in the process of reviewing its behaviour policy.

Eliminating Discrimination

The Equalities Act 2010 states that:

20 (3) The first requirement is a requirement, where a provision, criterion or practice of A's puts a disabled person at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled, to take such steps as it is reasonable to have to take to avoid the disadvantage.

Liden Academy proactively seeks to remove barriers relating to disability and access. The academy is on one level with a disabled toilet, allowing for wheelchair access. Please see our 'Equality and Accessibility Plan. The academy liaises regularly with advisory teams such as the Physical Needs Outreach service to adapt protocols and resources to meet the needs of children with a physical disability. Children with an EHCP receive 1:1 support in line with their funding arrangements.

85 (1) The responsible body of a school [to which this section applies] must not discriminate against a person—(a) in the arrangements it makes for deciding who is offered admission as a pupil;

Liden Academy operate a fair admissions process, as described on our website, that does not discriminate based on any of the protected characteristics.

Improving Equality of Opportunity for People with Protected Characteristics

Liden Academy does not discriminate against any individual with protected characteristics listed in the Equality Act 2010. These protected characteristics include a person's age, disability, gender (including reassignment), marital status, pregnancy, race, religion, sex or sexual orientation.

The academy operates an equal opportunities recruitment policy. For example, when making decisions about which candidates to invite to interview, we do not read page 1 of the application form, where information on age, gender etc. is recorded. This way, decisions are made based on the experience and merit of each candidate. Please see our Equal Opportunity Policy for further examples.

All staff received training in September 2021 on Sexual Harassment and Violence, as well as Peer on Peer Abuse. The academy recognises that any report or allegation falling under these umbrella terms must be taken seriously and

acted on promptly. The academy has a robust reporting procedure, using the electronic system CPOMS, and staff will always seek to reassure victims that their concerns have been taken seriously and acted upon. The academy will regularly analyse reports of harassment or abuse to identify trends and patterns, and will act in a timely manner to address any concerns.

Consulting and involving those affected by Inequality

We involve a wide range of stakeholders in decision-making processes. For example, the academy has a School Council who are consulted on issues affecting children's education or environment. The School Council is made up of a diverse range of students, and they are elected following fair protocols.

Parents and members of the community are welcomed into our main office area, and are encouraged to book meetings with teachers or members of the senior leadership team to share their thoughts or concerns. The academy has good relations with the local PCSOs, who regularly patrol the grounds and run assemblies for our pupils.

Parents of children with SEN are sent letters three times a year to keep them informed of the strategies and support that their children are receiving. Many of these parents also attend regular action-planning meetings with the SENCO.

The academy has a full-time Pastoral Lead, Vice Principal and SENCO, all of whom offer family support to parents affected by issues such as poverty, unemployment, mental health issues etc. The academy is a registered referrer for the BBC Children in Need Emergency Essentials fund, and will also use the Pupil Premium grant to remove barriers to education for children living in difficult circumstances. For example, the school has a supply of free, new uniform for children who would otherwise struggle to afford this.

The Gender Pay Gap

Liden Academy has fewer than 250 employees, so is not required to publish information on its gender pay gap. Excalibur Educational Trust publish an annual report on the gender pay gap, which can be accessed here for academic year 2020-21: <https://gender-pay-gap.service.gov.uk/Employer/ZFcBYZdM/2020>

Report published: September 2021

Annual Statement to be reviewed: September 2022

Equalities Objectives to be reviewed: September 2025