



**Excalibur Academies Trust**  
Liden Academy Equality Information and  
Objectives Policy

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## **1. Aims**

1.1 Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

1.1.1 Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010

1.1.2 Advance equality of opportunity between people who share a protected characteristic and people who do not share it

1.1.3 Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

1.1.4 Publish equality objectives that the school has identified as priorities

## **2. Legislation and guidance:**

2.1 This document meets the requirements under the following legislation:

2.1.1 The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination

2.1.2 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

2.1.3 This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

## **3. Roles and Responsibilities**

3.1 The Academy Committee will:

3.1.1 Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents/carers

3.1.2 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

3.1.3 Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Principal

3.2 The Principal will:

3.2.1 Promote knowledge and understanding of the equality objectives among staff and pupils

3.2.2 Monitor success in achieving the objectives and report back to governors

3.3 The designated member of staff for equality will:

3.3.1 Support the principal in promoting knowledge and understanding of the equality objectives among staff and pupils



3.3.2 Support the principal in identifying any staff training needs, and deliver training as necessary

3.4 All school 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**

4.1 The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

4.2 Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

4.3 Staff 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.

4.4 All staff receive training on school's Equality Act duties on a regular basis.

4.5 The school has a designated member of staff for monitoring equality issues. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

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

5.1 As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

5.1.1 Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)

5.1.2 Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)

5.1.3 Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

5.2 In fulfilling this aspect of the duty, the school will:

5.2.1 Publish attainment/progress data each academic year showing how pupils with different characteristics are performing

5.2.2 Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information

5.2.3 Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

5.2.4 Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

#### **6. Fostering good relations**



- 6.1 The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:
  - 6.1.1 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, pupils will be introduced to literature from a range of cultures
  - 6.1.2 Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
  - 6.1.3 Working with our local community. This includes for example, inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
  - 6.1.4 Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
  - 6.1.5 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**

- 7.1 The school ensures it has due regard to equality considerations whenever significant decisions are made.
- 7.2 The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:
  - 7.2.1 Cuts across any religious holidays
  - 7.2.2 Is accessible to pupils with disabilities
  - 7.2.3 Has equivalent facilities for boys and girls
- 7.3 The school will complete the Equality Impact Assessment Form (Appendix 1) to demonstrate that we have actively considered our equality duties and asked ourselves relevant questions. The school uses specialist software (Evolve) when planning trips and activities. The completion of the Equality Impact Assessment Form will be noted during this process and reflected in the risk assessment. If the potential for a negative impact is identified, it will be escalated to a senior leader for discussion.



## 8. Equality objectives

### **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
- EAL display of EAL children updated each year.
- Cultural celebration days.
- Progress of EAL learners tracked by senior leaders
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### **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 *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.
- 2 min Maths intervention and Fresh start reading interventions in place provided by trained TAs delivered across the school weekly.
- Read, Write Inc program ensures that phonics is being delivered in small groups, targeted at individual children's levels
- Accelerated reader programme for those in the bottom 20%



**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 is annually updated
- Safeguarding effectiveness was fully reviewed by Ofsted in November 2024 and by the Excalibur Academy Trust in September 2021 and in November 2024

**Progress to date**

- The academy's RE syllabus has been reviewed and now examines each faith in greater depth
- Staff complete Equalities and Diversity training on Educare
- The Peer4Support and Trailblazer services are working with groups of children in school, educating them around citizenship, teamwork and positive mental health
- The academy reviewed behaviour policy in October 2024.

## **9. Monitoring arrangements**

This policy will be updated annually with details of how the school will comply with the public sector equality duty.

The equality objectives in this policy will be updated at least every 4 years.

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

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Special Educational Needs and Disability Policy



## APPENDIX I Equality Impact Assessment Form



Equality Group	Positive Impact	Negative Impact	Escalation Required
Age			
Disability			
Race (including colour, nationality, ethnic or national origin)			
Gender Reassignment			
Religion/Belief			
Sex			
Sexual Orientation			
Pregnancy/Maternity			
Marriage/Civil Partnership			