

Policy Name	LFATA Equality Information and Objectives Policy
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1. Aims

Our academy 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

Our academy aims to promote respect for difference and diversity in accordance with our values.

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 academies 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 academies](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The Trust and Academy Committee will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the academy, including to staff, students 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

4. Eliminating discrimination

The academy 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 and committee members 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every as part of our annual INSET programme.

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5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the academy 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. students with disabilities, or gay students who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim students to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students to be involved in the full range of academy societies) In fulfilling this aspect of the duty, the academy will:
- Publish attainment data each academic year showing how students with different characteristics are performing
- Analyse the data referenced above 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 students

6. Fostering good relations

The academy 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, students will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Students will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- 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 students within the academy. For example, our academy council has representatives from different year groups and is formed of students from a range of backgrounds. All students 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 academy ensures it has due regard to equality considerations whenever significant decisions are made.

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

- Cuts across any religious holidays
- Is accessible to students with disabilities
- Has equivalent facilities for boys and girls

The academy keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning academy trips and activities.

The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

As part of the Landau Forte Charitable Trust, Landau Forte Academy Amington acts in line with the overall Trust objectives. However the academy additionally has the following objectives as part of their commitment to equality.

Objective 1

Increase the Progress 8 score for Pupil Premium Students to close the progress gap with the Progress 8 score for non Student Premium students.

We will plan to do this through the analysis of key data at points throughout the year. This will enable staff to appropriately adapt and develop strategies to ensure that improvements are seen year on year.

This objective is in line with the values of the Academy and Trust to improve outcomes for all young people and will be monitored and reported on at least annually.

Objective 2

Increase the attendance of Pupil Premium students so it is in line with the attendance of non Student Premium students.

Improvements in attendance for pupil premium students will be achieved through rigorous monitoring and embedded and strict communication with parents and students. This objective will have a significant impact on the outcomes for this group of young people and is reported on weekly, termly and annually.

Objective 3

Increase the attendance of EHCP students and SEND Support (K code) students so it is in line with the attendance of non SEND students

This will be done through review and monitoring of plans in place within the academy and regular communication with parents and students. In line with the Trust objectives

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the Academy continues to work with staff, students and visitors to ensure that the academy is accessible to all and this includes the work completed by the SEN specialists within the academy.

Attendance of young people with EHCP's is monitored very carefully and reported on weekly, termly and annually, enabling rapid action and planning to take place to further improve this position.

9. Monitoring arrangements

The Principal will update the equality information we publish, at least every year.

This document will be reviewed by the Academy Committee and Audit Committee at least every 4 years.

This document will be approved by the Audit Committee.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessments
- Attendance policy