Equality information and objectives policy 2025 26

Approved by:	Local Governing Board
Last reviewed on:	October 2025
Next review due by:	November 2026

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1. Aims

Our school 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 school aims to promote respect for difference and diversity in accordance with our core beliefs that every child can aspire to be their best, achieve through effort, and succeed with pride.'

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.

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

3. Roles and responsibilities

The governing board will:

- 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
- 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 headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

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

The school 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 governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting 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 September.

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.

Lynch Hill Enterprise Academy Culture – Our Culture: *This is what we do at LHEA*

Our culture curriculum is put in place to create as warm, friendly culture. Every day we teach our students what good behaviour looks like, to use good manners and routines we expect to be followed at LHEA. These routines and expectations include:

- Polite welcomes: “good morning/afternoon…, how are you?”
- Corridor movement and behaviour
- Punctuality to lessons
- Gratitude and appreciation
- Good manners

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school 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. pupils with disabilities, or gay pupils 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 pupils to pray at prescribed times)
- 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)

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

- Publish attainment data each academic year showing how pupils 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 pupils

6. Fostering good relations

The school 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, personal, social, health and citizenship - PSHCE 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
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies
- Working with our local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our culture curriculum ambassadors and school council have representatives from different year groups and are formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs and the cultural diversity day. We also work with parents to promote knowledge and understanding of different cultures

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

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:

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

The school 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 school 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

Whatever the nature of the local community, pupils are growing up in a wider multicultural and multiracial society where they are subject to various attitudes towards minority groups, and also certain images of these groups portrayed by the media. The school's Equality Objectives should be read in conjunction with the Accessibility Policy and the Disability Equality Policy

Objective 1

Actively close gaps in attainment and achievement between groups of students and all students; especially students eligible for free-school meals and those with special educational needs and disabilities.

Why we have chosen this objective: to actively improve the future of each child's educational outcomes.

To achieve this objective, we plan to:

Ensure high quality teaching is adapted to meet the needs of PP and SEND students

Ensure good feedback is given to students and staff are trained to respond to and correct misconceptions.

Progress we are making towards this objective:

Whole class provision maps are in place and are a continued focus in CPD training sessions to incorporate teaching strategies to enable progression.

All teachers are enrolled in the Embedding Formative Assessment Programme by Dylan William

Staff are monitoring the progress of 'defined groups' across all subjects,

The Pupil Progress programme has been purchased so that staff can better assess and track gaps in knowledge so that they can respond and provide specific feedback to the students.

Objective 2

Monitoring and promotion of the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities, especially students with special educational needs and disabilities.

Why we have chosen this objective: All students are entitled to equality of education and opportunities, and to reach their full potential.

To achieve this objective, we plan to:

- Promotion of a wide range of extracurricular clubs designed to encourage the attendance of all different ethnic and vulnerable groups.
- Data of student participation anaylsed by ethnic group, SEND, Pupil premium and English as an Additional Language

Progress we are making towards this objective:

- The school has a full complement of extra-curricular activities on offer for all students

Objective 3

To raise the attendance of children who have SEND or who are Pupil Premium so that it is in line with the rest of the school.

Why we have chosen this objective: All students are entitled to equality of education and opportunities, and to reach their full potential.

To achieve this objective, we:

- Track the attendance of vulnerable groups identified
- Calls made home for identified students when necessary
- Review the attendance of vulnerable groups regularly
- Work in collaboration with parents and the local authority to improve the attendance of identified students
- Undertake interventions to improve the attendance rates and address barriers to attendance
- Reduce the attendance gap from over 1% to be in line with the cohort as a whole

Progress we are making towards this objective:

- Attendance for PP students is above the national average for PP, but below the national average for all students.

- A staged response of Interventions are undertaken and collated on an Attendance Tracker.
- Data analysis undertaken each half term to measure the impact of interventions

9. Monitoring arrangements

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

This document will be reviewed by the Local Governing board annually.

This document will be approved by the Local Governing Board

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- School Culture and Behaviour for Learning Policy
- Special Educational Needs and Disability policy