

Liberty Academy Trust

Equality Information and Objectives

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1. Aims

Our school aims to meet its obligations under the public sector equality duty 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

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.

3. Roles and responsibilities

The trustees will:

- Ratify and regularly review this policy to ensure it conforms to relevant law and guidance
- Ensure equal opportunities and the principles of fairness underpin all aspects of policy, procedure, education provision, consultation and decision making.

The Executive Team will:

- Review the policy
- Promote the policy objectives through support and challenge, holding principals to account for the impact of the policy.

The local governing body 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, and that they are reviewed and updated at least once every three years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

The principal will:

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

All school staff will:

- 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 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 2 years. This training is through National College online training portal.

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 which are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities.

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing (where this can be published without identifying pupils)
- Analyse the above data 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, 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
- 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.

- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- 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.

As a Trust and in our schools we will demonstrate an ongoing commitment to developing 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 Trust and each 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 all genders.

Equality impact assessments should be made by staff when undertaking activities and developing policies and procedures that may have an effect on a group with protected characteristics.

8. Equality objectives 2023 – 2025

Trust objective and priorities

Our equality objectives are based on our analysis of data and other information. They focus on those areas where we have agreed to take action to improve equality and opportunity. Liberty Academy trust has set out the following equality objectives for the next three years.

1. We are committed to raising standards in education and helping advance equality of opportunity for those with protected characteristics.
2. We are committed to improving the attainment of vulnerable groups of pupils and those who are socio-economically disadvantaged. This includes but is not limited to those with additional SEND needs, pupils in care and those entitled to Free School Meals so that the gap between their attainment and that of other students is narrowed.
3. We will aim to raise aspirations among children and young people, their parents and communities and raise awareness of career and higher education opportunities.
4. We will ensure that our curriculum (including our programme of enrichment and extra-curricular activities) actively is broad and balanced and provides opportunities for all students and promotes understanding between different

groups of people, cultures and societies.

5. We will demonstrate our commitment to equality and diversity through consistent application of our policies and procedures which take account of our duties under the Equality Act.
6. We will ensure that our systems for recruiting, retaining and managing staff (and potential applicants) support all those in groups protected by the Equalities Act.
7. We will use pupil, parent and stakeholder voice to inform practice, policy and decisions that impact on those with protected characteristic.

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
To develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils and strategies to support them	Staff training requirements identified (Performance Management) Training booked to address needs	All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum Monitored by Principal	Continuous	Increased access to an appropriate curriculum for all pupils
All enrichment activities are planned to ensure the participation of the whole range of pupils	Review of provision	All enrichment activities will be conducted in an inclusive environment and if outside providers are used they will comply with all current and future legislative requirements Monitored by Principal	Continuous	Church Lawton pupils are able to access a whole range of enrichment activities

<p>Training for Governors in terms of Raising Awareness of Disability Issues</p>	<p>Provide training for governors</p>	<p>Whole school community aware of issues relating to Access</p> <p>Monitored by Chair of Governors</p>	<p>Continuous</p>	<p>National Autistic Society will benefit by a more inclusive school and social environment</p>
<p>To deploy Learning Mentors effectively to support pupils' participation</p>	<p>Review needs of pupils within each class and staff accordingly</p> <p>Ensure staff skills are matched to pupil needs</p>	<p>Pupils needs are appropriately met through effective deployment of skilled support staff</p> <p>Monitored by Deputy Principal</p>	<p>Continuous</p>	<p>All pupils are supported to achieve their full potential</p>
<p>Availability of written material in alternative formats</p>	<p>The school will make itself aware of the services available for converting written information into alternative formats.</p>	<p>The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print, large print or through augmentative communication technology, contrasting colours.</p>	<p>Continuous</p>	<p>Delivery of information to disabled pupils and parents improved</p>

Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all through hard copy and website	Continuous	Delivery of school information to parents and the local community improved
Raise the awareness of adults working at and for the school on the importance of using a range of communication systems according to individual need	Advice from SALT On-going Performance Management arrangements. Training on range of issues such as functional use of language and managing SALT plans	Awareness of target group raised	As required	School is more effective in meeting the needs of pupils.

9. Monitoring arrangements

In addition to the monitoring arrangements outlined above, the following monitoring arrangements will be in place:

The Principal, in accordance with the governing body will update the equality information we publish, at least every year.

Trustees will approve this document at least every 3 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Equal Opportunities in Schools policy
- Equality, Diversity and Inclusion policy.