

LDBS Academies Trust & LDBS Academies Trust 2

Equality Information and Objectives Statement

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SIGNED (EXECUTIVE) HEADTEACHER	Christalla Jamil	DATE	September 2020
SIGNED CHAIR OF THE LOCAL ACADEMY COMMITTEE	John Laverick	DATE	September 2020

Vision Statement

Our schools aspire to provide ‘excellence and equity in a Christian context’, where every child is valued as a unique individual treasured by a loving God.

‘I have inscribed you on the palms of my hands.’ Isaiah 49.v16.

Our aim is that every child will have the opportunity to flourish and develop into a rounded adult who can live life to the full.

‘I have come that they may have life and may have it in all its fullness’. John 10.v10.

Our schools are places where all are welcome and where we practise kindness and hospitality on a daily basis. Our vision and our values are clearly displayed and while it is not a requirement that a child and their family have to be practising Christians, we do expect all parts of the community, children, staff, parents and carers to support the values that we hold dear.

In our school we demonstrate how we support this vision through our values which are *wisdom, courage, friendship, compassion, perseverance and forgiveness*, and summed up in the following statement *We are a Christian community, united in love, where every individual grows in wisdom, builds deep friendships and practises true forgiveness. We Challenge ourselves in all that we do so that we each can flourish and become the person God is calling us to be.*

We live out our values and vision through our key policies e.g. The behaviour policy is supported through the values described in the rewards and sanctions section of the policy demonstrating the importance of dignity and forgiveness.

The school admissions policy decided by the Local Academy Committee shows our inclusivity and the importance we place on service to our local community.

The breadth of the curriculum and the creative projects which we enjoy are key to providing opportunities for children to experience life in ‘all its fullness’, so that alongside learning and wisdom they also experience joy and delight in learning.

Care for the individual and their needs is crucial and the school’s policies regarding inclusion and SEND are constant reminders that each of us is known to God and our names are ‘inscribed on the palms of His hands’.

The HR policies are common in all Trust schools and are created to ensure that individuals are treated fairly and with dignity. All HR policies have been scrutinised by the various unions to ensure that they contain acceptable procedures.

Contents

Aim.....	4
Statement.....	4
Priorities of the LAT for education.....	5
Guiding principles.....	5
Teaching materials.....	6
Teaching and learning.....	6
Visits and visitors.....	6
LAT Workforce.....	6
Monitoring and evaluating the progress that each pupil makes.....	7
Identifying pupils who may be missing out and / or are difficult to engage.....	7
Promotion of tolerance and understanding in a diverse society.....	8
Appendix A – Equality Act 2010 Checklist.....	9
Appendix B – Pupils’ Questionnaire.....	20
Appendix C – Racial Incident Report Form.....	27
Appendix D – Guide to completing the LAT Racial Incident Report Forms.....	31
Appendix E - [Insert name of Local Academy] Racial Incident Log.....	32

Aim

The LDBS Academies Trust and the LDBS Academies Trust 2 (herein collectively referred to as the “LAT”) aims to be an inclusive organisation. This policy has been created to comply with and promote the objectives stated within the Equality Act 2010.

Statement

The LAT and the Local Academy Committee (‘LAC’) Governors and the LAT workforce are committed to ensure equal opportunities for all to prevent all forms of racial, cultural and social discrimination.

The LAT is committed to monitoring and promoting the achievement of all ethnic, cultural and social groups as described later in this policy. All LAT Academies will monitor incidents and respond quickly and effectively. A record of such incidents must be kept and reported to the LAC termly and to the LAT Board of Directors on an annual basis.

The LAT will continue to be vigilant in all aspects of a LAT Academy life which may hurt or disadvantage any member of the LAT Academy Community. The LAT will not tolerate any form of bullying or harassment. The LAT condemns racism, will not accept it in any form and will challenge any racist incident as emphasised by the Race Relations (Amendments) Act 2000.

The LAT will work within the provision of the law and will do its best to comply with the ‘*Learning For All: Standards for Racial Equality in Schools*’¹.

Educational inclusion is about equal opportunities for all students, whatever their age, gender, ethnicity, disability, attainment and background. It pays particular attention to the provision made for and the achievement of Different Groups of students within a school².

The protected characteristics outlined under Section 4 of the Equality Act 2010 are:

- Age;
- Disability;

¹ Commission for Racial Equality, Learning For All: Standards for Racial Equality in Schools, 2000, available at http://dera.ioe.ac.uk/9918/1/learning_for_all_standards_for_racial_equality.pdf <last accessed on 5 June 2018>

² Based upon the guidance in Ofsted, School inspection handbook, April 2018, available at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/699810/School_inspection_handbook_section_5.pdf <last accessed on 5 June 2018>

- Gender reassignment;
- Marriage and civil partnership – known as ‘family makeup in LAT schools’;
- Pregnancy and maternity;
- Race;
- Religion or belief;
- Sex; and
- Sexual orientation.

And in this policy, the term Different Groups may include the following:

- Heritage and faith groups, travellers, asylum seekers and refugees;
- Students who need support to learn English as an Additional Language (‘EAL’);
- Students with Special Educational Needs and / or Disabilities (‘SEND’);
- Most able and talented pupils;
- Looked after children (‘LAC’);
- Other children, such as those with long term sickness, or young carers, or those belonging to families under stress; and / or
- Any child who is at risk of disaffection and exclusion.

Priorities of the LAT for education

Guiding principles

1. Every human being is made in the image of God and is therefore of equal value.
2. Diversity is respected and celebrated:
 - a. Where necessary, adjustments will be made so that barriers to learning are removed;
 - b. Experiences of prejudice will be recognised;
 - c. The different needs of boys and girls will be accepted and accommodated; and
 - d. Social deprivation will not be a barrier to learning.
3. All members of the community will work towards having positive relationships and a shared sense of belonging and:
 - a. Take pride in being part of the LAT;
 - b. Have zero tolerance of harassment, of any kind whatsoever; and
 - c. Have mutual respect for each other.
4. Recruitment of LAT workforce will not discriminate, save that as a Church of England Academy Trust, the LAT reserves the right to appoint, when required, a practicing

Christian (as defined by the Churches Together in Britain & Ireland³), or a person who actively supports the Christian ethos.

Teaching materials

The LAT will take every opportunity to promote positive images of all ages, disabilities, genders, family makeup, pregnancy, cultures, races, and creeds in teaching aids and displays. Teachers will monitor materials to counteract any stereotyping.

Teaching and learning

The LAT will ensure that its staff are able to convey material regardless of culture. The LAT teachers have high expectations of achievement and make equal demands on all children.

The LAT staff will observe for evidence of exclusion of certain people, taking into account all protected characteristics including pupils' cultural background, linguistic needs and any disabilities.

The LAT will provide teaching materials with adequate differentiation, taking into account of strategies and targets.

The LAT will make adequate provisions for the most able and talented pupils.

Visits and visitors

The LAT undertakes to ensure that:

- The visits made by pupils are varied and relevant;
- The visitors are all positive role models for the pupils; and
- All speakers are briefed on possible and potential equal opportunities issues.

LAT Workforce

The LAT's workforce should always:

- Treat all pupils and staff with respect as individuals;

³ A practising Christian as per the definition of Church Together in Britain & Ireland would be an individual who is a member of the congregation of a Christian church recognised as a 'member church' by Churches Together in Britain & Ireland, more information available at <https://ctbi.org.uk/member-churches/> <last accessed 22 June 2018>

- Avoid pre-judging groups and / or individuals;
- Avoid patronising or bullying behaviour;
- Be vigilant to observe instances of discriminatory behaviour between pupils and stop them by following the appropriate procedures, as contained within the LAT's Behaviour Policies and the LAT's adopted procedures for dealing with racist and homophobic incidents;
- Observe possible biases in their own behaviour (i.e. expecting different standards from different groups of pupils); and
- Undertake regular equality training.

Monitoring and evaluating the progress that each pupil makes

The LAT will:

- Use Analyse School Performance, other reputable data providers (such as Fischer Family Trust, etc.) and its own data to address the following concerns:
 - Are all pupils achieving as much as they can and deriving the maximum benefit, according to individual needs?
 - If not, which groups of pupils are not achieving as much as they can, and what are the reasons for this?
 - What reasons can the Local Academy provider for the differences noted in the data in relation to achievement, teaching and learning and access to curricular opportunities?
 - What action can the Local Academy take to address the issues?
- Use the results of all analyses to provide detailed reports to the LAC Governors and LAT Workforce through various channels, such as training days, staff meetings, etc. All issues identified as a result will become a focus for the whole Local Academy's development and training programme.

Identifying pupils who may be missing out and / or are difficult to engage

The LAT will ensure that:

- The Special Educational Needs Coordinator ('SENDCo') will monitor the progress of pupils with SEND and coordinate appropriate training for staff and provision for these pupils.
- Attendance of pupils is monitored to see if there are any patterns.
- It arranges a booster programme for those pupils who have below average attainment in Literacy and / or Numeracy.

Promotion of tolerance and understanding in a diverse society

The LAT will make equality a reality by placing a responsibility on everyone to ensure that all individuals, regardless of age, race, religion, family, or disability, have the same opportunities and respect.

The LAT will make every effort to ensure that it is not affected by institutional racism, as defined by the MacPherson Report⁴:

“**6.34** “Institutional Racism” consists of the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness, and racist stereotyping which disadvantage minority ethnic people.”

Furthermore, the MacPherson Report⁵ elaborated that:

“**6.17** Unwitting racism can arise because of lack of understanding, ignorance or mistaken beliefs. It can arise from well intentioned but patronising words or actions. It can arise from unfamiliarity with the behaviour or cultural traditions of people or families from minority ethnic communities.”

In order to not be affected by institutional racism, the LAT will:

- Value cultural diversity;
- Aim to prevent racism, and ensure appropriate records are kept and all incidents are properly investigated and responsible individuals’ future conduct is monitored;
- Commit to enabling LAT staff to access equalities training;
- Monitor pupil exclusion data; and
- Monitor achievements by ethnicity and gender.

⁴ The Stephen Lawrence Inquiry; Report of an Inquiry by Sir William MacPherson of Cluny; Presented to the Parliament by the Secretary of State for the Home Department by Command of Her Majesty; February 1999; Paragraph 6.34; available at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/277111/4262.pdf <last accessed on 6 June 2018>

⁵ The Stephen Lawrence Inquiry; Report of an Inquiry by Sir William MacPherson of Cluny; Presented to the Parliament by the Secretary of State for the Home Department by Command of Her Majesty; February 1999; Paragraph 6.17; available at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/277111/4262.pdf <last accessed on 6 June 2018>

Appendix A – Equality Act 2010 Checklist

General questions:

(1) Does your School have a written single Equality Policy?

<i>Your policy should cover the following areas:</i>	<i>Tick to confirm</i>
Age	
Sex	
Disability	
Religion / belief	
Race / ethnicity	
Gender reassignment	
Marriage / Civil partnership (family makeup)	
Pregnancy and maternity	
Sexual orientation	

(2) Can you describe one thing the school has done on the following issues, which has contributed to a measurable outcome for pupils?

Issue	Task / Measurable outcome
Sex	
Disability	
Race / ethnicity	
Gender reassignment	
Pregnancy and maternity	
Sexual orientation	
Age	
Religion / belief	
Marriage / civil partnership (family makeup)	

(3) Does your school have an action plan with targets that specifically aim to meet the equality duty?

<i>You action plan should cover the following areas:</i>	<i>Targets set (Tick to confirm)</i>
Age	
Sex	
Disability	
Religion / belief	
Race / ethnicity	
Gender reassignment	
Marriage / Civil partnership (family makeup)	
Pregnancy and maternity	
Sexual orientation	

(4) Is the equality duty included in the School Evaluation and Improvement Plan? (Please tick the relevant box.)

Yes

No

(5) Is the equality duty part of your self-evaluation?

Yes

No

(6) Have you developed the following? (Please indicate by ticking the relevant boxes.)

(a) Policies?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
(b) Schemes?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
(c) Action plans?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
(d) Targets?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

(7) Who was involved in the drawing up of the above documents?

	<i>Tick to confirm</i>
Teaching staff	
Support staff	
LAC Governors	
Pupils	
Parents / Carers	
Other schools	
Local Authority	
LDBS or LAT	
Members of the local community	
Charities / Voluntary organisations	
Trade Unions	
Consultants	

(8) Have you undertaken an Equality Impact Assessment?

Yes

No

(9) Have you reviewed and updated the curriculum and scheme of work to include equalities?

Yes

No

(10) Have you published an annual report to show progress made towards meeting targets?

Yes

No

(11) Have you improved access to the following? (Please indicate by ticking the relevant boxes.)

(a) Mentors Yes No

(b) Learning support Yes No

(c) Career guidance Yes No

(d) Work experience placements Yes No

In relation to pupils:

(1) Which of the following has impacted positively on gender equality?

	<i>Impact - please tick to confirm</i>
Better engagement	
Higher aspirations	
Better attainment by Key Stage	
Better attainment by subject	
Activities which address violence against women - e.g. stereotyping at work, relationships, citizenship	
Reduced bullying / harassment	
Reduced discipline / behaviour issues	
Reduces sexist behaviour	
Reduced use of sexist language	
Reduced exclusions	
Reduced truancy / absence	
Improved participation in decision-making	
Increased participation in sports	
Increased participation in after-school clubs	
Increased sense of happiness / wellbeing	
Increased sense of being valued	
Increased sense of feeling safe	
Increased accessibility to school activities	

(2) Which of the following has improved as a result of meeting the equality duty with regard to SEND?

	<i>Impact - please tick to confirm</i>
Better engagement	
Higher aspirations	
Better attainment by Key Stage	
Better attainment by subject	
Activities which address violence against women - e.g. stereotyping at work, relationships, citizenship	
Reduced bullying / harassment	
Reduced discipline / behaviour issues	
Reduces sexist behaviour	
Reduced use of sexist language	

Reduced exclusions	
Reduced truancy / absence	
Improved participation in decision-making	
Increased participation in sports	
Increased participation in after-school clubs	
Increased sense of happiness / wellbeing	
Increased sense of being valued	
Increased sense of feeling safe	
Increased accessibility to school activities	

(3) Which of the following has improved as result of meeting the equality duty with regard to race / ethnicity?

	<i>Impact - please tick to confirm</i>
Better engagement	
Higher aspirations	
Better attainment by Key Stage	
Better attainment by subject	
Activities which address violence against women - e.g. stereotyping at work, relationships, citizenship	
Reduced bullying / harassment	
Reduced discipline / behaviour issues	
Reduces sexist behaviour	
Reduced use of sexist language	
Reduced exclusions	
Reduced truancy / absence	
Improved participation in decision-making	
Increased participation in sports	
Increased participation in after-school clubs	
Increased sense of happiness / wellbeing	
Increased sense of being valued	
Increased sense of feeling safe	
Increased accessibility to school activities	

(4) Which of the following has improved as a result of meeting the equality duty with regard to gender reassignment?

	<i>Impact - please tick to confirm</i>
Better engagement	
Higher aspirations	
Better attainment by Key Stage	
Better attainment by subject	
Activities which address violence against women - e.g. stereotyping at work, relationships, citizenship	
Reduced bullying / harassment	
Reduced discipline / behaviour issues	
Reduces sexist behaviour	
Reduced use of sexist language	
Reduced exclusions	
Reduced truancy / absence	
Improved participation in decision-making	
Increased participation in sports	
Increased participation in after-school clubs	
Increased sense of happiness / wellbeing	
Increased sense of being valued	
Increased sense of feeling safe	
Increased accessibility to school activities	

(5) Which of the following has improved as a result of meeting the equality duty with regard to sexual orientation?

	<i>Impact - please tick to confirm</i>
Better engagement	
Higher aspirations	
Better attainment by Key Stage	
Better attainment by subject	
Activities which address violence against women - e.g. stereotyping at work, relationships, citizenship	
Reduced bullying / harassment	
Reduced discipline / behaviour issues	
Reduces sexist behaviour	
Reduced use of sexist language	
Reduced exclusions	

Reduced truancy / absence	
Improved participation in decision-making	
Increased participation in sports	
Increased participation in after-school clubs	
Increased sense of happiness / wellbeing	
Increased sense of being valued	
Increased sense of feeling safe	
Increased accessibility to school activities	

(6) Which of the following has improved a result of meeting the equality duty with regard to religion or belief?

	<i>Impact - please tick to confirm</i>
Better engagement	
Higher aspirations	
Better attainment by Key Stage	
Better attainment by subject	
Activities which address violence against women - e.g. stereotyping at work, relationships, citizenship	
Reduced bullying / harassment	
Reduced discipline / behaviour issues	
Reduces sexist behaviour	
Reduced use of sexist language	
Reduced exclusions	
Reduced truancy / absence	
Improved participation in decision-making	
Increased participation in sports	
Increased participation in after-school clubs	
Increased sense of happiness / wellbeing	
Increased sense of being valued	
Increased sense of feeling safe	
Increased accessibility to school activities	

With regard to the school:

(1) Have you identified priorities for action?

Yes

No

(2) How will you monitor progress?

(3) Have you collected and evaluated the evidence?

Yes

No

(4) How have you engaged stakeholders?

(5) Have you any training needs?

Yes

No

If 'yes', then please use the space below to identify such needs:

--

(6) Are equality issues part of performance management targets for the workforce?

(a) Mentors	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
(b) Learning support	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
(c) Career guidance	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

(7) Why is equality important?

<i>Reason</i>	<i>Please tick to confirm</i>
It is the right thing to do.	
It has a positive impact on pupils.	
It will help us to get a good inspection report.	
Because the law says we have to do it.	
We are already committed as a school.	
To improve lives of our pupils.	
It helps community cohesion.	
Other - (please state)	

(8) What are the barriers to equality?

<i>Reason</i>	<i>Please tick to confirm</i>
Budget / financial issues	
Confusing legislation	
Convincing parents and carers	
Convincing governors	
Convincing staff	
Hard to identify impact	
Too many initiatives	
Need CPD	
Not enough guidance available	
Time issues	
Lower priority than other issues	
Lack of relevance to the school	
Seen as political correctness	
Other - (please state)	

Appendix B – Pupils’ Questionnaire

General questions

(1) What are the good points about your school?

The good points about my school are:

(2) How would you describe the pupils in your school?

Characteristic	Description of pupils
Age	
Background	
Ethnicity	
Disability	

(3) How would you describe the area your school is in?

The area my school is in:

(4) (a) What is the best thing about your school?

The best thing about my school is:

(4) (b) Has it always been the best thing?

Yes

No

(5) How can we make your school better?

You can make my school better by:

(6) Is there anything about your school that makes it better than other schools?

Yes

No

We are better than other schools because:

(7) Are there things other schools do that you would like us to do?

Yes

No

Other things I would like my school to do:

(8) Is there anything you would like to change?

I would change:

(9) Is there anything that you think other children would like to change?

Other children might change:

Section 2 – Fairness (Primary school pupils only)

(1) What is ‘fairness’?

‘Fairness’ is:

(2) Is anyone ignored or left out in your school?

Yes

No

(3) (a) Do you learn about treating people fairly in school?

Yes

No

(3) (b) Has it changed how you think about fairness?

Yes

No

(4) (a) Do you think it is important to treat people fairly?

Yes

No

(4) (b) When do you talk about fairness in school?

We talk about fairness in:

Section 3 – The experience at school (All pupils to complete this section)

(1) How are you treated by the grown-ups / staff who work at your school?

We are better than other schools because:

(2) Do they treat you fairly and try and help?

(3) How do grown-ups / staff treat each other?

(4) Do some people get treated differently?

Yes

No

If 'yes', why do you think this happens?

(5) How are you treated by other pupils and how does it make you feel?

(6) (a) Do you think some people get left out of things?

Yes

No

(6) (b) Has the school tried to help them?

Yes

No

(7) How are you helped to feel part of the school?

(8) Is everyone able to help in making decisions about the school?

Yes

No

(9) Do you get the opportunity to try things you have not done before?

Yes

No

Appendix C – Racial Incident Report Form**LDBS Academies Trust**

[Insert name of the local academy]

Executive Headteacher's / Headteacher's [delete as appropriate] signature:

Date of the incident

Date the incident was reported

Name of person to whom the incident was report:

Location of the incident (in the event that the incident occurred outside the Academy):

Ethnicity of Victim / Victims *[delete as appropriate]* (if more than one, please indicate the number of victims by writing a number the box)

Bangladeshi		Indian		Age(s)	
Black – African		Pakistani		Male	
Black – Caribbean		White		Female	
Black – Other		Unclassified		Faith(s) (if applicable)	
Chinese					
Other		Please Specify:			

Ethnicity of alleged perpetrator / perpetrators *[delete as appropriate]* (if more than one, please indicate the number of victims by writing a number the box)

Bangladeshi		Indian		Age(s)	
Black – African		Pakistani		Male	
Black – Caribbean		White		Female	
Black – Other		Unclassified		Faith(s) (if applicable)	
Chinese					
Other		Please Specify:			

Nature of incident

Oral

Written

Damage

Assault

Other

If 'other', please provide brief details of the incident:

Brief details of the incident**Action taken**

If 'other', please provide brief details of the incident:

Please indicate the individuals involved:

Parents

EWO

Police

Social Worker

Other

If 'other', please provide brief details of the incident:

Appendix D – Guide to completing the LAT Racial Incident Report Forms

Purpose

The main purpose of the forms is to record all racial incidents and to monitor occurrence of such incidents. The LAC Governors will be made aware of the incidents via an annual report.

Definition of a racist incident

The LAT defines a racial incident as: *“An incident is racist if the (Executive) Headteacher defines it to be so, with the option of appeal to the Chair of the Local Academy Committee in the event of a disagreement.”*

Possible examples of racist incidents are:

- Name-calling;
- Comments made against a specific ethnic group or groups;
- Stereotyping;
- Racist comments written in books;
- Physical violence; and / or
- Refusal to work with particular students on racial grounds.

Appendix E - [Insert name of Local Academy] Racial Incident Log

Date of incident	Date reported	Location of incident if outside the academy	Victim(s) ethnicity	Ethnicity of alleged perpetrator(s)	Nature of incident	Action taken