



L.E.A.D. Academy Trust
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Jubilee L.E.A.D. Academy Equality Information and Objectives

Policy/Procedure management log

Document name	Equality Policy
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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

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, with amendments, due to the Worker Protection Act 2024
- 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, and complies with our funding agreement and articles of association.

Roles and responsibilities

The Role of Trustees

Trustees are responsible for ensuring that the Trust and its academies comply with the Public Sector Equality Duty and adopt the overarching Trust Equalities Policy. Through the Scheme of Delegation, the Trust Board assigns local adaptation of the policy for each academy.

The role of Academy Governing Bodies

Academy Governing Bodies (AGBs) are the “responsible body” for ensuring that the academy meets the requirements of equality legislation. Essentially this means they should:

- Ensure the academy takes all reasonable steps to ensure that its employees do not carry out unlawful discriminatory actions or behaviour.
- Support and guide the academy to have “due regard” for equality in all its functions.
- Ensure the academy complies with the Equality Duty and meets the two “specific duties” for academies.

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

The equality link governor is Kulsoom Chishti. They will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The Role of the Headteacher

- Ensure that the L.E.A.D. Academy Trust policy is adopted and implemented
- 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 (Kerry Wheatley) will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All academy staff are expected to have regard to this document and to work to achieve the objectives.

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 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 September. In addition, leaders will arrange CPD as required to

support staff to be knowledgeable and effective in their practice. This will be particularly relevant for growing trends, staff who are new to school and any updates which require specific staff training

The academy has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

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. 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 academy societies)

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

- Publish attainment data each academic year
- 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

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, 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 academy trips and activities based around the local community

- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the academy. For example, our academy 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 academy's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

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 an academy trip or activity is being planned, the academy considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils 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.

Equality objectives

The academy aims to set three objectives:

- One focused on pupil outcomes and relating to an issue/characteristic affecting a disproportionately large share of our pupils compared to the national average; this will help to ensure our academy is able to take action which will have an impact on a significant scale.
- One objective focused on outcomes and relating to an issue/characteristic significantly affecting a small share of pupils compared to the national average. Research nationally suggests some of the largest and most stubborn 'gaps' in outcomes are in academies with very small numbers of children with that particular characteristic – such pupils should not be overlooked.
- One objective relating to actions with a wider scope/impact, perhaps in relation to curriculum content, enrichment activities, developing the 'whole child', whole school values and behaviours, work with parents/carers and the wider community or a workforce issue; this will ensure equality is not seen exclusively in relation to pupil outcome measures.

Requirement to publish information annually:

The academy will publish an annual update on the website. This update will include:

- Pupil information: academy level data about the composition of the pupil population and their outcomes, in relation to gender, Special Educational Needs (SEN) and disability, race/ethnicity and those with English as an Additional Language (EAL), children who are/have been Looked After (CLA) and pupils who are eligible for Free School Meals (FSM), or who more broadly qualify for the Pupil Premium.

Links with other policies

This document links to the following policies:

- Accessibility plan
- Supporting pupils with medical conditions
- Behaviour policy
- Code of Conduct
- SEND Policy

ACADEMY OBJECTIVES PLAN 2026 - 2029

Target	Actions	How will the impact of action be monitored? Who is responsible	Timeframe	Impact – annual review Review date:
<p>1. Ensure assessment, provision and support for EAL pupils enables lessons to be accurately pitched at their point of need in order to support accelerated progress for those not working at/above their age related expectations.</p>	<ul style="list-style-type: none"> ● Refine and embed the effective strategy for assessment and identification of needs of EAL pupils. ● Refine and embed the effective strategy that ensures that the needs of EAL pupils are met ● Review EAL pupils work half termly to establish if needs are met ● Review data to compare EAL with non-EAL within school, and where possible, nationally to determine whether gaps are closing. ● Ensure EAL is a regular agenda item for professional development and pedagogical strategies. ● Conduct meetings with families of pupils in order to discuss their needs, development and strategies for future provision. 	<p>Individual pupil progress reviewed by senior leaders and class teachers to establish strengths and development points (SLT/CT)</p> <p>Monitoring of progress of groups of EAL pupils termly, identifying trends and next steps (SLT/CT)</p> <p>% attendance in the academy of EAL pupils to ensure attendance is not a barrier to progress (SLT for attendance)</p> <p>Review and observe learning behaviours in lessons and provide developmental feedback/ professional learning to improve provision</p>	<p>Reviewed termly</p>	<p>Review of pupils accessing Flash Academy over the last academic year shows almost all pupils making progress, with many who were previously unable to access their classroom learning now doing so with confidence. Academic progress is following this trend and there is evidence of pupils closing the gaps to their peers.</p> <p>Through intensive interventions, EAL pupils who also have learning difficulties are more quickly identified with adjustments made to the support they receive.</p> <p>Next steps:</p> <ul style="list-style-type: none"> - Further professional learning for teaching team to best meet the needs of individuals within their class.

		(SLT)		
2. Refine and enhance the provision for pupils with SEND by identifying their needs early and implementing effective support to ensure there is no discrimination of those children with protected characteristic	<ul style="list-style-type: none"> ● Ensure identification of needs occurs early, leading to clear strategies and EHCPs if required. ● Ensure pupils with EHCP have clear and robust strategy to meet criteria set within their plan. ● Ensure targets for all SEND pupils are set accurately as a result of robust and thorough assessment. ● Ensure members of the teaching team working with pupils are skilled and supported to develop the effectiveness of their practice. ● Review EHCP pupils learning half termly to establish if needs are met and to determine next steps. Review all SEND pupils' learning at least termly to determine next steps. ● Conduct meetings with families of pupils in order to discuss their needs, development and 	<p>Key performance indicators reviewed termly (SENCO)</p> <p>Monitoring of progress of SEND and those pupils with an EHCP half-termly, identifying trends and next steps (SENCO and CT)</p> <p>Monitoring the effectiveness of the provision in enabling pupils with an EHCP to make expected progress.</p> <p>Monitoring % attendance in the academy of pupils with SEND and those with an EHCP to ensure poor attendance is not a barrier to progress.(SENCO)</p>	Reviewed half-termly and ongoing	<p>There is an increased number of pupils with an EHCP in school compared to Spring term 2024/5.</p> <p>Monitoring of classroom provision to support pupils with SEND, and analysis of data in relation to pupil progress has shown provision is improving and having a positive impact on pupils' academic and personal development.</p> <p>Next steps</p> <ul style="list-style-type: none"> ● Develop greater consistency in provision ● Where new EHCPs are in place, ensure provision is implemented to support pupils to make progress aligned to their EHCP. ● Ensure ongoing professional learning for SENCO and teaching staff to support early identification of need.

	strategies for future provision.			
3. Ensure pupils who are part of a minority group in school in relation to a protected characteristic feel secure and valued in our community so that diversity is celebrated and understood.	<ul style="list-style-type: none"> ● Stakeholder views survey ● Review of curriculum in relation to diversity • Ensure that the reading spine encompasses a diverse range of authors and themes • Ensure greater participation in wider events such as clubs, sports and pupil roles within school. 	<p>Increasing engagement within the community</p> <p>Monitor the opportunities to celebrate diversity through the curriculum, engagement events so both exposure and representation are balanced. (SLT/ Subject Leaders)</p> <p>Review pupil context in relation to attendance at wider events through data. SLT to determine if specific groups are under-represented and consider future actions to address this.</p>	Ongoing	<p>Monitoring of the previous academic year show an increase in diverse parental engagement within school for example, leading on assemblies/workshops to share cultural/religious ways of life.</p> <p>Next steps</p> <ul style="list-style-type: none"> - Continue to encourage further engagement and participation in school events from a broad demographic of stakeholders - Continue to review and refine the curriculum to ensure it best meets the needs of the current pupils. - Further embed professional learning so staff feel empowered and confident in reaching out to parents/carers to enrich learning within school.