



Equality Policy

Document Control

Version	Author	Summary of Changes	Approved By	Date Published	Date of Review
1	RGR		Audit Committee	Jan 2021	Jan 2025
2	RGR	Change to model template (Forbes Solicitors)	Trust Board	Jan 2025	Jan 2029

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1. AIMS

Leger Education Trust 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

The Trust aims to promote respect for difference and diversity in accordance with our values, PRIDE, AMBITION, INTEGRITY, and RESPONSIBILITY.

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 the [Department for Education \(DfE\) advice for schools on the Equality Act](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the public sector equality duty](#).

This document also complies with our Funding Agreement and Articles of Association.

3. ROLES AND RESPONSIBILITIES

3.1 The Board of Trustees

The Board of Trustees will:

- Ensure that the equality information as set out in this statement is published and communicated throughout the trust, including to governors, 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 and Academy Governing Body (AGB).

3.2 The Academy Governing Body (AGB).

The AGB will, for their schools:

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

3.3 The Headteacher

The Headteacher will, for their school:

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

3.4 The designated member of staff for equality

Some schools within the Trust have a designated member of staff for equality. They will, for their school:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils

- Meet with the AGB every year to raise and discuss any issues
- Support the Headteacher in identifying any staff training needs, and deliver training as necessary

3.5 All staff across the trust

All staff across the trust 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 Trust 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. Trustees, Governors and all staff 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. Some schools have a designated member of staff for monitoring equality issues. They regularly liaise regarding any issues and make senior leaders and local governors aware of these as appropriate.

5. ADVANCING EQUALITY OF OPPORTUNITY

As set out in the DfE guidance on the Equality Act, the Trust aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected by a particular characteristic they have
- Taking steps to meet the needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

5.1 Publishing information about pupils

In fulfilling this aspect of the duty the Trust will, for every school:

- Publish attainment data for each school 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 pupils

Relevant information about each school will be published on their individual websites.

5.2 Publishing information about staff

In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics. As a Trust, we will publish information to show:

- The make-up of our workforce, with breakdowns of staff with different protected characteristics
- Gender pay-gap reporting and other pay equality issues
- Recruitment and retention rates for staff with different protected characteristics
- Applications for flexible working and their outcomes for staff with different protected characteristics
- Applications for learning and development opportunities and their outcomes for staff with different protected characteristics
- Grievances and disciplinary issues for staff with different protected characteristics
- Policies and programmes in place to address equality concerns from staff
- Information from staff surveys

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may suppress some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

6. FOSTERING GOOD RELATIONS

The Trust 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 the 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
- Making sure schools work with their local community. This includes each school 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 each school. For example, school councils have representatives from different year groups and are formed of pupils from a range of backgrounds. All pupils are encouraged to participate in their schools' activities, such as sports clubs. Schools 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 how they implement their approach

7. EQUALITY CONSIDERATIONS IN DECISION-MAKING

The Trust ensures it has due regard to equality considerations whenever significant decisions are made. In all of our schools, we will always consider 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 pupils irrespective of their gender

The school keeps a written record (known as an Equality Impact Assessment – see appendices) 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 activities that may have an impact of equality. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. EQUALITY OBJECTIVES

Each school in Leger Education Trust sets their own objectives depending on their circumstances and context, whilst keeping in line with the overall approach to equality set out in this policy. The Equality Objectives can be found on each school website.

9. MONITORING ARRANGEMENTS

The Executive Director of Operations will update the equality information we publish, described in sections at least every year.

This document will be reviewed by the Board of Trustees every 4 years.

School-specific equality objectives will be reviewed by the Headteacher every 4 years.

Appendix 1 - EQUALITY IMPACT ASSESSMENT – INITIAL SCREENING FORM

This form is to be used to initially screen policies, procedures and projects to decide if they need to be subject to a full Equality Impact Assessment. Each initial screening should be carried out by a group of three people to ensure that a consensus can be achieved. Details of the assessment group should be recorded in the table below for monitoring purposes:

Assessment Group Leader	
Assessment Group Member names	
Assessment Date	

Title of the policy, procedure, practice or decision	
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Who is likely to benefit from this policy, procedure or project?

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Explain why

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Is a full equality impact assessment recommended? YES NO

Explain why

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Appendix 2 - EQUALITY IMPACT ASSESSMENT

Policy/Procedure/Project Title	
Policy/Procedure/Project Version and Issue Date	
Assessment Date	

Each equality impact assessment should be carried out by a group of three people to ensure that a consensus can be achieved. Details of the assessment group should be recorded in the table below for monitoring purposes:

Assessment Group Leader	
Assessment Group Member names	

Step 1: Identify aims of the policy, procedure or project

What is the purpose of the policy, procedure or project? Who is affected or intended to benefit from this and in what way?

Step 2: Consider the evidence

What data or evidence do you intend to use for the purposes of the assessment?

Step 3: Assess likely impact

What does the information you have tell you about how this policy, procedure or project might impact positively on people who share protected characteristics? What does the information you have tell you about how this policy, procedure or project might impact negatively on people who share protected characteristics? Are there other factors that might help us understand the data?

Step 4: Taking action

What changes to the policy, procedure or project could be introduced to advance equality?

Step 5: Consultation

What consultation have you carried out? How successful has this been, and what can you do in the future to improve this process if necessary?

Step 6: Make monitoring arrangements

How will the policy, procedure or project be monitored?

Step 7: Taking action

What action will you take as a result of this assessment?