

Lightcliffe Academy Policies & Procedures

Equality Information and Objectives 2023 - 2027

Approved on	15th September 2025
Approved by	Local Governing Boday

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Equality Information and Objectives: 2023-2027

Aims

Lightcliffe Academy 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

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.

Roles and Responsibilities

The 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 four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Head of School
- A dedicated member of the governing body has a watching brief regarding the implementation of this policy: Peter Laurence (Chair of Governors)

The Head of School will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils and provide appropriate access to training and support
Ensure that a senior member of staff has day-to-day responsibility for co-ordinating implementation of this policy: Matt Drury (Vice Principal for Pastoral and Inclusion)
- Monitor success in achieving the objectives and report back to governors

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All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8. More generally, all school staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom. This includes designing, updating and tracking SSIPs regularly to ensure the needs of all students are met effectively and that there is equality of access to education in the classroom
- Challenge and deal with any prejudice-related incidents that may occur. This includes identifying, facilitating or lead 1-1 interventions to tackle discrimination of any nature
- Identify and challenge bias and stereotyping in the curriculum
- Support pupils in their class for whom English is an additional language
- Keep up to date with equalities legislation relevant to their work
- Give pupils the opportunity to have their voices heard with regard to equality issues
- Teach and promote the SHARED character values which encompass positive identity, wellbeing and sense of self for all

Eliminating Discrimination

At Lightcliffe Academy, we recognise that all members of the school and wider community are of equal value. Lightcliffe 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 Equality and Diversity via the Every system as part of their induction and are required to complete refresher training at regular intervals.

The Head of School is responsible for monitoring issues relating to discrimination of any form. They will liaise with the Trust 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, Lightcliffe Academy aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which 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 and societies, as well as trips and opportunities to access enrichment experiences and cultural capital
- Offering oracy-rich opportunities and challenges so that all students are exposed to the language of social mobility and ambition, regardless of background
- Ensuring all staff model formal, academic language throughout the academy so that all students access higher order language
- Proactively redressing social or cultural disadvantage through bespoke careers information and guidance, options guidance and aspirational pathways such as EBACC

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 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

We foster positive attitudes and relationships, and a shared sense of cohesion and belonging at Lightcliffe Academy. We aim 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
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

Equality Considerations in Decision Making

Lightcliffe Academy ensures it has due regard to equality considerations whenever significant decisions are made.

For example, Lightcliffe Academy 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
- Is accessible to students from poorer economic backgrounds and appropriate support given
- Gives due consideration to sensitivities around sleeping and bathroom arrangements for male, female, non-binary and transgender students

Lightcliffe Academy will keep written records to show that we have actively considered our equality duties and asked ourselves relevant questions. This will be recorded at the same time as the risk assessment when planning school trips and activities. The record will be completed by the member of staff organising the activity and stored electronically with the completed visit documents.

At Lightcliffe Academy, we consult widely; we believe that people affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. To do this, we consult with people from a range of ethnic, cultural and religious and socioeconomic backgrounds, age groups, sexual orientation, gender identities, and with persons with and without disability.

We ensure that the recruitment, retention and ongoing development of staff is undertaken in a fair and equitable manner to support our school's vision and values by developing policies and procedures that benefit all employees and potential employees.

Equality Objectives

Objective 1: Actively close gaps in attainment and achievement between students and all groups of students, particularly those with protected characteristics as defined by the Equality Act.

To achieve this objective, we plan to:

- Monitor the achievement of all students, analysed by various characteristics, and use this data to raise standards and ensure inclusive teaching. Monitoring information helps us to see what progress we are making towards meeting our equality aims, in particular by allowing us to:
 - Highlight any differences between students from different groups o Ask why these differences exist and test the explanations given
 - Decide what further action will be necessary to meet particular needs and to improve the performance of students from different groups
 - Take action to make improvements
- Our school recognises and values bilingualism. The languages and learning needs of bilingual students will be clearly identified and appropriate support identified and used.
- Offer quality study support, homework club, intervention sessions and additional resources to mitigate any disadvantage experienced in the home due to the lack of conducive study facilities
- Offer rigorous and supportive student induction so that all students have an equally strong start in their education at Lightcliffe Academy Progress we are making towards this objective:
- We have clear procedures for collecting information on students who may have behavioural, emotional, and social difficulties. All staff have access to

SEND registers for all year groups and specific medical information that may affect the students' learning and progress. Information is updated annually as a minimum

- To monitor our students' attainment, we collect information about students' performance and progress, by various categories, (e.g. gender, ethnic group, etc.), analyse it and use it to examine trends. To help interpret this information we monitor other areas that could have an adverse impact on students' attainment such as exclusion, racism, racial harassment and bullying, curriculum, teaching and learning, punishment and reward, support, advice and guidance

Objective 2: To promote cultural development and understanding through a rich range of experience, both in and beyond the school so that discrimination and bullying due to gender, gender identity, race, religion and background never occurs in our school.

To achieve this objective, we plan to:

- Create a school ethos which promotes equality, develops understanding, and challenges myths, stereotypes, misconceptions and prejudices,
- Actively promote mutual respect and valuing each other's similarities and differences and facing equality issues openly,
- Deliver bias training to all staff to ensure a non-biased ethos pervades the academy at every level, • Consider and adopt practices to eradicate or mitigate bias, such as blind marking.

Progress we are making towards this objective:

- There is a clear policy and established procedures for dealing with incidents of racism and racial harassment which is understood by everyone in the school community. The monitoring system used by the school enables the school to report the relevant details to Children's Services on request.
- Staff challenge discrimination, stereotyping and promote equality in education, employment, training and career choice. To tackle stereotyping, bullying and harassment, we use PSHE sessions and school assemblies to challenge the assumptions which underlie this behaviour.
- We also challenge anything that promotes gender-based violence, gender stereotyping and/or homophobic bullying.
- Religious Studies is used to discuss various world religions, meaning of faith, shared values, celebration of other religious festivals and these are linked into PSHE on topics such as citizenship.
- Lightcliffe Academy recognises that sports provision has to address the needs and preferences of girls and boys, and indeed will be more likely to succeed if it does so. As part of our drive to sustain and promote gender equality, we continue to actively engage with the national 'Healthy Schools' programme.

Objective 3: To continue to improve accessibility across the school for students, staff, and visitors with disabilities and other protected characteristics.

To achieve this objective, we plan to:

- Continue to endeavour to provide students with a personalised curriculum involving many links with outside agencies and providers. We will ensure that all students have access to the curriculum offered in school and every effort is made to support students in out of school activities through study support.
- Ensure the school environment is as accessible and welcoming as possible to all visitors. Open evenings and other events which parents or carers attend will be held in an appropriately accessible part of the school.
- Encourage parents of both genders to participate in their child's education, e.g. attending parents' evening/ options evening.
- Communicate any site adjustments or changes to the environment to students with needs and disabilities, identifying appropriate support and intervention alongside parents to minimise distress or disadvantage.

Progress we are making towards this objective:

- We make reasonable adjustments to ensure that the school environment is as accessible as possible.
- Physical measures already taken to improve accessibility in our school include: ramps, lift to one floor, access to all parts of the building except Maths/Humanities (upstairs) and the extra Drama room, disabled toilets, low level reception desk, disabled car parking space in the lower car park, and clear, large signs on site for visually impaired pupils
- The school facilities are used by the local community, and at such times are accessible to individuals from a range of ethnic, cultural and religious and socio-economic backgrounds, age groups, sexual orientation, gender identities, and with persons with and without disability. Care is taken not to allow discriminatory activities and/or events. Due consideration is given to the location of events around the school site. There is adequate lighting in the car park/corridors at evening events and for reasons of personal safety; a school caretaker is always on site during these times

Objective 4: To promote equality in the recruitment of and provision for staff

To achieve this objective, we plan to:

- Anonymise recruitment applications during short-listing to ensure objectivity and nonbias
- Track and maintain a proportionate representation of ethnic groups, identities and diversity on the academy staff body
- Have clear systems to ensure all staff have access to a fair and reasonable work environment, including emergency access to the toilet during lessons for staff with medical needs or disabilities
- Provide and signpost support to meet the needs of those with protected characteristics

- Maintain a climate of openness and dialogue about the challenges and impact of menopause in the workplace

Progress we are making towards this objective:

- The Vacancy Filler package is already in use and all applicants can be identified by reference number only, in the first instance.
- The ethnic representational proportion of academy staff currently mirrors the student body. This will continue to be monitored to ensure our students are exposed to staff in a range of roles from different ethnicities and background.
- Support is offered to a range of staff as appropriate.
- Where menopause impinges on wellbeing or efficacy at work, reasonable adjustments are made as appropriate to the member of staff. A discussion takes place and support is offered using our academy HR channels.

Monitoring Arrangements

Lightcliffe Academy will review and update the equality information we publish at least every year to demonstrate how we are meeting the aims of the general public sector equality duty. Our objectives will be drawn up and published by the Governing Body at least every 4 years.

Links with Other Policies

This document links to the following policies:

- Accessibility plan
- SEND and Inclusion Policy