

Equality information and objectives policy

London Academy of Excellence Tottenham

Approved by:	FGB	Date: 28.6.24
Last reviewed on:	19.6.24	
Next review due by:	19.6.26	

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1. Aims

Our school 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

Our school aims to promote respect for difference and diversity in accordance with our LAET value of community.

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](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The **governing board** 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

- 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

The **equality link governor** 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 **Head Teacher** will:

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

The **Senior Leadership Team** and **Diversity and Inclusion Lead** 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

The **LAET school community** will work together to achieve the objectives set out in this document.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Our policies, as listed in the appendices, include reference to the importance of avoiding discrimination and other prohibited conduct. During each upcoming policy review, the school will commit to consider the policy from a diversity and inclusion lens.

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.

All staff and students undertake Hemisphere race awareness training. The first stage of the program will focus on educating staff on the experiences of Black students. The training includes personal reflections and action points which inform the basis for further school based reflections and discussions. The second stage of the training focuses on the experience of South Asian students. This training platform was selected on the basis of the makeup of our student body, with a view that it would encourage a more nuanced understanding and awareness of other minoritised groups through its focus on challenging biases.

The school 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.

5. Removing barriers to success

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 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 all students to be involved in the full range of school societies, clubs and work experience. Monitoring this to identify trends in student uptake or if specific groups are not accessing these.
- Equalities monitoring of in-year and final assessment grades to ensure equal progress of SEN students, boys & girls, different ethnic groups at a whole school and subject level. Regular reporting of groups data to SLT and governing board.
- Implementing early intervention for underperforming groups. Adjustments to teaching, learning and assessment in response to observed differences.
- Ensuring the uniform policy is reviewed annually with the student council, D&I lead and equalities governor to ensure it does not target student groups unfairly. The behaviour policy is reviewed annually with the equalities governor and behaviour data is shared with governors annually, including an analysis of groups.
- Encouraging male students to access wellbeing support by developing specific after school forums for this group.
- Ensuring bursary students have the same access to events, equipment and opportunities as non-bursary students.
- Ensure that all students have access to, and make full use of, the range of information, advice and guidance available to the cohort on university choices and careers - with a view to ensuring that selective university course acceptance rates and future career progression outcomes are strong across the entire cohort.

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing. This data is made available to governors each year.
- Analyse the data referenced above (curriculum and behaviour 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 racist, sexist or homophobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils
- Make data available on university and (in due course) alumni career progression broken down by demographic group and/or protected characteristics.

6. Ensuring a sense of belonging for all

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Building the LAET value of Community through promoting tolerance, friendship and respect through the pastoral and extra curricular programme. This includes a pastoral programme on 'Respectful Disagreement' to equip all students with the skills to engage in meaningful conversations involving differing viewpoints.

- Setting up a pastoral steering group so that students are actively involved in reviewing PD plans and materials and delivering sessions where appropriate.
- Ensuring all students receive race awareness training in their first half term (Sept-Oct) to educate them specifically on the experiences of Black students in stage 1 and South Asian students in stage 2.
- Listening to, and acting on our student voice through the school council, student surveys on peer relations and regular diversity and inclusion focus groups.
- Fostering a culture where the school can discuss sensitive, current affairs with respect. Where appropriate, pupils will be encouraged to take a lead in such assemblies. If this is not appropriate, staff will take the lead in delivery of these. LAET Talks will run alongside these to offer a space for forums, talks and discussions on sensitive and thought provoking topics.
- Devising a celebratory cultural calendar which includes established events (e.g. Black History Month, culture week, Chinese new year, International Womens' Day and a Ramadan Iftar event) as well as new events as requested by students.
- Working with our local community to create opportunities for community and faith leaders to participate in school events.
- Diminishing inequalities in academic progress and HE progression tied to socioeconomic status. Supporting the work of Chrysalis East with local feeder schools to combat this, ensuring that as many local students have the opportunity to access sixth form.

7. Equality considerations in decision-making

The 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, INSET day or activity is being planned, the school considers whether it:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school 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 school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

The make-up of the Staff Consultation Group is regularly monitored to ensure that a diverse range of voices are included. Staff belonging to groups that are not represented within this group are encouraged to join.

8. Staff development

The school aims to ensure that staff are not disadvantaged by their protected characteristic and there is an equality of opportunity for all. This will be done by:

- Diversity and inclusion focus groups to be conducted every term to ensure the needs of staff with protected characteristics are reported and monitored.
- Having a flexible working policy to accommodate staff needs.
- Ensuring part-time staff are not disadvantaged in their progression or unduly impacted in terms of workload.
- Consideration of planned leave to observe religious festivals or events, in line with the leave policy.
- Reasonable staff adjustments are agreed for staff with health or wellbeing needs to ensure they are not disadvantaged at work.
- Internal staff opportunities are advertised well in advance with details of named staff that potential applicants can go to for further detail.
- An analysis of applicants for internal vacancies to be undertaken to identify trends in relation to staff with protected characteristics.

- Line managers use the appraisal process to make specific recommendations for further training opportunities (internal and external) for staff from underrepresented groups.

9. Staff recruitment and retention

The school is committed to ensure that the staff community reflects the diversity of the student body and the local community. The school will aim to:

- Undertake an analysis of recruitment data and trends in regard to race, disability and any gender pay gap by July, and report on this to the staffing and pay sub-committee of the governing board.
- Undertake an analysis of retention data in regards to staff from Black and minority ethnic communities. Use exit interviews to ascertain the reasons for staff leaving.
- Analyse the makeup of staff in relation to the local community, using this to inform recruitment goals.
- Increase the representation of *teachers* from local Black communities over a 4-year period. This has been identified as the largest disparity between the proportion of our teaching staff and the local community.
- Train all members of senior staff and any governors involved in recruitment and selection on equal opportunities and non-discrimination prior to December 2024. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Actions to target recruitment:

- Advertise vacancies on Black Teachers Connect and any other relevant forums as well as the TES
- Connect with teacher training providers to communicate our recruitment goals. Invite trainee teachers to visit for a day.
- Connect with organisations supporting teachers from underrepresented groups and host workshops and events at LAET.
- LAET website to include a 'register your interest' option in the *vacancies* section to encourage members of the local community to be kept on file for future positions.
- Prioritise the diversity of potential teachers recruited through the Academic Coach programme, including through targeted recruitment of LAET alumni.

Actions to target retention:

- Arrange for, and fund, mentoring services for staff (teaching, pastoral or support) from minoritised backgrounds.
- Appraisal process to include discussion about targeted leadership programmes.
- Diversity and inclusion focus groups to be conducted at least once a term.

10. Monitoring arrangements

The Diversity and Inclusion Lead will update the equality information we publish, at least every year.

This document will be reviewed by the Headteacher annually.

This document will be approved by the Equalities link governor every two years.

11. Links with other policies

This document links to the following policies:

- Accessibility plan
- Admissions policy
- Recruitment Policy
- Safeguarding policy
- Student Conduct Policy

- Student Handbook

12. Appendices

Ethnicity data comparison 2023-24

	Asian	Black	Mixed	White	Other
LAET students	25%	31%	9%	17%	18%
LAET teaching staff	15%	11%	1%	68%	5%
LAET operational and pastoral staff	17%	28%	0%	51%	4%
Northumberland Park ward*	8%	36%	7%	36%	13%
Haringey*	9%	18%	7%	57%	10%
London*	21%	14%	6%	54%	6%

* Census data 2021