



Langley Park Learning Trust

Equality, Diversity and Inclusion Policy

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1. Aims

Langley Park Learning Trust ('the 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

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 Board of Trustees ('the Board') will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the Trust's schools, 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 school governing bodies (SGB) and the headteachers

Each SGB will appoint an equality link governor. They will:

- Meet with the Headteacher at least annually 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 SGB regarding any issues

The headteachers will:

- Promote knowledge and understanding of the equality objectives amongst their staff and pupils
- Consider appointing a member of staff as a champion/representative for EDI in order to help promote knowledge and understanding
- Monitor success in achieving the objectives and report back to the SGB

All Trust staff 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, 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 each year.

Each of the Trust's schools has an equality link governor. They regularly liaise with headteachers regarding any issues and make senior leaders and 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 to a particular characteristic they have (e.g. pupils with disabilities, or 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 school societies)

In fulfilling this aspect of the duty, the Trust 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 bullying linked to protected characteristics)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils
- Publish data relating to staff who share a protected characteristic (eg. gender pay report)

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 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, 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 organising school trips and activities based around the local community and local charities, such as care homes and food banks.
- Encouraging and implementing activities to encourage dialogue and understanding of differences, including initiatives to deal with tensions between different groups of pupils within our schools. All pupils are encouraged to participate in the school's activities, such as sports clubs.

7. Equality considerations in decision-making

The Trust ensures it has due regard to equality considerations whenever significant decisions are made.

The Trust always considers the impact of significant decisions on particular groups. For example, in the following areas:

- **Admissions.** The Trust's admission policies and appeals process ensure that no pupil is disadvantaged due to their sharing of a protected characteristic
- **Exclusion.** The Trust's Behaviour Policy details our approach and process to behaviour sanctions, including exclusions, and ensures that sanctions are applied in a fair way that do not discriminate against a pupil who shares a protected characteristic.

8. The Trust's Equality Objectives

The Trust's Equality Objectives are outlined below. This policy will ensure that the Trust's leadership creates an environment that serves and develops all of our staff and pupils in relation to these objectives.

Objective 1. Quality of education: to be made available to all pupils regardless of background, characteristics or circumstance

How the Trust meets this objective:

- Our schools maintain a focus on a broad and rich curriculum.** The Trust guards against a narrowing of the curriculum in pursuit of priorities such as assessment and other performance measures. This tends to disproportionately affect disadvantaged pupils and those with special education needs (SEND). This can therefore result in discrimination. All pupils will have unhindered access to a broad and rich curriculum throughout each of the key stages.
- All pupils will have equal access to high quality education.** All learners, regardless of disability, SEND, religion, race or sex will have equal access to high quality provision. There are a number of trends that can disproportionately affect disadvantaged SEND pupils. These include:
 - schools being deterred from enrolling SEND pupils due to perceived financial and operational constraints
 - low-attaining learners being removed from courses or off-rolled from centres
 - Key Stage 5 pupils being enrolled onto inappropriate courses and subsequently not completing these courses.

The Trust will implement effective procedures (to include admission and exclusion procedures) to protect against instances such as those outlined above. This will ensure that no pupil's access to high quality education is impacted by their characteristics or circumstance. Also, the curriculum for learners with SEND will be differentiated appropriately to their needs, but will also be ambitious in order to ensure that all pupils have the opportunity to fulfil their potential.

Objective 2. Personal development of pupils: the curriculum and extra-curricular activities promote respect for all and an appreciation of diversity

How the Trust meets this objective:

- Comprehensive PSHE curriculum in all schools, including the teaching of British values, an understanding and appreciation of diversity, and promotion of respect for the different protected characteristics
- Engagement with key topics such as anti-racism and the Black Lives Matter message
- Following National Curriculum Relationships Education (primary schools) and Sex and Relationships Education(secondary) programmes
- Engagement with external personal development programmes such as the Duke of Edinburgh award, the National Citizen Service, and external charities
- Liaison with local community groups and projects

Objective 3. Recruitment and personal development of staff: a staff development plan that ensures training and progression opportunities for all staff regardless of background, characteristics or circumstance

How the Trust meets this objective:

- Recruitment and selection procedures are consistent with the statutory Race Relations Code of Practice in Employment and other Equality legislation.
- Application from all ethnic groups are welcomed at all levels in our Trust.
- The recruitment and selection process ensures that discrimination is not taking place.
- The Trust monitors the employment and professional development of staff.
- Proactive steps are taken to identify; support and provide opportunities for the professional development of staff from all groups.
- The Trust strives to ensure that redundancy policies avoid any form of discrimination.
- **Equal Opportunities Employer:** The Head Teacher ensures that in recruitment procedures any advertisements, shortlisting and interview procedures are without any hint of direct or indirect discrimination. In staff appointments the best candidate will be appointed based upon strict professional criteria as laid down in the job description. During employment it would be unlawful to discriminate in the way opportunities for promotion, transfer or training were offered. It is unlawful to discriminate in dismissals, particularly in redundancy dismissals.

Objective 4. Behaviour and attitudes that create an inclusive culture: relationships that reflect a positive and respectful culture, where staff and pupils feel safe and valued

How the Trust meets this objective:

- A focus on shifting attitudes through a consistent leadership and curriculum focus on inclusivity, collaboration and equality.
- Promoting respect for people with protected characteristics and dismantling discriminatory attitudes, including:
 - ant-racism strategies in schools
 - creating an understanding of unconscious bias
 - visits to places of cultural and religious significance
 - celebration of Black History month
 - events in support of local and national charities
- Schools respond to data captured in surveys, create resultant action plans and encourage the right behaviour through its leadership and curriculum.

- Embedding an inclusive culture through a specific approach to the leaders and ensuring they role model positive behavior to their pupils, to their own direct reports and beyond.
- Relationships among learners and staff reflect a positive and respectful culture.
- Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated.
- Staff use meaningful conversations and display moral courage to deal with issues quickly and effectively, and do not allow them to spread or linger.
- Embedding all these elements across the organisation through the relevant policy and procedure

9. Links with other policies

This document links to the following Langley Park Learning Trust (LPLT) policies:

- [LPLT admission policies](#)
- LPLT Behaviour Policy
- LPLT Staff Development Plan