



LANDAU  
FORTE  
CHARITABLE  
TRUST

<b>Policy Name</b>	<b>Equality Policy</b>
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**Notes:**

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## 1. Aims

Landau Forte Charitable 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 Trustees will:

- › Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the Trust, 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 Trust Executive Leadership Team

The Executive Leadership Team will:

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

All 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.

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.

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. 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 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 school societies)

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

## **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/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 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

## **7. Equality considerations in decision-making**

The school 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, when a trip or activity is being planned, the relevant leadership team considers whether the trip:

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

The relevant 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 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.

## **8. Equality objectives**

As a Trust we have set clear objectives in line with our commitment to Equality. However, each academy also has academy specific policies to ensure that equality is promoted at all levels.

### **Objective 1**

Reporting of recruitment data and trends with regard to race, gender and disability by July, and report on this to Trustees.

This will enable the Trust to identify key trends and develop appropriate support mechanisms to increase diversity across the Trust.

In order to review and analyse this information we will develop and generate specific reports enabling us to clearly monitor these trends.

As a Trust we currently report on Gender in line with our statutory obligations, and have visibility of equality information as part of the recruitment process however improvements in reporting and analysis will be made over the coming months in support of the Trust's development as an employer.

### **Objective 2**

Review reasonable adjustment agreement for all staff with disabilities by March 2024, to meet their needs better and ensure that any disadvantages they experience are addressed.

As a Trust we have chosen this objective to ensure that as an employer we have a greater understanding of needs of staff across the Trust, which will enable us to provide greater support.

To achieve this objective we will work with external support to develop reasonable adjustment agreements and consult with staff to ensure that these are clear, understood and implemented.

As a Trust we work with external specialists on topics such as mental health, occupational fitness for work and return to work planning. The development of these agreements form the next phase of the Trust's progress in this area.

### **Objective 3**

All members of staff and governors involved in recruitment have had appropriate training on equal opportunities and non-discrimination. This will continue and the Trust will have in place a programme to ensure safer recruitment practises are strengthened and reviewed during the year.

As a Trust we are committed to continuously reviewing our policies and procedures and it is important that staff are empowered and upskilled in order to recruit the very best staff to each position. In order to do this, it is important that staff receive updated training regarding equal opportunities and our legal obligations.

To support staff and Governors, the Trust will ensure that short guidance notes are prepared for anyone involved in the recruitment process and that resources are regularly shared through the Trust central team. These can be read alongside the Trust policies and further information can also be obtained through the Trust learning provider.

The Trust has an external learning platform that provides e-learning around safer recruitment and best practise for recruitment at all levels. Leaders and managers have full access to this and can assign learning. The Trust has also reviewed content to ensure that key points and areas of focus are shared with staff who are involved in recruitment.

## **9. Monitoring arrangements**

The Trust will update the equality information we publish, [described in sections 4-7 above], at least every year.

This document will be reviewed by the Trust at least every 4 years.

This document will be approved by the Audit Committee of Landau Forte Charitable Trust.

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Inclusion policy
- Behaviour policy
- LFCT Recruitment policy



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<b>Change Made</b>	<b>Updated policy</b>
<b>Made By</b>	<b>Amelia Eggleston</b>