




The LETTA Trust

Equality Information & Objectives

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Reviewed by:	Trust Board	Signed:	

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1. Aims

The LETTA Trust is fully supportive of the public sector equality duty and aims to eliminate discrimination and other conduct that is prohibited by the Equality Act 2010. The Trust is committed to providing a safe and vibrant learning environment for its diverse population of pupils.

We recognise that many factors can exacerbate academic underachievement for our pupils; poverty, being looked after, being a young person with caring responsibilities and others. This document is about pupils who are vulnerable to underachieving at school because of inequalities in society.

We recognise the significant link between poor educational attainment and reduced employment opportunities and lower earnings later on in life, and are committed to promoting equality of opportunity for all our pupils. We understand that educational underachievement is closely linked to socio-economic deprivation, and that tackling this is the major challenge facing all schools. This includes work with parents and families too.

Academic attainment is important, but pupils also need to move on from this stage of their education feeling happy and self-confident. We are committed to providing a nurturing environment to help develop the resilience of our pupils to cope with the ups and downs and stresses of everyday life.

2. Legislation and guidance

This document is in line with the following:

- [The Equality Act 2010](#), which protects people from discrimination and covers; age, disability, gender, gender reassignment, race, religion or belief, sexual orientation, marriage and civil partnership and pregnancy/maternity. These are called protected characteristics
- [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
- [The Equality Act 2010 and schools.](#) Department for Education (DfE) guidance
- Our funding agreement and articles of association

3. Roles and responsibilities

The Trust Board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout schools, including to staff, pupils and parents, and that they are reviewed and updated every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the CEO

The CEO will:

- Meet with Headteachers and Chief Finance Officer to discuss equality objectives annually
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to Trust Board any issues

The Headteachers will:

- Promote knowledge and understanding of the equality objectives amongst staff, pupils and parents

All school leaders will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff, pupils and parents
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school 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. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. Staff members are regularly reminded of their responsibilities under the Equality Act, for example during meetings. New members of staff receive training on the Equality Act as part of their induction.

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 from different family backgrounds who are being subjected to bullying
- Taking steps to meet the particular needs of people who have a particular characteristic e.g. enabling pupils with a disability to fully take part in the curriculum
- Encouraging people who have a particular characteristic to participate fully in any activities e.g. encouraging all pupils to be involved in school clubs

In fulfilling this aspect of the duty, the Trust will require schools to:

- Publish attainment data each academic year showing how pupils from different groups are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response
- Make evidence available to governors identifying improvements for specific groups e.g. declines in incidents of racist bullying

6. Fostering good relations

The Trust requires schools 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
- Holding assemblies dealing with relevant issues
- Working with the local community, for example, inviting leaders of local faith groups to speak at assemblies, and organising school trips based around the local community

- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school

7. Equality considerations for school trips

The Trust ensures that schools have due regard to equality considerations when decisions are made. Schools consider the impact of decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

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

Schools keep a written record to show how they actively consider equality duties when completing risk assessments when planning school trips and activities. The record is completed by the member of staff organising the activity and risk assessment.

8. Equality objectives 2018-19

Objective 1: Expand horizons for our pupils so that they appreciate the rich diversity of Britain and understand the values that help people with differing perspectives and outlooks to live together harmoniously. Strategies include:

- Programme of school visits
- Residential trips
- Events such as the Shakespeare Schools Festival

Objective 2: Address pupil mental health and wellbeing as part of our commitment to preventing mental health difficulties that may start in adolescence. Strategies include:

- P4C
- Mindfulness
- Counselling for pupils
- Play therapy

Objective 3: Address issues of long term unemployment and social immobility among local families. Strategies include:

- Activities for parents including ESOL classes, back to work workshops, volunteering opportunities, further education classes
- Links with universities
- Links with local business
- Enabling enterprise projects

Objective 3: Ensure that all pupils and staff have a good understanding of equalities at an appropriate level, promote equality and challenge inequality. Strategies include:

- Workshops for parents
- Training for staff
- Assemblies
- PSHE curriculum
- Ensuring equalities is a strand that exists across the curriculum

9. Monitoring arrangements

Feedback from pupils is gathered by leaders throughout the year. This is then evaluated by governors at each meeting.

The CEO will review the equality information we publish annually. This document will be updated and approved by the Trust Board every 4 years.

10. Links with other policies:

- Accessibility plan
- Inclusion policy
- Anti-bullying policy
- Safer recruitment policy