




The LETTA Trust

Equality Information & Objectives

Approved & adopted on:	Summer 2021	To be reviewed:	Summer 2025 (Objectives to be reviewed annually)
Reviewed by:	Trust Board	Signed:	

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1. Aims

The LETTA Trust is committed to the public sector equality duty and aims to eliminate discrimination and other conduct that is prohibited by the Equality Act 2010. LETTA schools provide 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 we promote 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.

Academic attainment is important, but pupils also need to move on from this stage of their education feeling happy and self-confident. We provide 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:

- Ensure that Headteachers and other member of the Trust's Strategic Team are 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 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

School staff consider how they meet equality duties when completing risk assessments when planning school trips and activities.

8. Equality objectives 2021-22

Objective 1: That our pupils and members of our school community will only judge others, and allow themselves to be judged, on their hard work, achievement and character, both now and in the future.

See Anti-Racism Statement and Action Plan appendix 1

Objective 2: To develop core character traits that will enable pupils to become good future citizens who will contribute positively to their local, national & global community, including:

- Develop plans to teach key behaviours
- Embed the teaching of key behaviours into the curriculum through scouting and themed weeks
- Re-write and re-name the scouting curriculum

Objective 3: Address pupil mental health and wellbeing as part of our commitment to preventing mental health difficulties that may start in adolescence. Strategies include:

- Counselling for pupils
- Play therapy
- Exploring trauma informed practice
- Consolidating use of a restorative approach to conflict

Objective 4: 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 and local business
- Offering apprenticeships to local people
- Engaging with the Kickstart Project to offer employment opportunities to currently unemployed local people
- Supporting the Connecting Communities Project; providing devices, IT training and a high quality internet connection to local families.

9. Monitoring arrangements

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

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

10. Links with other policies:

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

Anti-Racism Statement

1. Acknowledgements

This statement was created by an anti-racism working group of staff with a diverse range of roles from across the LETTA Trust schools. We took inspiration from many places, and would in particular like to acknowledge the work of [Hanover School in Islington](#) and the anti-racist CPD from [Global Learning London](#). Many of the ideas in this statement come from these two sources.

Glossary of useful terms:

Discrimination: When people are treated differently and unfairly because of who they are

Bias: When we are giving opinions unfairly and showing prejudice for or against someone or a group of people

Racism: When people are treated unfairly because of the colour of their skin

Colourism: People are treated unfairly and differently due to the shade of their skin

Unconscious bias: Social stereotypes about certain groups of people that we form outside our own conscious awareness

Systemic or institutional racism: A form of racism that is embedded as normal practice within society or an organisation. It can lead to discrimination in criminal justice, employment, housing, health care, political power and education

Tokenism: The practice of making only a symbolic effort to do a particular thing, such as recruiting a small number of people from an under-represented group in order to give the appearance of gender or racial equality within a workforce

Intersectionality: The interconnected nature of social categorisations such as race, class and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage

2. Background and rationale

The murder of George Floyd in May 2020, and the demonstrations and discussions that happened across the world as a result, have brought to the fore the longstanding and deep-rooted issue of racism. Many of our staff, pupils and their families followed these events closely and were deeply affected by them. We have spent time considering the wider issues that they have raised for all of us.

At the LETTA Trust, we decided to reflect on these issues and agree how we can take practical actions as a community that will make a real difference. During this time, we also saw first-hand how structural racism and social and economic inequality had an impact on people's experience of the Covid-19 pandemic. This experience has made us even more determined to make our contribution to a society that is actively anti-racist.

We are proud of the Trust's approach to inclusion and diversity, and history of tackling racist issues. However, recent events have made us realise that our current approach is not sufficient to address the challenges of racism and become a genuinely anti-racist Trust. Tolerance has never been enough and never will be. We will take responsibility if our approaches are not adequate to meet these challenges, and where there is a gap between what we do and what is needed. In addition to the actions in this statement, we commit to including anti-racism in our improvement planning processes.

We are enthusiastic about the opportunities that this focus on anti-racism offers. The opportunity to teach our pupils new knowledge, skills and attitudes that can develop them as human beings; to tackle topical issues with bravery and honesty; to demonstrate how schools in our Trust can come together to create new solutions to pressing problems; and above all, to demonstrate the LETTA values, and our overarching philosophy of Ubuntu.

3. Vision, aims and principles

Our **vision** is that our pupils and or members of our community will only judge others, and allow themselves to be judged, on their hard work, achievement and character, both now and in the future.

To contribute to this vision, our **aims** are that:

1. **Our pupils and staff** will develop the knowledge, skills, confidence and motivation to recognise and tackle racism actively, wherever they encounter it
2. **Our schools** will have the best possible systems, processes and cultures to prioritise, review and improve our anti-racist approaches
3. **Our Trust** will have a reputation for the quality of its anti-racist approach, and will both influence and learn from other schools
4. **Other members of our school community** such as parents and community leaders will be motivated and inspired to stand and act with us

The following **principles** will guide our approach:

- Tolerance is no longer enough, we need to become actively anti-racist, rather than non-racist
- Our anti-racism will show our LETTA Values in action; Aspiration, Innovation, Equality, Generosity
- There is no 'other'; we all have differences that need recognition and celebration
- Uncomfortable conversations, conducted with good faith and without blame, will help to create change
- We will constantly be aware of and act against the risks of tokenism

Finally, the following **recognitions** will inform our actions:

- Members of our community, like any other, will have unique experiences of racism
- Everyone, regardless of their background, has been taught misinformation about their own and other groups and have experienced and practiced unconscious biases
- We are all part of a system that has both created and tolerated racism. We can choose to perpetuate it by doing nothing or counter it by taking action.
- Our staff team, and in particular our teachers and members of our leadership team, is not yet representative of the diversity of our local community, or of London as a whole.
- Our pupils may face particular barriers to speaking out about racism

5. Key priorities and actions for 2021-2024

Objective	<p style="text-align: center;">Actions April 2021- July 2022 (in order of priority)</p> <p>KEY: RED=priority for 2020-21 BLUE= if possible this year, if not next year; BLACK=priority for 2021-22</p>	<p style="text-align: center;">Possible Actions Sept 2022 - July 2024</p>	<p style="text-align: center;">Responsible staff</p>
<p>1. To put children at the centre of our anti-racist work through changes to our curriculum, resources and pedagogy</p>	<p>a. Refine the history curriculum maps and PKS to enable an increased focus on Black history, racism and anti-racism, including locally and in the UK</p> <p>b. Ensure that changes to curriculum through our EDP enable a focus on anti-racist dispositions</p> <p>c. Refine other curriculum areas and PKS (with a focus on foundation subjects inc PHSE), ensuring that our themes are making the most of potential opportunities for anti-racist teaching and learning</p> <p>d. Ensure that any work relating to careers (e.g, through themed weeks) includes a representative use of black and minority ethnic role models in different professions</p> <p>e. Increase the variety and use of representative resources: books in the library, posters in the classroom and corridors, films and other media</p> <p>f. Consider whether our EDP plan for 2021-22 should include a focus on anti-racist pedagogies</p>	<p>Build an anti-racism focus into the 2022-23 EDP priority on literacy</p>	<p>Curriculum Development EDP lead, Heads of curriculum and subject leads</p>

<p>2. To train staff, trustees and governors in 'racial literacy'</p>	<p>a. Bespoke training for those with responsibilities for leading anti-racist work</p> <p>b. Staff training for all, collectively in INSET and/or through role-specific training, in 'racial literacy', including in induction for new staff.</p> <p>c. Training in racial literacy for governors and trustees</p>	<p>Training for staff to establish & revisit procedures in responding to discrimination -Training built into ITT and other TSA programmes</p>	<p>TSA Director and CEO</p>
<p>3. To develop clearer processes to respond to racist incidents</p>	<p>a. Reinforce and remind staff of our existing local authority procedure to log racist incidents so that these are responded to clearly and swiftly.</p> <p>b. Ensure that schools' code of conduct and classroom charters are clearer about a commitment to anti-racism</p> <p>c. Build a consistent response into our restorative practices and safeguarding strategies</p> <p>d. With more serious and/or persistent incidents, develop a response that includes engagement with parents</p>	<p>tbc</p>	<p>HTs, Inclusion Leads and class teachers</p>
<p>4. To increase the diversity of our teachers and leaders</p>	<p>a. Review current HR processes and consider options for changes to inclusion and diversity/HR policies</p>	<p>Act on any agreed changes</p>	<p>HR Manager</p>
<p>5. To improve communication and consultation to ensure all families and members of our community understand, support and influence our approach</p>	<p>a. Enlist particular community members (e.g. from Mosques) to offer support for our statement</p> <p>b. Communicate the statement and actions in ways that engage parents</p>		<p>Headteachers; director of Operations (as part of marketing)</p>

5. Review and improvement processes

In addition to the responsibilities above:

- **One of the Trustees** will be assigned as an **anti-racism champion** someone who is well-informed about equalities and who can help sustain a strategic focus on anti-racism
- The **CEO** will explore whether to commission an **external partner** (possibly a critical friend from a different school) to review progress and recommend changes to our policies
- We will involve parents in review and improvement processes to our anti-racist work through creating equitable spaces that genuinely seek and value their opinions
- **The anti-racism working group** will meet where needed to inform the development of any of the objectives or of review processes

6. Links with legislation and other school policies

This statement reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#). It is informed by and aligns with our existing Equality Statement and Objectives.

The statement reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#), which the schools have chosen to follow. It complies with our funding agreements and articles of association. In addition, the policy acknowledges requirements to promote the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#). The statement aligns with other policies relating to this legislation, including our [inclusion policy](#).

Members of anti-racism working group

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Becky Taylor	Class Teacher
Chanel Ahmed	Family Engagement Officer
Emily Mangiza	Admin Officer
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