



L.E.A.D. Academy Trust

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# Manor Farm Academy

# Equality

# Information and

# Objectives

## Policy/Procedure management log

Document name	Equality Policy
Trust approval	January 2026
Date approved by AGB	March 2026
Date of review	January 2027

## Aims

Our academy 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

## 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](#), with amendments, due to the Worker Protection Act [2024](#)
- [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](#), and complies with our funding agreement and articles of association.

## Roles and responsibilities

### The Role of Trustees

Trustees are responsible for ensuring that the Trust and its academies comply with the Public Sector Equality Duty and adopt the overarching Trust Equalities Policy. Through the Scheme of Delegation, the Trust Board assigns local adaptation of the policy for each academy.

### The role of Academy Governing Bodies

Academy Governing Bodies (AGBs) are the “responsible body” for ensuring that the academy meets the requirements of equality legislation. Essentially this means they should:

- Ensure the academy takes all reasonable steps to ensure that its employees do not carry out unlawful discriminatory actions or behaviour.
- Support and guide the academy to have “due regard” for equality in all its functions.

- Ensure the academy complies with the Equality Duty and meets the two “specific duties” for academies.
- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the academy, 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 to the Headteacher.

### **The Role of the Headteacher**

- Ensure that the L.E.A.D. Academy Trust policy is adopted and implemented
- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

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

All academy staff are expected to have regard to this document and to work to achieve the objectives.

### **Eliminating discrimination**

The academy 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. In addition to this refresher training, staff complete Equality, Diversity and Inclusion training annually via The National College.

The academy 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.

### **Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the academy 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 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 academy societies)

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

- Publish attainment data each academic year
- 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

## **Fostering good relations**

The academy 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 academy trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the academy. For example, our academy 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 academy's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

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

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

The academy always considers the impact of significant decisions on particular groups. For example, when an academy trip or activity is being planned, the academy considers whether the trip:

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

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

## **Equality objectives**

The academy aims to set three objectives:

- One focused on pupil outcomes and relating to an issue/characteristic affecting a disproportionately large share of our pupils compared to the national average; this will help to ensure our academy is able to take action which will have an impact on a significant scale.
- One objective focused on outcomes and relating to an issue/characteristic significantly affecting a small share of pupils compared to the national average. Research nationally suggests some of the largest and most stubborn ‘gaps’ in outcomes are in academies with very small numbers of children with that particular characteristic – such pupils should not be overlooked.
- One objective relating to actions with a wider scope/impact, perhaps in relation to curriculum content, enrichment activities, developing the ‘whole child’, whole school values and behaviours, work with parents/carers and the wider community or a workforce issue; this will ensure equality is not seen exclusively in relation to pupil outcome measures.

## **Requirement to publish information annually:**

The academy will publish an annual update on the website. This update will include:

- Pupil information: academy level data about the composition of the pupil population and their outcomes, in relation to gender, Special Educational Needs (SEN) and disability, race/ethnicity and those with English as an Additional Language (EAL), children who are/have been Looked After (CLA) and pupils who are eligible for Free School Meals (FSM), or who more broadly qualify for the Pupil Premium.

## **Links with other policies**

This document links to the following policies:

- Accessibility plan
- Supporting pupils with medical conditions
- Behaviour policy
- Code of Conduct

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**ACADEMY OBJECTIVES PLAN 2026 - 2029**

Target	Actions	How will the impact of action be monitored?	Timeframe	Impact – annual review
<p>To ensure that the school promotes role models and heroes that young people positively identify with, who reflect and broaden the school’s diversity in terms of race, gender and disability etc.</p>	<ul style="list-style-type: none"> <li>• Conduct an audit of displays, curriculum materials, assemblies, library books, and digital content to assess representation of diverse role models.</li> <li>• Identify gaps in representation (e.g., race, gender, disability, LGBTQ+, socio-economic background, religion).</li> <li>• Gather student voice through surveys or focus groups about which role models they relate to and would like to see represented.</li> <li>• Embed diverse historical and contemporary figures across subjects (not limited to themed months).</li> <li>• Ensure representation of: Women in STEM and leadership. Disabled leaders, activists, artists, and professionals. Individuals from a range of racial and cultural backgrounds.</li> <li>• Ensure corridor and classroom displays reflect diverse role models from a range of backgrounds.</li> <li>• Plan assemblies that celebrate contributions from diverse communities throughout the year.</li> <li>• Invite guest speakers from diverse professional and community backgrounds.</li> <li>• Mark key cultural and awareness events (e.g., Black History Month, International Women’s Day, Disability History Month) meaningfully and educationally.</li> <li>• Review and update library stock to include biographies and stories featuring diverse protagonists and real-life figures.</li> <li>• Create themed book displays highlighting diversity.</li> <li>• Ensure student leadership opportunities are accessible and representative.</li> </ul>	<p>Annual audit of curriculum content, displays, assemblies, and library stock using a representation checklist.</p> <p>SLT / Equality Lead review of audit findings with identified gaps and action points.</p> <p>Book scrutinies to check inclusive representation in classroom materials.</p> <p>Learning walks focusing on inclusive displays and teaching examples.</p> <p>Annual pupil surveys on representation and belonging.</p> <p>Focus groups with different student groups (including SEND, EAL, minority ethnic groups).</p> <p>School council feedback on role model initiatives.</p> <p>Monitor participation in leadership roles, clubs, trips, and awards by demographic group.</p>	<p>March review 1</p> <p>June review 2</p> <p>December review 3</p>	<p>Students report increased sense of belonging and representation.</p> <p>Curriculum plans consistently include diverse role models.</p> <p>Displays and assemblies visibly reflect school and wider community diversity.</p> <p>Increased participation in leadership and enrichment across groups.</p>

	<ul style="list-style-type: none"> <li>• Invite parents and community members from diverse backgrounds to share experiences and career journeys.</li> <li>• Review progress annually through student voice, staff feedback etc</li> </ul>	<p>Analyse behaviour, attendance, and achievement data for patterns relating to inclusion and belonging.</p> <p>Review safeguarding or bullying logs for discriminatory incidents.</p>		
To tighten our approach to the identification and support of pupils with SEND to ensure there is no discrimination of those children with protected characteristics	<ul style="list-style-type: none"> <li>• Review and refine the SEND identification process to ensure early, consistent and evidence-based assessment.</li> <li>• Analyse SEND data termly by protected characteristics (e.g. race, gender, disability, socio-economic background) to identify any disproportionality.</li> <li>• Provide staff training on unconscious bias and equitable identification of SEND.</li> <li>• Strengthen graduated response procedures (Assess–Plan–Do–Review) to ensure consistent high-quality support.</li> <li>• Ensure reasonable adjustments are clearly recorded, implemented and reviewed regularly.</li> <li>• Conduct pupil voice and parent consultations to evaluate the effectiveness and fairness of support.</li> <li>• Monitor behaviour, exclusion, attendance and attainment data for SEND pupils across different groups.</li> <li>• Report findings and actions to governors through the SEND governor.</li> </ul>	<p>Analyse identification rates, attainment, attendance, behaviour and exclusions by protected characteristics to identify patterns or disproportionality.</p> <p>Half-termly review of interventions to ensure appropriate, equitable access and measurable impact.</p> <p>Learning walks, book scrutinies and provision reviews to check that reasonable adjustments and graduated response processes are consistently implemented.</p> <p>Regular feedback from pupils with SEND and their families to assess fairness, inclusion and effectiveness of support.</p> <p>Evaluate CPD through staff surveys and performance management discussions to ensure improved confidence and consistency.</p> <p>Termly reporting to the SEND governor, including data analysis and action planning.</p>	<p>March review 1</p> <p>June review 2</p> <p>December review 3</p>	<p>No disproportionate patterns in SEND identification across protected characteristics.</p> <p>Improved outcomes (progress, attendance, engagement) for pupils with SEND.</p> <p>Reduction in repeat concerns, complaints or discriminatory incidents.</p> <p>Positive feedback from pupils and parents regarding inclusion and support.</p>
Ensure that minority ethnic and faith groups	<ul style="list-style-type: none"> <li>• Embed diverse cultural, ethnic, and faith perspectives across the curriculum, not just in themed weeks.</li> </ul>	<p>Conduct regular surveys, focus groups, and consultations with minority ethnic and faith</p>	<p>March review 1</p>	<p>Pupils from minority ethnic and faith groups report</p>

<p>feel secure and valued in our community so that diversity is celebrated and understood through rich learning opportunities.</p>	<ul style="list-style-type: none"> <li>• Plan assemblies, enrichment activities, and events that celebrate cultural, ethnic, and faith diversity throughout the year.</li> <li>• Conduct regular pupil voice and parent consultations with minority ethnic and faith families to assess feelings of safety, inclusion, and belonging.</li> <li>• Provide staff training on cultural awareness, inclusive teaching, and anti-discrimination practice.</li> <li>• Review and update school policies (behaviour, anti-bullying, equality) to ensure protection from discrimination and promotion of diversity.</li> <li>• Display diverse role models, achievements, and cultural contributions in classrooms, corridors, and school communications.</li> <li>• Foster peer-led initiatives and student leadership opportunities that promote understanding and celebration of diversity.</li> </ul>	<p>pupils and families to assess their sense of safety, inclusion, and belonging.</p> <p>Audits of curriculum content, assemblies, and enrichment activities to ensure diverse cultural, ethnic, and faith perspectives are consistently included.</p> <p>Annual review of behaviour, anti-bullying, and equality policies to ensure they promote diversity and prevent discrimination.</p> <p>Monitor displays, communications, and leadership opportunities to ensure visibility of diverse role models and equitable participation.</p>	<p>June review 2</p> <p>December review 3</p>	<p>feeling secure, valued, and included.</p> <p>Curriculum, assemblies, and enrichment consistently reflect diverse perspectives.</p> <p>Staff demonstrate confidence and competence in inclusive practice.</p> <p>Policies, displays, and leadership opportunities visibly support diversity and equality.</p> <p>Positive engagement from pupils and families, with reduced incidents of discrimination or exclusion.</p>
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