



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

Witham ST Hughs Academy
Equality Information and Objectives

Policy/Procedure management log

Document name	Equality Policy
Trust approval	January 2026
Date approved by AGB	Spring 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 equality link governor is Marcus Capell. They will:

- Meet with the designated member of staff for equality every Term and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they’re familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

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:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every Term to raise and discuss any issues
- 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.

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

ACADEMY OBJECTIVES PLAN 2026 - 2029

Target	Actions	How will the impact of action be monitored? Who is responsible	Timeframe	Impact – annual review Review date:
1. To ensure that pupils eligible for Pupil Premium achieve in line with all pupils at the end of Key Stage 2, demonstrated through a sustained three-year trend showing that attainment and progress gaps are diminished or closed.	<ul style="list-style-type: none"> • <i>Develop effective provision that meets the needs of PPG students</i> • <i>Implement accurate, time bound, bespoke provision for PPG pupils to reach agreed targets</i> • <i>Review PPG pupils work half termly to establish if needs are met</i> • <i>Ensure PPG is a regular agenda item for staff meetings/ AGB meetings</i> • <i>Review PPG funding to ensure that it is used to effect</i> 	<p><i>e.g. Key performance indicators reviewed termly (SLT)</i></p> <p><i>Monitoring of progress of PPG pupils termly, identifying trends and next steps (CT)</i></p> <p><i>% attendance in the academy of PPG pupils (SLT for attendance)</i></p> <p><i>Attitudes to learning ie 90% engagement (CT)</i></p>	<p><i>Dec review 1</i></p> <p><i>March review 2</i></p> <p><i>June review 3</i></p>	<p><i>July 2026– Pupils in receipt of PPG to achieve in line with all pupils</i></p>
2. Ensure that minority ethnic and faith groups feel secure and valued in our community so that diversity is celebrated and understood through	<ul style="list-style-type: none"> • <i>Stakeholder views survey</i> • <i>Review of curriculum in relation to diversity</i> • <i>Ensure that the reading spine encompasses a diverse range of authors and themes</i> 	<p><i>Increasing engagement within the community</i></p> <p><i>Increase in opportunities to celebrate diversity through the curriculum and noted in QA visits</i></p>	<p><i>July 2027</i></p>	<p><i>Next steps (review date) review July 2026</i></p>

rich learning opportunities.				
3. 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.	<ul style="list-style-type: none"> <i>supporting our most vulnerable residents to overcome challenges and connect them to support that is tailored to their needs</i> 	Increased pupil voice evidence showing that students can identify diverse role models they relate to, demonstrated through surveys, focus groups, and student council feedback.	July 2027	Review July 2026
4. To reduce inequality and improve life chances of pupils in the academy	<p><i>Implement targeted academic and pastoral interventions as a result of our Vulnerable groups tracker</i></p> <p><i>Implement new approach for termly focus on children deemed as Vulnerable</i></p> <p><i>Use assessment and wellbeing data to identify disadvantaged pupils early and provide tailored support such as tutoring, mentoring, and wellbeing programmes to close attainment and engagement gaps.</i></p>	Reduced gaps in attainment, attendance, and participation between disadvantaged pupils and their peers, evidenced through assessment data, improved attendance figures, and increased engagement in enrichment and wider school opportunities.	Review children termly	Review impact December 2026

	<p><i>Increase access to wider opportunities and aspiration-raising experiences</i></p> <p><i>Provide equitable access to trips, , enrichment activities, and employer or community partnerships so that all pupils, particularly those from disadvantaged backgrounds, can develop aspirations and life skills.</i></p>			
<p>5. To ensure enrichment and out of school activities are made accessible to all pupils, including those with disabilities and special educational needs, to ensure equitable accessibility and the best possible educational outcome</p>	<p><i>Audit and adapt enrichment provision</i> <i>Review all clubs, trips, and extracurricular activities to identify barriers to participation for pupils with SEND or disabilities, and implement reasonable adjustments such as accessible venues, adapted resources, additional staffing, or alternative formats where needed.</i></p> <p><i>Provide targeted support to enable participation</i> <i>Work with families, the SENDCo, and pastoral teams to offer tailored support such as transport assistance, funding for disadvantaged pupils, or individual support plans so that</i></p>	<p>Increased participation rates of pupils with SEND and disabilities in enrichment and extracurricular activities, evidenced through registers and tracking data showing reduced gaps compared with their peers.</p> <p>Improved pupil outcomes and engagement, demonstrated through pupil voice, parent feedback, and progress data showing increased confidence, social development, and</p>	<p>July 2026</p>	<p>Reviewed December 2026</p>

	<i>all pupils can access enrichment opportunities and benefit from wider learning experience</i>	<i>positive attitudes to school among targeted pupils.</i>		
6. To tighten our approach to the identification and support of pupils with SEND to ensure there is no discrimination of those children with protected characteristic	<p><i>Strengthen identification and assessment processes</i></p> <p><i>Continue to ensure consistent screening, tracking, and review procedures across the academy to ensure pupils with SEND are identified early, with particular attention to pupils with protected characteristics to prevent under- or over-identification.</i></p> <p><i>Provide targeted training and inclusive practice guidance for staff</i></p> <p><i>Deliver regular professional development to ensure all staff understand their responsibilities under the Equality Act, use adaptive teaching strategies, and provide appropriate, equitable support so that pupils with SEND can access the full curriculum without discrimination.</i></p>	<p>Accurate and timely identification of pupils with SEND, evidenced through consistent assessment records, reduced delays in support, and provision that is appropriately matched to pupils' needs across all groups, including those with protected characteristics.</p> <p>Improved outcomes and inclusion for pupils with SEND, demonstrated through progress data, increased participation in lessons and wider school life, and pupil/parent feedback showing that barriers to learning and discrimination are reduced.</p>	<i>Termly</i>	<i>Review annually</i>

