



L.E.A.D. Academy Trust
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Edna G Olds Academy
A L.E.A.D. Academy

Edna G. Olds Academy

Equality

Information and

Objectives

Policy Information

Document name	Equality Information and Objectives – Public Sector Equality Duty
Date approved	Spring 2026
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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.

If you have an equality link governor, insert and amend as applicable, the following:

The equality link governor is Michael Brunner. 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

If you have a designated member of staff for equality, insert and amend as applicable, the following:

The designated member of staff for equality will: Hannah Crotty

- Support the headteacher in promoting 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. Specific links are made to the context of the school and how the curriculum is taught.

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
- Risk assessment

EQUALITY OBJECTIVES PLAN 2022- 2026

Target	Actions	How will the impact of action be monitored? Who is responsible	Timeframe	Impact – annual review Review date: Autumn 2026
1. To ensure all vulnerable groups continue to achieve in line with their peers and exceed national expectations, with a particular focus on boys at GDS in core subject reading, writing and maths.	- To continue with our rigorous monitoring systems to ensure that all vulnerable groups are tracked and monitored in R/W/M ensuring the best outcomes for all of our children SLT - High quality CPD for all staff with a focus on boys' engagement- ensuring our curriculum inspires and motivates all learners - Continue to review boys work half termly to ensure they are continuing to make progress and needs are met - Further build on previous QCPD in relation to pedagogy- making clear links to outcomes for all pupils with a particular focus on GDS boys' achievement	Key performance indicators reviewed termly (SLT) Monitoring progress of boys half termly, identifying trends and next steps R/W/M (SLT/ Subject leaders) Boys perform in line with girls at GDS- expected outcomes at least 30% + (SLT/ Class teachers) Learning walks and lesson observations evidence boys thoroughly immersed in their learning- discussing, debating and articulating their learning and understanding (SLT/ subject leaders)	Termly review	
2. To continue to embed strategies to ensure pupil premium children make progress in line with and exceed that of non-pupil premium children with a	To further build on our existing curriculum offer- providing curriculum enrichment activities for our PP students- ensuring that they have equal	Key performance indicators reviewed termly (SLT) Monitoring of progress of PP GDS pupils half termly,	Termly review	

particular focus on GDS writing	opportunities to that of their peers. - Continue to ensure rigorous monitoring of PP group, with a particular focus on GDS writing - Ensure that GDS PP pupils are a focus on learning walks/ observations – building on current practice with innovative ideas	identifying trends and next steps (SLT) Learning walks evidence that PP pupils are challenged and are leaders of their on learning (SLT/ subject leaders)		
3. To refine our Personal, Social and Emotional (PSED) curriculum in order to address the impact of lower confidence and self- esteem in girls	- Maximise opportunities for pupils to showcase self- directed and collaborative learning/ activities with peers, as well as wider audiences - Further develop a range of quality texts useful for discussion/ debate and promote globalised perspectives- specific for class / topics/ wider subject - Build on previous work to develop all classroom learning environments to maximise ‘pupil independence, deeper thinking skills and resilient learning behaviours – collaborative problem-solving’ - Build further links with the wider community- children collaborating and leading on community projects	Lesson observations and learning walks evidence both girls and boys responding equally to classroom discussion and debate (SLT) Pupil voice council girls lead on meaningful whole school projects- evidence shows their independence, enthusiasm and passion for making a difference and monitoring the projects they have put in place at a whole school level (SLT/ class teachers) Pupil voice discussions and learning walks evidence girls demonstrating increased self- confidence and contributing to whole school and class discussions (SLT/ subject leaders) Dialogic teaching approaches improve pupil engagement and enables them to develop confidence in the way they communicate their ideas and	Termly review	

		interactions with each other. (SLT/ class teachers)		
4. To ensure that all pupils, including those with disabilities and special educational needs, have full access to enrichment and out-of-school activities, promoting equitable opportunities and supporting the best possible educational outcomes.	• Audit existing enrichment and extracurricular opportunities to identify barriers for SEND pupils • Provide necessary adjustments (e.g., 1:1 support, adapted equipment, • Ensure staff and activity providers receive training on inclusive practice • Improve communication with families regarding activities (e.g., accessible formats, clear information) • Offer a broad range of enrichment activities that meet diverse needs and interests. • Track participation of SEND pupils in all enrichment and extracurricular activities. • Provide financial support or subsidies where cost is a barrier.	Review of audit findings; termly analysis of participation and identified gaps Monitoring of individual provision plans, feedback from pupils/parents, staff observations Training attendance logs, post-training evaluations, observation of inclusive practice Parent feedback, analysis of sign-up rates following improved communication. Termly participation data, comparison across groups, and reporting to SLT/Governors. Pupil voice surveys, attendance data, evaluation of activity uptake.	Termly review	

