



L.E.A.D. Academy Trust  
Lead • Empower • Achieve • Drive

# Equality Information and Objectives

## Policy Information

Document name	Equalities Information and Objectives Statement
Date approved	January 2026
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## 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 (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.

Governors will:

- 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, Tracy Hopkins, 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 Summer Term.

- National College Course - Certificate in Equality, Diversity and Inclusion.

The academy has a designated member of staff for monitoring equality issues. 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:

- Two 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 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

## EQUALITY OBJECTIVES PLAN 2025- 2028

Target	Actions	How will the impact of action be monitored? Who is responsible	Timeframe	Impact – annual review Review date:
<p>Target 1</p> <p>Baseline - EAL - Although EAL is large numerically, language acquisition remains a key barrier to academic success and requires focused strategy.</p> <p>Over 60% of pupils have English as an Additional Language with over 50 languages spoken in school. There is variation in attainment linked to stage of language acquisition.</p> <p>At least 70% of EAL pupils will meet age-related expectations in reading by 2028.</p>	<ul style="list-style-type: none"> <li>• EAL baseline assessment on entry.</li> <li>• Vocabulary-rich curriculum planning in all subjects.</li> <li>• Pre-teaching of key vocabulary.</li> <li>• Structured oracy opportunities embedded across lessons.</li> <li>• Staff CPD on adaptive teaching for EAL learners.</li> <li>• Parent workshops (phonics, reading, early language).</li> <li>• Dual-language resources where appropriate.</li> <li>• Targeted small group language intervention.</li> </ul>	<ul style="list-style-type: none"> <li>• Termly tracking of EAL progress.</li> <li>• Learning walks focused on oracy and vocabulary.</li> <li>• Book scrutiny to monitor language development.</li> <li>• Family engagement attendance data.</li> <li>• Pupil voice interviews focused on confidence in speaking and reading.</li> </ul>	Reviewed at each data point	Spring 27

<p>The attainment gap between EAL and non-EAL pupils will be no more than 5% by 2028.</p> <p>All new-to-English pupils will show accelerated progress within 12 months of entry.</p>			<p>Reviewed at each data point</p> <p>Reviewed at each data point</p>	
<p><b>Target 2</b></p> <p>Pupil Premium – Disadvantaged</p> <p>Baseline – Over 55% of our pupils are in receipt of pupil premium funding and are disadvantaged.</p> <p>The percentage of disadvantaged pupils achieving expected standard in Reading, Writing and Maths combined will increase to at least 70% by 2028.</p> <p>The attainment gap between disadvantaged pupils and</p>	<ul style="list-style-type: none"> <li>Termly pupil progress meetings focused specifically on disadvantaged pupils.</li> <li>Provision maps created and reviewed half-termly.</li> <li>Evidence-based interventions (RWI keep-up, precision teaching, Power Maths pre-teach).</li> <li>Targeted vocabulary development across the curriculum.</li> <li>Attendance action plans for pupils below 95%.</li> <li>Parent engagement meetings each term for priority pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Termly attainment and progress data analysis (SLT).</li> <li>Attendance tracking weekly; reported termly to governors.</li> <li>Book scrutiny focused on disadvantaged pupils (half-termly).</li> <li>Pupil voice twice yearly.</li> <li>Governor Pupil Premium report termly.</li> </ul>	<p>Reviewed at each data point</p>	<p>Spring 27</p>

<p>their peers will reduce by at least 10% by 2028.</p> <p>Persistent absence of disadvantaged pupils will reduce by 5%.</p>	<ul style="list-style-type: none"> <li>• Annual review of Pupil Premium strategy and spending impact.</li> <li>• Governor oversight of disadvantaged outcomes termly.</li> </ul>		<p>Reviewed half termly</p>	
<p>Target 3 - Minority ethnic and faith groups.</p> <p>Baseline - School culture is positive and inclusive (Ofsted 2024). Over 80% of our children are non White British with 20% of our children being from a Black African heritage. We have over 50 languages spoken at Sycamore.</p> <p>There are opportunities to further embed diversity within curriculum and enrichment.</p> <ul style="list-style-type: none"> <li>• 95%+ of pupils and parents will report that Sycamore Academy is an</li> </ul>	<ul style="list-style-type: none"> <li>• Annual curriculum diversity audit.</li> <li>• Diverse authors embedded in English curriculum.</li> <li>• Protected characteristics calendar embedded across year groups.</li> <li>• Assemblies focusing on equality themes.</li> <li>• Clear system for recording and responding to prejudice-based incidents.</li> <li>• Annual staff training on equality, diversity and inclusion.</li> <li>• Community events celebrating cultural diversity.</li> <li>• Pupil leadership roles promoting inclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Termly behaviour log analysis.</li> <li>• Annual pupil survey.</li> <li>• Annual parent survey.</li> <li>• CPD evaluation.</li> <li>• QA visits reviewing representation and inclusion.</li> </ul>	<p>March 26 July/September 26</p>	

<p>inclusive school where diversity is respected and celebrated.</p> <ul style="list-style-type: none"><li>• Prejudice-related incidents will reduce year-on-year.</li><li>• Curriculum audits will demonstrate clear representation of diverse cultures, faiths and backgrounds across all year groups.</li></ul>	<p>(School Council, ambassadors).</p>		<p>Half termly Summer 26</p>	
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