



Equality and Diversity Policy

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1. Aims

Latchmere Academy Trust aims to meet its obligations under the public sector equality duty 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

2. 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 requires Latchmere Academy Trust 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: advice for schools](#).

3. Roles and responsibilities

The governing board will:

- Ensure that the Equality and Diversity information and objectives as set out in this statement are published and communicated throughout the Latchmere Academy Trust, including to staff, pupils and parents
- Ensure that the published Equality and Diversity information is updated at least every year

- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The Equality and Diversity link governor is: Jo Franklin

The governor will:

- Meet with the designated member of staff for Equality and Diversity 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 executive headteacher will:

- Promote knowledge and understanding of the Equality and Diversity objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

4. Eliminating discrimination

- The Latchmere Academy Trust 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.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the Latchmere Academy 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 with disabilities, or LGBTQ+ 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 school activities)
- Having a flexible approach to school uniform for children with sensory sensitivities
- Implement effective differentiation, including differentiating the behavior system for children who struggle with impulse control and managing their behaviour

6. Fostering good relations

The Latchmere Academy Trust 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 school trips and activities based around the local community
- All pupils are encouraged to participate in the school activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

7. Equality and Diversity considerations in decision-making

The Latchmere Academy Trust ensures it has due regard to Equality and Diversity considerations whenever significant decisions are made.

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

- Impacts any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls
- Is Autism friendly

Social stories are created for students who may benefit from these to prepare them for any upcoming trip or change; they will also be used to explain scenarios for children who would otherwise struggle to comprehend. These are a tool to help individuals with ASD or anxiety to understand what to expect to alleviate levels of worry. Social stories involve use of visuals and clear language. Staff share these social stories with the child and their parents.

8. Equality and Diversity objectives

Objective 1

From September 2023, as part of the School Development Plan (SDP), Latchmere School has been reviewing the curriculum to ensure diversity of representation and reflects realities in all subjects underpinned by our British values.

Opportunities to develop this area of our curriculum have been identified, alongside best practice and appropriate adaptations.

The curriculum will be adapted and new knowledge embedded within our learning across the 2024/25 school year.

Why we have chosen this objective: To ensure our curriculum is representative of the diverse community. To expose children to a more varied education and for children from different backgrounds to relate to the teaching they partake in. To ensure learning is relevant to the lives of the students.

To achieve this objective, we have:

Expanded the Equality and Diversity team to raise the profile, research and champion adaptations to the curriculum.

Reviewed the current curriculum to find where black and minority history and literacy are well represented and where additional adaptations should be made.

Identified best practice from other schools that link with current topics so that adaptations are meaningful.

Ensured year group reading lists include authors and subject content that represent the black and minority communities.

Formed an EDI working party with school staff and parents.

Gathered insight through pupil and parent questionnaires.

Arranged staff training so colleagues can deliver a culturally diverse curriculum, challenge stereotypes and understand the need for a diverse and reflective curriculum.

Objective 2

From September 2024 we have taken steps to gather further pupil enrollment data around culture and ethnicity to support the decolonising of the curriculum and increase parental engagement.

Why we chose this objective: Research suggests that parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes. Therefore, it is vital that all families engage with the school to ensure the best outcomes for their children. The Trust is also keen to ensure our school communities are represented in the Trust and governing bodies, parent rep groups, parents' association and staff team so that this is reflective and representative of the local community.

By sharing with parents why the school is gathering ethnicity data, parents may be more willing to disclose this. As part of this process, the school will refer to the AfC anti-racist pledge.

To achieve this objective, we have:

The EDI team have liaised with the office and admin team to adapt the enrollment information and data collection forms for all students joining the school.

Researched how best to engage parents from diverse minority backgrounds in school life.

Liaised with the LSPA to ensure social events organised are diverse and that a range of celebrations are acknowledged.

Objective 3

Increase the representation of teachers, governors and Trustees from black and minority ethnic communities over a 4-year period (from September 2022 to September 2026)

Why we have chosen this objective: To ensure our teachers and school leaders are representative of our diverse community. With the participation of different people, the Latchmere Academy Trust will have more experiences and knowledge to draw information from. This will produce more interpretations and views of the potential impact of the decisions they are making, leading to increased sustainability and future-proofed decisions.

The objective will also ensure there are relatable role models across the Latchmere Academy Trust.

To achieve this objective, we have:

Applied positive action when recruiting new members of staff. These are measures allowed under the Equality Act 2010 which can be lawfully taken to encourage and train people from under-represented groups to help them overcome disadvantages in competing with other applicants.

Ensured job adverts explicitly highlight that the school offers equal opportunities.

Ensured all individuals involved in recruitment discuss potential unconscious bias at the start of the process.

Published the Equality and Diversity policy on the school websites so that all candidates feel that the recruitment process is fair.

As part of the recruitment process, we share a checklist of criteria used by senior leaders to construct their shortlist; details on the interview and selection panel; details of the interview procedure and application process. This will make the process transparent to all applying.

Ensured there is a diverse interview panel where possible.

9. Monitoring arrangements

The Trustee board will update the Equality and Diversity information we publish at least every year.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Inclusion Policy