



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

Noel- Baker 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 will:

- Meet with the designated member of staff for equality termly, 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:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor termly 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 (RESPECT) 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:
To close the gap that exists between children who are registered as disadvantaged and their peers	<ul style="list-style-type: none"> • Develop effective provision that meets the needs of PPG students • Implement accurate, time bound, bespoke provision for PPG pupils to reach agreed targets • Review PPG pupils work half termly to establish if needs are met • Ensure PPG is a regular agenda item for staff meetings/ AGB meetings • Review PPG funding to ensure that it is used to effect 	<ul style="list-style-type: none"> • Key performance indicators reviewed termly • Monitoring of progress of PPG pupils termly, identifying trends and next steps • Monitoring of % attendance in the academy of PPG pupils • Monitoring of behaviour and engagement – allocation of rewards and sanctions to PPG pupils 	<p>SLT</p> <p>AHT – Performance and standards</p> <p>AHT – Attendance</p> <p>AHT – Behaviour</p>	<p>Reduction in gap between Pupil Premium students and rest of the cohort:</p> <ul style="list-style-type: none"> • Achievement • Attendance • Behaviour (rewards and sanctions) 	Close the gap that exists between children who are registered as disadvantaged and their peers
To close the gap that exists between children who are registered with English as an Additional Language and their peers	<ul style="list-style-type: none"> • Develop effective strategy that ensures that the needs of EAL students are met • Implement accurate, time bound, bespoke provision 	<ul style="list-style-type: none"> • Key performance indicators reviewed termly • Monitoring of progress of EAL pupils termly, 	<p>SLT</p> <p>AHT – Performance and standards</p>	<p>Reduction in gap between Pupil Premium students and rest of the cohort:</p> <ul style="list-style-type: none"> • Achievement 	Close the gap that exists between children who are registered with English as an Additional Language and their peers

	<ul style="list-style-type: none"> for EAL pupils to reach agreed targets Review EAL pupils work half termly to establish if needs are met Ensure EAL is a regular agenda item for staff meetings/ AGB meetings 	<ul style="list-style-type: none"> identifying trends and next steps Monitoring of % attendance in the academy of PPG pupils Monitoring of behaviour and engagement – allocation of rewards and sanctions to EAL pupils Engagement of families 	<p>AHT – Attendance</p> <p>AHT – Behaviour</p> <p>AHT – Personal Development</p>	<ul style="list-style-type: none"> Attendance Behaviour (rewards and sanctions) 	
<p>Ensure that minority ethnic and faith groups 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"> Stakeholder views survey Review of curriculum in relation to diversity Ensure that the reading spine encompasses a diverse range of authors and themes 	<ul style="list-style-type: none"> Increasing engagement within the community; Increase in opportunities to celebrate diversity through the curriculum and noted in QA visits; 	<p>AHT – Personal Development</p> <p>CL PSHE/</p> <p>AHT – Personal Development</p>	<p>Termly</p>	<ul style="list-style-type: none"> Stakeholder surveys show an annual increase in pupils from minority ethnic and faith groups reporting that they feel safe, respected, and represented across the curriculum Curriculum QA indicates consistent and embedded representation of diverse cultures, perspectives, and authors, with subject leaders evidencing improvement in resource diversity and lesson content. Reading spine analysis shows pupils engaging more positively

					<p>with a wider range of authors and culturally diverse texts, reflected in pupil voice feedback and borrowing patterns in the library</p> <ul style="list-style-type: none"> • Increased participation of minority ethnic and faith pupils in enrichment activities, student leadership roles and whole-school cultural events. • Evidence from learning walks and work scrutiny confirms that teaching promotes cultural understanding and belonging, reducing incidents of bias-based misunderstandings or low-level discriminatory behaviours. • Stronger parental engagement from under-represented groups, demonstrated through improved attendance at academy events, workshops and feedback forums.
<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"> • Supporting our most vulnerable residents to overcome challenges and connect them to support that is tailored to their needs; • A comprehensive programme of curriculum auditing across all 	<ul style="list-style-type: none"> • Impact monitored through formal QA cycles including lesson observations, pupil voice surveys after each assembly; 	<p>CL PSHE/ AHT – Personal Development</p>	<p>Monthly, with termly summary reviews</p>	<ul style="list-style-type: none"> • Increased identification with a wider range of role models, particularly across race, gender, disability and other protected characteristics. • Measurable increase in diverse figures across subjects (e.g., science role models, authors,

	<p>subjects to identify representation gaps;</p> <ul style="list-style-type: none"> • Creation of Inclusion Ambassador teams to design campaigns; • Monthly themed assemblies focused on protected characteristics; • Regular engagement with external speakers to model positive diverse identities. 	<ul style="list-style-type: none"> • Evaluation forms for external speaker; • Creation of Inclusion Ambassador teams to design campaigns; • Termly reporting to SLT and AGB. 	<p>AHT – Personal Development Head students</p> <p>AHT – Personal Development</p>		<p>artists, leaders), evidenced through revised SOL and resource updates.</p> <ul style="list-style-type: none"> • Improved pupil awareness of equality themes, confirmed through pupil voice, assembly reflections and participation rates. • Strong engagement and evaluations indicate that students find the speakers inspiring, relatable and influential on their aspirations. • Reduction in reported incidents relating to bias, stereotyping or discriminatory comments, with behaviour logs showing increased cultural understanding and respectful interactions. • Enhanced visibility of diverse role models across displays, reading texts, curriculum materials and student leadership roles, noted consistently across QA visits and governor monitoring. • Increased confidence in teaching about diversity and representation, supported by CPD evaluations and improved lesson evidence collected during learning walks.
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<p>To reduce inequality and improve life chances of pupils in the academy.</p>	<ul style="list-style-type: none"> • Implementation of structured AIP intervention pathways including targeted tutoring; • Structured mentoring sessions; • Attendance mentoring programmes; • Pupil inclusion focus groups to identify barriers and co-create solutions. 	<ul style="list-style-type: none"> • Monitoring through half-termly progress reports; • Attendance analytics; • Pastoral logs; • Scheduled pupil progress meetings with interventions tracked for impact. 	<p>SLT AHT - Attendance Pastoral Leads (HOY) Inclusion Team</p>	<p>Half-termly intervention cycles</p>	<ul style="list-style-type: none"> • Sustained improvement in targeted pupil groups (PPG, SEND, EAL, vulnerable pupils), with gaps in attainment and progress narrowing compared to previous years. • Attendance data for identified pupils improves over the year, with mentoring programmes leading to fewer PA cases and a reduction in persistent absenteeism among disadvantaged cohorts. • Reduction in repeat safeguarding or wellbeing concerns due to earlier intervention, targeted support and improved multi-agency involvement where required. • Interventions are implemented promptly, reviewed rigorously, and adapted based on impact, leading to more pupils meeting or exceeding their individual targets. • Increased confidence, improved sense of belonging, and greater awareness of the support available to them. • Reduced incidents linked to unmet needs, especially for
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					<p>pupils receiving mentoring or attendance support.</p> <ul style="list-style-type: none"> • Engagement in enrichment, leadership and wider school activities increases for previously underrepresented groups, improving aspiration, resilience and readiness to learn. • Families of targeted pupils report stronger relationships with school, reflected in improved attendance at meetings, better communication and increased involvement in support plans.
<p>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>	<ul style="list-style-type: none"> • Completion of termly audits to identify barriers to enrichment access; • SEND Passports updated (Edukey) to include enrichment needs; • Funding allocated for equipment, transport or fees; • Co-designing inclusive clubs with pupils including SEND representation. 	<ul style="list-style-type: none"> • Monitored through enrichment participation data; • Audit reports • SEND pupil voice feedback; • Governor monitoring visits. 	<p>SENCO</p> <p>SLT</p> <p>AHT – Personal Development Equalities Governor</p>	<p>Termly audits and reviews</p>	<ul style="list-style-type: none"> • Increased involvement from SEND pupils and pupils with disabilities, with clear year-on-year growth in attendance and engagement across clubs, trips, and wider academy activities. • Reduction in identified barriers to access (e.g., physical, financial, sensory, communication), with solutions implemented swiftly and evidenced through improved pupil uptake. • Strengthened provision for enrichment needs, with staff

					<p>consistently applying recommended adjustments during clubs, trips, performances, and curriculum extension tasks.</p> <ul style="list-style-type: none"> • Improved confidence, belonging, and perception of fairness, with pupils reporting that activities feel accessible, inclusive, and enjoyable. • Strong evidence of inclusive practice across enrichment, with governors noting increases in participation equity between SEND and non-SEND pupils. • Families of SEND and disadvantaged pupils report improved communication, greater confidence in staff support, and increased willingness for their children to take part in extracurricular opportunities. • The range and diversity of enrichment activities expand over the year, influenced by co-design work with SEND pupils, leading to more activities that reflect pupil interests, needs, sensory profiles, and accessibility considerations. • Reduction in the number of pupils unable to attend activities due to
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					financial, logistical, or SEND-related barriers, supported by targeted funding, transport support, and tailored reasonable adjustments
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	<ul style="list-style-type: none"> Strengthen SEND processes by introducing a structured screening system to ensure accurate identification of need. Redesign the register using clear categorisation —N (needs met through high-quality universal teaching), G (graduated response and targeted support required), and R (remove from the register) Implement systematic testing across all areas of need, and creating pupil passports with clear targets and SEND-team actions to ensure consistent and equitable support for all learners. Review and update the SEND register after each whole-school data collection cycle to evaluate pupil progress, 	<ul style="list-style-type: none"> Impact measured via SEND dashboards; Termly QA reports; Internal and external moderation; Parent/carer feedback mechanisms. 	SENCO SLT Class teachers SENCO	Termly screening and QA cycles	<ul style="list-style-type: none"> Register accurately allocates intervention to meet specific need Assessments indicate improvement from baseline data (indicating positive impact of interventions)

	<p>assess the impact of interventions, and determine next steps.</p> <ul style="list-style-type: none">• Analyse SEND pupil progress and engagement data alongside other vulnerable groups to identify any emerging gaps early, ensuring no pupil is disadvantaged or discriminated against due to a protected characteristic.• Routinely gather pupil and parent voice as part of our SEND identification and support processes, ensuring lived experience informs decision-making and that systems remain equitable, transparent and responsive to individual need.				
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