



Leeds Diocesan Learning Trust (LDLT)

Company Number 13687278

Equality Statement and Objectives

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Vision Statement

Serving and celebrating our unique schools and communities, we will love, live and learn together. Valuing our pupils, staff, governors and team as people of God, we will deliver transformational learning and the flourishing of all.

Other Related Policies

- Staff Handbook
- Scheme of Delegation
- Academy Trust Handbook

The following policy applies to staff of LDLT (Trust Staff) and LDLT Schools

1. Aims

Our Trust 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 money owed to the Trust has an impact on the budget and may affect the resources we can provide to all children.

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 require Trusts 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](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The Board of Directors will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the Trust, 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 a daily basis to the headteacher

Trust Leaders will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

All LDLT staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The 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. Where this has been discussed during a meeting it is recorded in the meeting minutes.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the Trust 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 school societies)

In fulfilling this aspect of the duty, the trust will:

- Determine attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above 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)
- Analyse further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The 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
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school 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 school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The Trust ensures it has due regard to equality considerations whenever significant decisions are made.

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

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives

Objective 1

We will increase staff, pupil and community diversity by:

- Training all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year.
- Implementing measures to ensure that recruitment processes are fair and inclusive, addressing unconscious bias.

Objective 2

We will actively engage with the local community to understand and address the needs of diverse groups by:

- Implementing initiatives to ensure that all parents and carers, regardless of background or circumstances, feel welcome and are actively involved in their child's education.
- Providing information and resources in multiple languages and formats to enhance accessibility.
- Organising events, activities, and educational programmes that celebrate the cultural, religious, and ethnic diversity within the academy community.

Objective 3

We will promote inclusive education by:

- Ensuring that the curriculum is inclusive and reflects the diversity of our student population.
- Implementing strategies to address and eliminate disparities in academic achievement among different groups of students.
- Promoting language inclusivity by providing support and resources for students whose first language is not English.
- Ensuring that communication materials are accessible and inclusive, considering different linguistic abilities and preferences.
- Encouraging the inclusion of diverse perspectives in teaching materials and classroom discussions.
- Ensure that all students have equal access to digital tools and resources for learning.

Objective 4

We will create an inclusive work environment by:

- Fostering a workplace culture that values diversity and provides equal opportunities for all staff members.
- Monitoring and addressing any disparities in staff recruitment, retention, and career progression.
- Ensuring that data collection and processing practices are transparent and comply with privacy regulations.
- Providing mental health support services and resources that are accessible to everyone, recognising diverse mental health needs.
- Implement improvements to ensure that all students, staff, and visitors can access and benefit from the facilities and resources equally.