



**LINKS**  
**ACADEMY**  
MULTI ACADEMY TRUST

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# Equality Information and objectives

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Mar 2023

LINKS MULTI ACADEMY TRUST  
1 Hixberry Lane  
St Albans  
Hertfordshire  
AL4 0TZ

Tel: 01727 836150  
Fax 01727 790530  
Email: [admin@linksacademy.herts.sch.uk](mailto:admin@linksacademy.herts.sch.uk)

# LINKS MULTI ACADEMY TRUST

## Equality Information and Objectives Dec 2021

Author: David Allen

Co-ordinator: Executive Head Teacher

Committee: Academy Resources and Audit Committee (ARAC)

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### Amendments

Periodically the Senior Leadership Team and Board of Trustees will add to or revise the content within this policy. Any revision made are noted below.

Edition	Date	Revision made by	Content revised
1.0	08.03.21	Ben Rice	Updated to MAT format from HCC
2.0	14.09.21	Ben Rice	Review of objectives
3.0	15.02.23	Ben Rice	Review of objectives

*Please note that for the purpose of this policy, the following terminology will apply:*

Headteacher	Executive Head, Head of School, Headteacher.
Trust	Links Multi Academy Trust
School	Links Academy St Albans, Links Academy Hatfield and Cedars
Parent	Parent means the person with parental responsibility, and could be the carer.

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## 1. Aims

Our school 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 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](#).

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

## 3. Roles and responsibilities

The Trustees will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, 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

The headteacher will:

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

All school 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 school 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 trustees 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.

## 5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school 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 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 school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- 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

## 6. Fostering good relations

The school 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. The use of our character school traits of Respect, Responsibility and Resilience when dealing with any incidents helps to emphasise the importance of mutual respect in our relationships within the school community

- 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 school ensures it has due regard to equality considerations whenever significant decisions are made.

The school 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

- To close gaps in attainment and achievement between students and all groups of students; students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from different heritage groups.

**Why we have chosen this objective:** The trust is committed to working with the most vulnerable students and providing equality in terms of outcomes and opportunities for all.

**To achieve this objective we plan to:** We will commit to an annual review of the curriculum to ensure it meets students' needs and ambitions. Develop provision to ensure the curriculum continues to widen participation and drive improved curriculum access for students with SEMH needs. Analysis of attendance data and patterns of sustained improvement in the academic performance of key groups.

**Progress we are making towards this objective:** Year on year academic result data and student case studies show a number of successes with individual students and key groups.

### Objective 2

- To monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities, especially students with special educational needs.

**Why we have chosen this objective:** The trust sees the importance of extra-curricular and leadership opportunities as a key part of closing the gap and enabling vulnerable groups to build confidence and self-esteem going forward.

**To achieve this objective we plan to:** Widen the opportunities available to the young people who attend Links MAT. To provide as many chances as possible for students to attend enrichment activities. Raise the profile of any opportunities that are taken and make the achievements as loud as possible.

**Progress we are making towards this objective:** Students have had a wide range of opportunities within the school setting and through external providers.

### Objective 3

- To promote cultural understanding and awareness of different religious beliefs between different ethnic groups within our school community.

**Why we have chosen this objective:** The Fundamental Value of mutual respect is part of the Trusts Character School qualities we want all our students to be culturally aware and respectful members of the community.

**To achieve this objective we plan to:** To deliver an effective PSHME programme, curriculum and wider curriculum which celebrates different cultures and traditions. Cultural Events in the planner which are to be celebrated. PSHME programme published and shared with all staff. Subject staff to link cross curricular with traditions, cultures and PSHME in their SOW.

**Progress we are making towards this objective:** We have a strong PSHME programme woven into the curriculum and take every learning opportunity to challenge and extend our students understanding of respect.

#### Objective 4

- To endeavour to ensure that the staff body and representation of staff in leadership roles is reflective of the local community.

**Why we have chosen this objective:** To enable every member of our cohort to see strong role models that represent every part of the local community.

**To achieve this objective we plan to:** Positively recruit a representative staff body that reflects the cohort of students at each Links MAT school. To actively seek members of staff who will inspire and encourage a wider cultural representation of the community.

**Progress we are making towards this objective:** The trust always seeks to appoint the strongest candidates based on merit and experience and that reflects the school community.

#### Objective 5

- Acknowledge the existence of mental health issues, signposting and actively offering support and guidance, ensuring mental health challenges are not stigmatised.

**Why we have chosen this objective:** The trust realises the importance of mental health within the context of the modern world and the complex social and emotional needs of the young people that attend the schools.

**To achieve this objective we plan to:** Raise awareness through assembly and form time sessions that give a level of importance to the issues of mental health. Provide support through coaching and 1:1 sessions with a therapist.

**Progress we are making towards this objective:** Students and staff are aware of a number of routes that are available to help support them with any mental health issues.

#### Objective 6

- To reduce the incidence of the use of homophobic, sexist and racist language by students in the school.

**Why we have chosen this objective:** The Trust wants to create a learning environment where all students and staff feel safe and supported.

**To achieve this objective we plan to:** Staff to consistently challenge and record student use of discriminatory language. Appropriate recording of discriminatory language of students via SIMS and CPOMS.

**Progress we are making towards this objective:** We have empowered staff to challenge and inappropriate language through the behavior system and they now they will be robustly supported through SLT action when necessary.

## 9. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment



## Policy Review – Equality Information and Objectives

This policy will be reviewed in full by the full Trustees board annually, but may be reviewed and updated more frequently if necessary.

The policy was last reviewed and agreed by the Trustees in Mar 2023.

It is due for review in Mar 2024 up to 12 months from the above date.

Signature

Date

David Allen  
Executive Headteacher

Signature

Date

Maire Lynch  
Chair of Trustees