



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

Huntingdon 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 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

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 through National College online training.

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 policy
- Code of Conduct
- Safeguarding

ACADEMY OBJECTIVES PLAN 2026 - 2029

Please note these are examples to illustrate the three targets – those highlighted in yellow are new additions for consideration.

Target	Actions	How will the impact of action be monitored? Who is responsible	Timeframe	Impact – annual review Review date:
Close the attainment gap for SEND pupils by increasing the proportion achieving ARE+ in Reading, Writing, and Maths	<ul style="list-style-type: none"> To continue to develop and implement high-quality Wave 1 inclusive teaching strategies across all subjects. Embed consistent use of graduated approach (Assess–Plan–Do–Review) for all SEND K pupils. Provide targeted interventions in Reading, Writing, and Maths based on identified gaps. Deliver further CPD programme on adaptive teaching and SEND needs (SEMH, cognition & learning, SLCN, ASD). Strengthen home–school communication for SEND families (workshops, drop-ins). 	<ul style="list-style-type: none"> Learning walks, book looks, lesson drop-ins, SEND provision maps. <i>SENCO, Assistant Head (Teaching & Learning), Phase Leaders.</i> Termly APDR audits; pupil progress meetings; EHCP review feedback. <i>SENCO, Class Teachers.</i> Entry/exit data for all interventions; half-termly impact reports. <i>SENCO, Intervention Leads.</i> Staff surveys, CPD evaluations, performance management reviews. <i>SENCO, CPD Lead, External Specialists.</i> 	<p>Year 1–3</p> <p>Year 1–3</p> <p>Year 1–3</p> <p>Year 1–2 (refresh year 3)</p> <p>Year 1–3</p>	<ul style="list-style-type: none"> Yearly: improvements in quality of classroom inclusion and reduction in need for withdrawal support. Yearly: % of SEND pupils meeting personalised targets increases; improved parent confidence. Yearly: measurable improvement in SEND group ARE+ rates in core subjects. Yearly: staff confidence increases; clear evidence of adaptive practice. Yearly: increased participation and improved parent feedback.

		<ul style="list-style-type: none"> Attendance records at events; parental questionnaires. SENCO, Family Support Worker. 		
<p>Implement and embed a personalised pathway model - including the full-time high-needs provision and the short-term reset/in-out provision - to improve engagement, regulation, and access to learning for pupils with severe and complex SEND needs</p>	<ul style="list-style-type: none"> Develop the short-term Reset Provision offering short-term planned stabilisation programmes. Create personalised flexible timetables for high profile SEND pupils around school. Create flexible in/out timetables to support phased reintegration. Introduce personalised learning plans focusing on communication, regulation, and independence. Provide further specialist training for staff (Team Teach, sensory strategies, Zones of Regulation, engagement model). 	<ul style="list-style-type: none"> Entry/exit assessments; behaviour logs; reintegration success rates. SENCO, Behaviour Lead. Timetable reviews; attendance patterns; teacher feedback. SENCO, Phase Leaders. PLP reviews; progress data; specialist reports (EP/OT/Speech). SENCO, Hub Team, Class Teachers. Training logs; staff competency assessments; external specialist evaluation. SENCO, CPD Lead. 	<p>Year 1–2</p> <p>Year 1–3</p> <p>Year 1–3</p> <p>Year 1–2 (refresh year 3)</p>	<ul style="list-style-type: none"> Yearly: majority of pupils reintegrate successfully with improved classroom engagement. Yearly: decrease in part-time timetables used as crisis management. Yearly: pupils meet or exceed personalised outcomes. Yearly: improved staff confidence and reduction in high-level incidents.
<p>Strengthen whole-school inclusion by auditing and adapting curriculum content and teaching approaches to reflect the academy’s diverse community, ensuring improved representation</p>	<ul style="list-style-type: none"> Conduct annual curriculum representation audit to ensure content reflects school diversity. Implement inclusive classroom strategies (visuals, 	<ul style="list-style-type: none"> Curriculum maps; pupil voice; book looks. Curriculum Lead, Subject Leaders. Learning walks; planning scrutiny; 	<p>Year 1–3</p> <p>Year 1–3</p>	<ul style="list-style-type: none"> Yearly: increased representation in lessons and resources. Yearly: pupils report increased belonging and engagement.

<p>and a stronger sense of belonging across all pupil groups</p>	<p>dual coding, language scaffolds, cultural relevance).</p> <ul style="list-style-type: none"> • Host further community events representing the cultures within the school. • • Develop pupil voice structures (inclusion council, focus groups). • Strengthen staff training on unconscious bias and culturally responsive teaching. 	<p>teacher reflections. Teaching & Learning Lead, SENCO.</p> <ul style="list-style-type: none"> • Attendance data; parent surveys; event evaluations. Family Engagement Lead, Phase Leaders. • Termly feedback reports; governor presentations. Inclusion Lead. • CPD evaluations; staff questionnaires; lesson observations. CPD Lead, SLT. 	<p>Year 1–3</p> <p>Year 2–3</p> <p>Year 1–2</p>	<ul style="list-style-type: none"> • Yearly: increased parental participation across all groups. • Yearly: pupils articulate that they feel heard and represented. • Yearly: evidence of bias reduction and improved cultural competence in teaching.
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