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| Policy Name | EQUALITY OBJECTIVES |
| Relevant To | Federation <input checked="" type="checkbox"/> Bidwell Brook Only <input type="checkbox"/> Ellen Tinkham Only <input type="checkbox"/> |
| Type of Policy | Model <input type="checkbox"/> School <input checked="" type="checkbox"/> |
| Name of Policy Holder | Nikki Burroughs |
| Subject/Department | Equality |
| Approved By | Full Governing Body <input type="checkbox"/> CBT Governors <input type="checkbox"/> T&L Governors <input checked="" type="checkbox"/> SLT <input type="checkbox"/> |
| Version Date (if applicable) | n/a |
| Date of Last Review | Autumn Term 2023 |
| Date of Next Review | Autumn Term 2027 |

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EQUALITY STATEMENT

**Everyone will be the best that they can be
Everyone has a voice
No one is excluded**

Learn to Live Federation Vision Statement

We are committed to ensuring and promoting equality of opportunity for all children, staff, parents, and guardians irrespective of race, gender, disability, belief, sexual orientation, gender identity (including gender reassignment), and age.

Our aim is to develop a culture of diversity and inclusion in which all those within our community can celebrate their identity and participate fully in experiences and learning. Enabling our children to take part as fully as possible in every part of the Learn to Live Federation's life by developing each child's self-confidence, recognising their strengths, and encouraging them to achieve their full potential.

We challenge discrimination through the positive promotion of equality through learning, by tackling bullying, racism, and stereotyping, and by creating a safe welcoming environment that champions respect for all.

The Learn to Live Federation has a firm belief that diversity is a strength that must be respected and celebrated by all of those who learn with us and visit us.

SCOPE AND PURPOSE

This Equality Duty Review covers all individuals working at all levels, including staff at all levels, consultants, contractors, trainees, home-workers, part-time and fixed-term staff, volunteers, governing board members, casual workers, and agency staff. It also applies to the wider community such as children, job applicants, ambassadors and parents and carers.

The purpose of the Equality Duty Review is to set out our approach, through our equality objectives, to promoting equality and diversity and how we will tackle discrimination and challenge social exclusion. It outlines our commitment, actions, reviews, and how we comply with the law to ensure that equality and diversity are promoted in our Learn to Live Federation and that our staff, children, and community are not subject to, and do not commit, unlawful acts of discrimination.

EQUALITY ACT 2010

The [Equality Act 2010](#) protects people from discrimination and harassment. If someone thinks they have been discriminated against they may take their complaint to a court or Employment Tribunal (if they are an employee). But the act also places duties on public authorities (including the Learn to Live Federation) to be pro-active about addressing inequalities. The Public Sector General Duty (Section 149) states: that a public authority must give due regard to the need to:

- Eliminate discrimination, harassment, victimisation, and any other prohibited conduct.
- Advance equality of opportunity.
- Foster good relations between people.

'Advance equality of opportunity' means to remove or minimise disadvantage, meet people's needs, take account of disabilities, and encourage participation in public life.

Failure to observe these public sector duties could result in a judicial review, but also put the Learn to Live Federation at risk of discriminatory practice.

These duties apply to eight **protected characteristics**:

- **Age** - A person of a particular age (eg 32 year old) or a range of ages (eg 18-30 year olds). Age discrimination does not apply to the provision of education, but it does apply to work.
- **Disability** - A person has a disability if they have, or has had, a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis, and cancer are all considered as disabilities, regardless of their effect.
- **Gender reassignment** – Transgender people may have the body of one gender but feel that they are the opposite gender. The word transgender is sometimes used interchangeably with terms such as transsexual or gender-variant but usually has a narrower meaning and different connotations than gender variant, including non-identification with the gender assigned at birth.

This relates to a person who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). Children as young as five may begin to show signs of [gender dysphoria](#) and therefore it is relevant in any Learn to Live Federation environment.

- **Marriage and civil partnership** – Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to staff and other adults.
- **Pregnancy and maternity** - Maternity refers to the period of 26 weeks after the birth (including stillbirths), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave. Within education it also protects children who are pregnant.
- **Race** - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.
- **Religion and belief** - Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent the Learn to Live Federation from carrying out collective worship or other curriculum-based activities, but children may withdraw from acts of collective worship.
- **Gender identity** - Gender identity refers to a person's understanding and experience of their own gender, it is their internal sense of self. Everyone has a gender identity; for some people, it corresponds with the gender assigned at birth, and for some others, it does not. Gender identities are expansive and do not need to be confined within one collectively agreed-upon term. An individual's appearance may not inform you of their gender identity. It is important to understand that one's gender identity does not direct the way we are or the clothing we choose to wear.

- **Sexual orientation** - A person's sexual orientation, is the part of their identity that relates to who they find attractive. Although it is in the name, the attraction to other people does not have to be sexual, it could be romantic, or connection-based. Some people are attracted to a particular gender, or genders, some people are attracted to who the person is (their morals, values, humour, intelligence, etc.) and for some it is a combination of the two. Sexual orientation equality is as relevant in a primary school environment as it is in a secondary school. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or disclosing at any age. The Learn to Live Federation with a particular religious ethos cannot discriminate against non-heterosexual children or parents or carers.

We understand that an individual's gender identity and sexual orientation is individual to them.

The legal duties to eliminate harassment and foster good relations make it clear that the Learn to Live Federation must address bullying and prejudice-related incidents, based on a protected characteristic, such as racism or homophobic bullying.

The expectation in law is not only for the Learn to Live Federation to respond when an incident occurs, but to also take steps to prevent those incidents from occurring or escalating.

Because of its relevance to the duty to eliminate harassment and foster good relations, this means that the Learn to Live Federation should [report](#) incidents to the local authority, publish information on performance, and set objectives about bullying and prejudice-related incidents. What is published will vary according to each schools size, but it could include publishing basic data, supported by a narrative, about the number and type of incidents reported and dealt with.

Care must be taken to not publish any details that could identify specific individuals. The Learn to Live Federation can include relevant objectives in its Federation Development and Innovation Plan and it should also refresh its equality objectives at least every four years.

For more information, please familiarise yourself with the DfE's [Equality Act 2010 and schools guidance](#).

RESPONSIBILITIES

Governing Board

- Ensure that the Learn to Live Federation complies with equality-related legislation.
- Ensure that the policy and its procedures are implemented by the Executive Head.
- Ensure all the Learn to Live Federation policies promote equality.
- Give due regard to the Public Sector Equality Duty when making decisions.

Executive Head

- Implement the policy and its related procedures.
- Make all staff aware of their responsibilities and provide training as appropriate to enable them to effectively deliver this policy.
- Take appropriate action in any case of actual or potential discrimination.

- Ensure that all staff understand their duties regarding recruitment and providing reasonable adjustments to staff. It is unlawful for an employer to enquire about the health of an applicant for a job until a job offer has been made unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties. The Learn to Live Federation should no longer require job applicants to complete a generic health questionnaire. Neither should the Learn to Live Federation seek out past sickness records until they have made a job offer.
- Ensure that all staff and children are aware of the process for reporting and following up on bullying and prejudice-related incidents.

CURRENT DATA

| Bidwell Brook School | Ellen Tinkham School |
|---|---|
| As of the end of December 2023, Bidwell Brook School employs 135 staff. | As of the end of December 2023, Ellen Tinkham School employs 196 staff. |

EQUALITY OBJECTIVES

The Learn to Live Federation has two specific duties to assist us in meeting our general duty, set out by the Equality Act 2010.

They are:

- To publish information to show how we are complying with the equality duty. This must be updated at least **annually**.
- To prepare and publish one or more specific and measurable equality objectives at least every **four years**.

Our equality objectives are in response to this general duty.

EQUALITY OBJECTIVE = ONE

To implement a robust training programme that increases staff confidence across the Federation to support learners with increasingly complex disabilities and learning need.

Description of the Improvement Needed

As a Federation, we want high quality expert teaching built on evidence informed understanding of effective teaching and how pupils learn. We recognise that it is vital that we provide opportunities for teachers to develop subject specific pedagogy. As we have had a number of teachers join the Federation in recent years with varying degrees of SEN experience, it is important that we minimise in-school variation.

We also have a high turnover of teaching assistants and need to ensure they have the right level of knowledge and skill to support students effectively from the onset.

Following external visits (SIP & LA) as well as Ofsted at both schools in Spring 2023, it was recognised that we need to ensure that the curriculum continues to be developed effectively in a way that provides for pupils needs while also growing the subject knowledge and expertise of staff. We need to ensure that subject leaders have strong expertise and knowledge that goes beyond just the content of the curriculum so they can make informed decisions effectively – thus ensuring the schools’ curriculum continues to inspire challenge and secure pupils’ long term understanding of key concepts, knowledge and skills so that they can share this knowledge with others and there is a shared understanding, not just what is in the curriculum but how it is taught to meet the needs of complex learners.

| Action | Who? | When? | Resources and training needs/costs | How will this be monitored? What are the success criteria? |
|---|------------------------|------------------------------|--|---|
| Planned targeted CPD - using outcomes from professional development meetings to target whole school, Federation wide as well as individual CPD needs. | Senior Leadership Team | By end of each academic year | <ul style="list-style-type: none">• Time for HR and HoS to go through PD meetings.• Time to plan and resource training so that it is responsive to actual need rather than perceived.• Cost of training. | <ul style="list-style-type: none">• Executive Head to co-ordinate. Strategy day in June will assist in the development of annual FDIP – training to be aligned to FDIP.• As a result of effective CPD - new staff are ‘classroom ready’ before working in class.• Staff across the Federation are confident to work in any classroom and support any learner. |

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|--|------------------------|------------------------------|--|---|
| Effectiveness of input and improvement to teaching and learning tracked following CPD. | Senior Leadership Team | By end of each academic year | <ul style="list-style-type: none"> • Agenda item at meetings. • Time for meetings. | <ul style="list-style-type: none"> • Deputy Heads to meet weekly to monitor teaching and learning and evidence impact/effectiveness of CPD. Heads of Site to feedback to Executive Head weekly during HoS meetings. • External SIP and LA visits will evidence equity of provision and teaching and learning across the Federation. |
| End of Year Impact Statement | | | | |
| Academic Year 2023-2024 | | | | |
| Academic Year 2024-2025 | | | | |
| Academic Year 2025-2026 | | | | |

EQUALITY OBJECTIVE = TWO

Improving the participation and engagement of different groups of parents, carers and communities.

Description of the Improvement Needed

Since Covid-19, it has been noticed that parental engagement is on the decline. PTFA membership at both schools has been difficult to increase. Participation in attending family workshops and training sessions, both online and in person, has seen a reduction compared to previous years. Family engagement in schools contributes to positive student outcomes, including improved child and student achievement, improved behaviour, parent-teacher and teacher-student relationships, as well as improved school environments. We recognise the importance that community involvement has upon broadening and complementing teaching and learning in schools. We want to ensure that stakeholders are involved in the life of the school and are part of the Federation decision-making process.

| Action | Who? | When? | Resources and training needs/costs | How will this be monitored? What are the success criteria? |
|---|----------------------------|--------------------------------|---|---|
| Promote the work of both PTFAs and provide opportunities for families to engage with existing members, with the aim of increasing PTFA numbers and improving participation. | Communication Lead and HoS | Reviewed termly | <ul style="list-style-type: none"> Planned PTFA communication and marketing materials distributed each half term. Comms Lead and HoS to approach suitable parents to help/become PTFA members. HoS to attend future PTFA meetings. | <ul style="list-style-type: none"> Stakeholder engagement and participation is a set agenda item on the Site SLT meetings, to ensure plans and communications are being monitored and there is improved participation over time. |
| Expand the cycle of feedback for families and the community. | Communication Lead | End of Academic year 2024-2025 | <ul style="list-style-type: none"> Continue to produce a Parent Survey based on the Ofsted questions. Prepare a survey to review and improve communication/routes. | <ul style="list-style-type: none"> Responses from the Ofsted-based questionnaire will be analysed and compared to results from previous years. The new survey will provide an opportunity for families to comment on the existing communication routes used and how comms in general can be improved. |
| To update and launch new websites improving | SLT | Spring Term 2024 | <ul style="list-style-type: none"> Set up costs for 3 websites = £3570, plus | <ul style="list-style-type: none"> Communications Lead to keep SLT informed through the design process. Post launch, review data on “hits” to the sites. |

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| information and links with families. | | | <p>annual maintenance = £1185.</p> <ul style="list-style-type: none"> • Training session provided by the provider to ICT Manager and Comms Lead to be able to maintain the sites. | <ul style="list-style-type: none"> • Ask families and staff for their views/any amends that could be made to help improve their interaction with the site and information on offer. |
| To give our school communities opportunities to come together and develop a sense of collective purpose to support the teaching, learning and outcome of all pupils. | SLT | Reviewed Termly | <ul style="list-style-type: none"> • Planned calendar of workshops and training for families across the Academic Year. • Liaison with external training providers to ascertain if costs are involved. • Planned class events in schools for families to visit/participate. | <ul style="list-style-type: none"> • Stakeholder engagement and participation is a set agenda item on the Site SLT meetings, to ensure improved participation is monitored. • Our aim is for both school communities to have a range of events planned throughout the year that supports stakeholder involvement and create a wider sense of community for all – these will be reported in Heads Reports to governors. As a result of increased participation and engagement of different stakeholders, the Federation will enable nurturing challenging and empowering opportunities are available to pupils, staff and families. |
| End of Year Impact Statement | | | | |
| Academic Year 2023-2024 | | | | |
| Academic Year 2024-2025 | | | | |
| Academic Year 2025-2026 | | | | |

EQUALITY OBJECTIVE = THREE

To ensure that all pupils attend school consistently to receive the full benefit of their education

Description of the Improvement Needed

Clarity with regards to processes for pupils who are regularly not attending school due to anxiety/mental health etc.

Online learning platform to mirror curriculum themes being taught in class – currently not being well utilised.

Better multi- agency working.

| Action | Who? | When? | Resources and training needs/costs | How will this be monitored? What are the success criteria? |
|---|--------------------|--------|---|--|
| To ensure a realistic target and plan is in place for every pupil whose attendance is below 90% (persistent absentees). | HoS | Weekly | <ul style="list-style-type: none"> • Time for meeting. • Access to AIO. | <ul style="list-style-type: none"> • Non-attendance is followed up daily, including the reason for the absence. • Attendance data scrutinised and monitored weekly at Head of Site meetings. • Children with below 90% attendance to have Targets & Plans in place, taking account of pupil medical needs and interventions, respite, clinical care, therapeutic appointments • If authorised absences occur, home school learning is put in place and linked to curriculum themes being taught in class. Deputy Headteachers to ensure Jotter is updated at least every term to ensure students accessing home learning are accessing learning that is in line with what their peers are accessing in school. • Learners receive a consistent education with the benefit of teaching support in person. • Education is able to continue whether through home learning or at school, as learning content is linked to the current curriculum themes. • Schools are better able to fulfil its Education element within the child's EHCP. |
| DSLs to ensure prolonged, unauthorised absences are reported to the Social Worker/MASH. | DSL's at each site | Weekly | | |
| Early Help Officer to support families to overcome attendance issues. | Early Help | Weekly | | |
| Ensure those not attending school have access to learning that mirrors the curriculum themes being taught in class so that pupils have a smoother return to school and learning gaps are minimised. | Deputy Heads | Weekly | Time for teachers/key stage leads to update Jotter. | |

End of Year Impact Statement

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|-------------------------|--|
| Academic Year 2023-2024 | |
| Academic Year 2024-2025 | |
| Academic Year 2025-2026 | |

EQUALITY OBJECTIVE = FOUR

To ensure that any gap in attainment between different groups is not significant

Description of the Improvement Needed

As identified by external visits (LA and SIP) as well as Ofsted, Teachers need to make best use made of assessment information to inform planning and ensure that teaching strategies and resources consider pupils individual needs.

All staff need to know what learning looks like for each learner and what they need to do to support this.

| Action | Who? | When? | Resources and training needs/costs | How will this be monitored? What are the success criteria? |
|---|------------------------|------------------|---|---|
| Evaluate Federation wide assessment methods to ensure that clear pupil progress is evidenced throughout the curriculum offer. | All T&L senior Leaders | End of each term | <ul style="list-style-type: none">• Time. | <ul style="list-style-type: none">• Deputy Heads to meet weekly to monitor and review teaching, learning and assessment and ensure that curriculum pedagogy is secure, ensuring that students make significant and measurable progress in their educational and social development.• Earwig monitoring is carried out by the Senior Leadership Team and Key Stage Leads on a regular basis. This is shared with class teachers. Core Subject Leads also monitor their subject on a regular basis and feedback to Senior Leaders and Key Stage Leads. Governors are kept informed through termly head teachers reports. |
| Ensure appropriate tools are in place to support baselining and assessment of pupil progress. | Deputy Heads | Reviewed termly | <ul style="list-style-type: none">• Earwig updates – more devices bought to ensure easy access for staff. | <ul style="list-style-type: none">• Key Stage Leads meet at least half termly with Heads of Site to monitor and review their Key Stage Action Plan and discuss trends identified in assessment monitoring. There may be a focus on a specific cohort of students or area of learning, but these meetings are an opportunity for any teaching and learning concerns which arise to be discussed. Meeting notes are recorded and shared. This information feeds into the Executive Heads Report to Governors. |
| Review and update individual core documents. | Class teachers | Termly | <ul style="list-style-type: none">• Staff meeting time. | <ul style="list-style-type: none">• Core Subject Leads meet at least once a term with the Heads of Site (or Senior Leader) to discuss progress in their areas and next steps. There may be a focus on a specific cohort of students, but these meetings are an opportunity for any teaching and learning concerns which arise to be discussed. |

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| | | | | <p>Meeting notes are recorded and shared. Regular feedback is given to the Subject Leads and targets set as appropriate. Subject Leader Action Plans are regularly monitored, reviewed, and reported on within the Executive Headteachers Report.</p> <ul style="list-style-type: none"> • Teaching is of the highest quality to ensure all students reach their full potential. |
| End of Year Impact Statement | | | | |
| Academic Year 2023-2024 | | | | |
| Academic Year 2024-2025 | | | | |
| Academic Year 2025-2026 | | | | |

EQUALITY OBJECTIVE = FIVE

To extend the range and context of outdoor learning opportunities available to all pupils

Description of the Improvement Needed

As a result of parental feedback via questionnaire, our outdoor learning opportunity offer is something that is highly regarded. Parents have commented that when children access outdoor learning opportunities at school the impact is far reaching – parents have felt enabled to take their child to do things they would not have ordinarily. Mental health and physical development have improved.

Pupils and staff also see impact – noticeable improvements in readiness to learn in the classroom, motivation and engagement increase etc.

As a Federation we need to ensure that these opportunities are offered to all students across the age ranges.

| Action | Who? | When? | Resources and training needs/costs | How will this be monitored? What are the success criteria? |
|---|--------------------------------------|--------------------------------|--|---|
| Identify gaps in each schools' outdoor learning offer. | Deputy Head with Federation overview | Autumn Term 2023 | <ul style="list-style-type: none">Meeting cross-Federation to map out our outdoor learning offer. | <ul style="list-style-type: none">Deputy Head with Federation overview will ensure our outdoor learning offer is equitable, exciting, challenging and memorable for students across the Federation.Every learner is offered to attend a residential once in their school careers.Carefully planned and facilitated outdoor learning opportunities support all pupils in developing personalised learning goals. |
| Improve and extend provision. | T&L SLT | Spring Term 2024 | <ul style="list-style-type: none">Liaise with Key Stage Leads to roll out and implement the plan.Prepare "pack" to ensure consistency of message/payments for families. | |
| Map out residential offer to ensure we have a clear, fair and achievable offer across the Federation. | Deputy Head with Federation overview | End of Academic Year 2023-2024 | <ul style="list-style-type: none">Meet with Outdoor Educ Leads with previous experience of running residential regarding suitable locations etc. | |

End of Year Impact Statement

Academic Year 2023-2024

Academic Year 2024-2025

Academic Year 2025-2026

CONCLUSION OF OUR 4 YEAR EQUALITY OBJECTIVE CYCLE

APPENDIX

Definitions

| | |
|-------------------------------|---|
| BPRI | Bullying, prejudice and racism incident |
| Cohesion | People from different backgrounds getting on well together (good community relations). There is a shared vision and sense of purpose or belonging. Diversity is valued. Relationships are strong, supportive and sustainable. Cohesion is an outcome of equality and inclusion. |
| Community | From the Learn to Live Federation’s perspective, the term “community” has a number of meanings: <ul style="list-style-type: none"> • The Learn to Live Federation community – the students we serve, their families and the Learn to Live Federation staff. • The community within which the Learn to Live Federation is located – in its geographical community, and the people who live and/or work in that area. • The community of Britain – the Learn to Live Federation by definition is part of it. • The global community – formed by European and international links. |
| Cultural exchange | The sharing of different ideas, traditions, and knowledge with someone who may be coming from a completely different background than your own. |
| DfE | Department for education |
| Direct discrimination | Treating someone with a protected characteristic less favourably than others. |
| Discrimination by association | When a person is treated less favourably because they are linked or associated with a protected characteristic. |
| Discrimination by perception | When someone is discriminated against because it is believed they have a protected characteristic, whether or not they actually do. |
| Diversity | Recognising that we are all different. Diversity is an outcome of equality and inclusion |
| EAL | English as an additional language - a pupil whose home language is not English or who lives in a bilingual family. |
| Equality | This is more clearly defined as equality of opportunity and outcome, rather than equality of treatment. This means treating people fairly and according to their needs as some people may need to be treated differently in order to achieve an equal outcome. |
| Gender Dysphoria | Gender dysphoria is a recognised condition in which a person feels that there is a mismatch between their biological sex and their gender identity. Biological sex is assigned at birth, depending on the appearance of the infant. Gender identity is the gender that a person “identifies” with, or feels themselves to be. |
| Growth mindset | That there is always scope for learning, improving, and understanding. |
| Harassment | unwanted behaviour linked to a protected characteristic that violates someone’s dignity or creates an offensive environment for them. |
| Inclusive | Making sure everyone can participate, whatever their background or circumstances. Ensuring everyone can experience the same experiences as any other child. |