



Equality Information and Objectives Policy

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1. 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, harassment, victimisation 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 a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

The protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Our academy aims to promote respect for difference and diversity in accordance with our values, as listed in Appendix 1: Core Values.

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 academies 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, the technical guidance for schools from the Equality and Human Rights Commission and guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty.

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

3. Roles and responsibilities

The Board of Trustees will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the academy, including to staff, students and parents/carers.
- Ensure that the published equality information is updated at least every year where requirement exists, 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 Head of School will:

- Promote knowledge and understanding of the equality objectives among staff and students
- Monitor success in achieving the objectives and report back to Trustees
- Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

The designated member of staff for equality will:

- Support the Head of School in promoting knowledge and understanding of the equality objectives among staff and students
- Support the Head of School in identifying any staff training needs, and deliver training as necessary

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

4. 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 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 annually.

The academy has a designated member of staff for monitoring equality issues, and an. They regularly liaise regarding any issues and make senior leaders and Trustees aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the academy aims to advance equality of opportunity by:

- Making reasonable adjustments to remove or minimise disadvantages suffered by people that are connected to a particular characteristic they have e.g. bullying
- Taking steps to make reasonable adjustments to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students to be involved in the full range of academy societies)

6. 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 is achieved through Personal Development lessons, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, students will be introduced to literature from a range of cultures.
- Making students aware of our behaviour and anti-bullying policies.
- Holding assemblies dealing with relevant issues.
- 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 students within the academy. For example, our school council has representatives from different year groups and is formed of students from a range of backgrounds. All students are encouraged to participate in the school's activities, such as sports clubs. We also work with parents/carers 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 academy ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

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

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

The academy keeps a written record to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded within the risk assessment when planning school visits and activities. The record is completed by the member of staff organising the activity and is stored electronically.

8. Objective

The academy's equality objectives are specific, measurable, achievable and relevant to its context, with a central focus on the effective identification, implementation, and review of reasonable adjustments. In line with its duties under the Equality Act 2010, the academy is committed to promoting the welfare, equality and inclusion of all staff, students, and members of the school community by removing barriers to learning, participation and achievement for individuals with protected characteristics. Through proportionate and well-embedded reasonable adjustments, the academy ensures that no person is placed at a substantial disadvantage and uses these objectives as a practical tool to improve outcomes and experiences across the school community.

In support of this commitment, the academy has set the following objectives, all of which relate to the planning, implementation and review of reasonable adjustments:

- Monitor and review curriculum developments to ensure that reasonable adjustments are in place to secure positive outcomes for students in all vulnerable groups.
- Implement and review reasonable adjustment strategies to support students in vulnerable groups
- Ensure quality and consistency of in-class reasonable adjustments and targeted support for students in all vulnerable groups
- Continue to develop the use of technology as a reasonable adjustment to improve access to learning for students in all vulnerable groups.
- Develop the learning environment to include diverse representations of different cultures and ethnicities.

9. Monitoring arrangements

As a public authority, the academy will:

- Publish at least one equality objective every four years
- Review and update published equality documentation annually to ensure that reasonable adjustments remain effective, proportionate and responsive to need

Equality objectives are reviewed regularly to ensure they remain relevant to the academy's context and continue to support compliance with the duty to make reasonable adjustments. Objectives are intended to be practical, achievable and focused on improving access, participation and outcomes for a range of different students.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN information report
- SEND policy

Appendix 1: Core Values

LOSTOCK HALL ACADEMY'S CORE VALUES



Students at Lostock Hall Academy take pride in promoting the school's core values of respect, integrity, commitment, teamwork, citizenship and accountability. These core values form the character of our community and are evident in our behaviours.

RESPECT

Respect for others at Lostock Hall Academy is characterised by:

- Using manners when speaking to staff and following their instructions;
- Acknowledging that differences exist between groups of people in our community and that these differences should be celebrated.

Respect for yourself is characterised by:

- Caring about how your language and actions represent you;
- Taking pride in your appearance, understanding that a smart uniform represents both you and the Academy and is preparation for workplace expectations;
- Taking pride in your achievements and celebrating your success;
- Adopting a growth mindset approach to your studies, behaviour and relationships.

INTEGRITY

Integrity at Lostock Hall Academy is characterised by:

- Showing in your words and your actions that you can make good decisions, having thought about the impact of your choices;
- Having the strength to speak for others when you suspect that they are not being treated fairly or need help.

COMMITMENT

Commitment at Lostock Hall Academy is characterised by:

- Dedication to your studies, approaching your work with resilience and a determination to achieve the best that you can;
- High levels of attendance and punctuality;
- Being involved in extra-curricular activities and clubs.

TEAMWORK

Teamwork at Lostock Hall Academy is characterised by:

- A willingness to participate in activities and undertake any role assigned so that the team is successful;
- An appreciation that the actions of a team, made up from different personalities, knowledge and skills has the potential to achieve more than a single individual.

CITIZENSHIP

Citizenship at Lostock Hall Academy is characterised by:

- Caring for the school environment and role modelling positive behaviours that make the environment a pleasant place to be for all;
- Caring for other students and staff – helping, supporting and guiding others where appropriate;
- Being involved in charity work and caring for those less fortunate than yourself;
- Being a valued member of your local community.

ACCOUNTABILITY

Accountability at Lostock Hall Academy is characterised by:

- Accepting that you are responsible for your behaviour, actions and words, at all times;
- An understanding that you are answerable to staff and the Academy's policies regarding your behaviour, including ICT use.