



Lakelands
Academy

Public Sector Equality Duty

Next Review Autumn 2022

Lakelands Academy is committed to equality both as an employer and a service provider:

- We are committed to treating everyone fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating environment for **everyone**.
- We recognise that people have different needs and contexts, and we understand that treating people **equally** does not always involve treating them all exactly the same.
- We recognise that for some students, extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to students and parents/carers, the use of surveys, and through our School Council.
- We aim to make sure that no one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.
- We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.
- We are committed to developing community cohesion
- We are vigilant in our attempts to 'narrow the gap' in achievement which affects, amongst others: LAC and previously LAC students, students who belong to low-income households and students known to be eligible for free school meals, students who are disabled, students who have special educational needs, students from minority racial, cultural or religious backgrounds.

In our most recent short Ofsted Inspections, 2019 and 2016, the following comments were made about equality in Lakelands Academy:

“There have been improvements in the attendance of disadvantaged pupil as a result of school strategies.”

OFSTED 2019

“Parents and carers are positive about the school and are grateful for the care it provides for pupils.”

OFSTED 2019

“Pupils enjoy coming to school. They say that incidents of poor behaviour and bullying are rare and, when they do happen, staff deal with them well.”

OFSTED 2019

“The newly developed quality assurance systems, and the provision for staff development, are empowering all staff..... Staff made direct reference to this way of working as ‘Team Lakelands’.”

OFSTED 2016

“Pupils are taught to respect the views of others, and about cultures and lifestyles that are different to their own.”

OFSTED 2016

“Teachers provide excellent opportunities for pupils to develop spiritually, morally, socially and culturally within lessons and through assemblies.”

The Kettlemere Centre

The Kettlemere Centre exemplifies the Lakelands commitment to equality of opportunity in education. Shared with Shropshire LA, it serves the needs of up to 24 children with EHCPs, for whom Communication and Interaction is the primary area of need. Accessing mainstream school from the security and calm of the Centre, Kettlemere pupils receive bespoke support and intervention to allow them to increasingly access the mainstream curriculum and integrate with their peers. By Year 11, most are able to access mainstream for all academic lessons, and some social times. Kettlemere students are proud to be at Lakelands Academy, and to be members of the four ‘meres’ alongside their peers.

“There really aren’t enough words to express how grateful I am to the Kettlemere Centre. In the four years my son has been attending, the change in him has been phenomenal. Once he started in the Kettlemere my son accessed a wide curriculum with his peers while supported by Teaching Assistants. He has had access to numerous interventions put in place to deal with his social interaction and communication as well as weekly sessions with the art therapist. Four years ago I couldn’t see a future for my son now I have a happy young man, looking forward to going to College in September” – Angie Hayward June, 2019

“The continued support and reinforcing of boundaries by the Kettlemere staff has got my son to the place where he can make the right decisions for himself now. The fact that he is currently sitting GCSE’s alongside his peers is something we are particularly proud of. The huge progress he has made in his English, mainly due to the extra tuition provided by the Kettlemere staff has been a particularly notable triumph. He has gone from being behind in his reading age to passing his GCSE mock and hopefully his GCSE proper. We would not hesitate to recommend the Kettlemere Centre.” – Andy and Julie Gooding, June 2019

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct 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 between people who share a protected characteristic and people who do not share it

Information about the pupil population

Number of pupils on roll at the school: 561 (at September 2021)

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

Lakelands Academy students with a disability have their needs met through person centred planning with input from specialist outside agencies. They may have an EHCP. There are students at our school with different types of disabilities :-

- Physical and Sensory Impairment
- Communication and Interaction
- SEMH
- Cognition and Learning

SEN provision	Number of students	% of school population
No SEN	444	79
SEN support	67	12
GSP Funding	4	0.71
EHCP	44	7.8

Ethnicity and race	Girls	Boys	Total
Any other Black background	1	0	1
Any other ethnic group	2	0	2
Any other mixed background	4	3	7
Black – African	1	0	1
Chinese	4	1	5
Indian	2	0	2

Other White British	0	1	1
White - English	207	237	444
White - Scottish	1	0	1
White – Welsh	10	24	34
White and Asian	5	7	12
White and Black African	2	1	3
White and Black Caribbean	0	2	2
White Eastern European	8	8	16
White Other	3	2	5
White Western European	1	3	4
Information Not Yet Obtained	13	6	19

Religion and belief	
Buddhist	1
Christian	284
Hindu	2
Jewish	
Muslim	2
Sikh	
Other Religion	15
No Religion	93
Refused	9
Unassigned	154

Gender identity or reassignment

We do not collect this information on our students.

Sexual orientation

We do not collect this information on our students.

Information on other groups of pupils

Ofsted inspections look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

	Girls	Boys	Total	% of school population
EAL	6	2	8	1%
FSM/Ever 6	49	58	107	19%
LAC or previously LAC	4	13	17	3

Our main equality challenge is to narrow the attainment gap and improve outcomes for all students regardless of special educational need, disability, race, ethnicity, socio economic group, sexual orientation, religion, health or gender reassignment.

How we ensure that we have due regard for equality at Lakelands Academy

Schools and academies are required to have due regard to the need to **eliminate discrimination, harassment and victimisation** and other conduct that is prohibited by the Equality Act 2010. The information below is a summary of how we are aware of this particular requirement and how we respond to it:-

- We are aware of the Equality Act 2010 which states that it is unlawful to discriminate, treat some people less fairly, or put them at a disadvantage.
- We keep an accurate record, where possible and appropriate, of the protected characteristics of our pupils and employees.
- We have a school behaviour policy that outlines our expectations of both students and staff in their interactions with each other.
- We have a school anti-bullying policy that identifies our commitment to anti-bullying. It includes procedures for reporting and dealing with instances of bullying.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity or race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation.
- We keep an electronic record of all such incidents and notify those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying and harassment incidents.
- We have a special educational needs policy that outlines the provision the school makes for students with special educational needs.
- We have policies to support the mental health and wellbeing of pupils and staff.
- We are DfE compliant regarding disability access.
- Our complaints procedure sets out how we deal with any complaints relating to the school.
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- We pay due regard within our recruitment practices, to safeguarding and protecting our students.
- We have procedures for addressing staff discipline, conduct and grievances.
- We track the progress of students from protected groups via 4Matrix.
- We conduct risk assessments for pregnant staff.
- We conduct risk assessments for staff with disabilities
- We conduct individual risk assessments for staff who are in Covid vulnerable groups.

Under the Equality Act 2010, we are also required to have due regard to the need to **advance equality of opportunity** and **foster good relations**. This includes steps we are taking to tackle disadvantage and meet the needs of particular individuals and groups of pupils.

Disability

We are committed to working for the equality of people with and without disabilities.

We are an inclusive school that pays due regard to the differences between our students, both those with and without disability. The school's SEND faculty and Pastoral Team work closely with students, their parents and staff in order to provide a high quality learning environment in order to eliminate inequality.

All SEND students have pupil passports and profiles of need which all teachers have access to; supporting them in delivering an accessible curriculum.

Lakelands Academy complies with access arrangements for students with disabilities. <https://www.lakelandsacademy.org.uk/media/21497/accessibility-plan.pdf>

How we advance equality of opportunity

- Policies: SEND Policy, Confidentiality Policy, LAC policy, Whistle Blowing Policy, Safeguarding and KCSiE Child Protection Policy, School Access Plan, Bullying Policy
- We are DDA compliant.
- Sharing medical data with staff on a need to know basis. e.g. Nut allergy for cooking/food tasting/lunches.
- School Designated Safeguarding Lead and DDSLs.
- Involve students fully with the creation and updating of pupil passports.
- Annual anti-bullying assemblies during Anti-bullying week.
- Consult families on developing areas of school provision
- Year 7 admissions procedures ensure equal access to all students with statements of SEND.
- We support disabled learners and staff by meeting their individual needs.
- We take steps (reasonable adjustments) to ensure that disabled students are not put at a disadvantage compared to other students.
- We carry out accessibility planning for disabled students that increases the extent to which they can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled students (eg lifts, specialised furniture, equipment)

How we foster good relations and promote community cohesion:

- Display positive images and use resources that depict diversity.
- Fully involve parents with EHCP plans and PSP meetings.
- Rewards assemblies
- A curriculum that supports all students to understand, respect and value difference and diversity. (RE/PSHE/Drama/English/History)

- We enable all students to learn about the experiences of disabled people and the discriminatory attitudes they often experience.
- We tackle prejudice and any incidents of bullying based on disability.

What has been the impact of our activities?

- We have successfully integrated students with physical disabilities into the student body of the school so that they do not feel isolated or discriminated against.
- Kettlemere students access much of the curriculum in mainstream lessons
- Staff, parents and students have an understanding of ASD, and C+I challenges Kettlemere students face.
- We are increasingly involving disabled learners as class representatives in School Council and other student forums

Ethnicity and race (including EAL)

We are committed to working for the equality of all ethnic groups.

How we advance equality of opportunity:

- School policies: Managing allegations against staff, Confidentiality Policy, Whistle Blowing Policy, Safeguarding and Child Protection Policy, Staff Code of Conduct
- We have a designated safeguarding Team.
- We provide a curriculum that aims to eliminate discrimination.
- We consult families on areas of school provision. e.g. after school clubs.
- We identify students at risk of disadvantage and implement strategies to support them.
- We find creative solutions to support communication with families unable to access usual routes of communication.
- Using 4 Matrix, we monitor the attainment and progress of all our students by ethnicity.
- We set targets to improve the attainment and progression rates of particular groups of students.
- We identify and address barriers to the participation of particular groups in learning and other activities.
- We involve parents, carers and families in initiatives and interventions to improve outcomes for particular groups.
- All students are encouraged to take qualifications in their first language.

How we foster good relations and promote community cohesion:

- Display positive images and use resources that depict diversity.
- We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity.
- We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.
- We ensure that the curriculum challenges racism and stereotypes.
- We take part in events such as Holocaust Memorial Day

What has been the impact of our activities?

“Teachers provide excellent opportunities for pupils to develop spiritually, morally, socially and culturally within lessons and through assemblies. Fundamental British values are promoted well through the world studies faculty and consequently pupils are interested in the diversity of modern Britain. For example, in a religious education lesson pupils were able to draw comparisons between the caste system in India and the British class system. They considered how class discrimination can impact on individuals.” (Ofsted 2016)

“Pupils are taught to respect the views of others, and about cultures and lifestyles that are different to their own.” (Ofsted 2016)

- We have successfully integrated students from diverse ethnic groups and /or EAL into the
- student body of the school so that they do not feel isolated or discriminated against.
- Tradition of very popular GCSE RE (Hinduism is a key module taught)
- Students themselves challenge racial stereotypes

Gender

We are committed to working for the equality of women and men.

How we advance equality of opportunity:

- We monitor the attainment of all our students by gender.
- We set targets to improve the attainment and rates of progress of particular groups of boys and girls.
- We are identifying and addressing barriers to the participation of boys and girls in activities.
- We ensure that gender stereotypes in subject choices and careers advice are avoided and challenged.
- We ensure that young people have access to information about different sector workplaces and occupations to challenge outdated images and ideas about careers and employment.
- Both male and female parents and carers are encouraged to be involved in the work of the school and contribute to their children's learning and progress.
- We plan and deliver lessons with a variety of learning styles
- Our approach to RSE is conducted within a framework which is based on the principles of respect, understanding and empathy towards others of different backgrounds, cultures, sexuality, feelings and views.
- We provide after school clubs and an extended school day for all students.
- 65% of staff are female.
- 67% of the Senior leadership team are female.
- First female headteacher of Lakelands

How we foster good relations and promote community cohesion:

- We ensure we respond to any sexist bullying or sexual harassment in line with academy policies.
- We encourage students to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes.
- We ensure the inclusion of positive, non stereotypical images of women and men, girls and boys across the curriculum.
- Students have numerous opportunities to develop team and leadership skills

What has been the impact of our activities?

- Strong take up of girls in STEM subjects
- Girls in Sport promotes sports like Rugby for girls – after school girls' rugby well attended
- Girls' football sessions well attended
- Strong representation of girls on School Council, Eco Council and as House Sports Leaders
- Prefect role models of both genders
- Student perception is not of 'boys' and 'girls' subjects at GCSE.

Pregnancy and maternity

We have no school based statistics.

How we advance equality of opportunity:

- The school provides sensitive and appropriate support to any member of the Lakelands community who is pregnant or who has recently had a baby, including respecting confidentiality when appropriate.
- We follow Health and Safety guidance for pregnancy.
- We follow best practice with regards to information, advice and guidance.
- We have a school counsellor.

How we foster good relations and promote community cohesion:

We follow best practice with regards to information, advice and guidance.

What has been the impact of our activities? What do we plan to do next?

We will continue to support students in being aware of their relationships and safety in making healthy choices.

Religion and belief

We pride ourselves on the teaching of world religions in Religious Education, believing that it contributes to a positive learning environment and enhances community cohesion.

How we advance equality of opportunity:

Policies:

Confidentiality Policy, Whistle Blowing Policy, Safeguarding and Child Protection Policy.

School DSL team. RE policy

Our approach to RSE is conducted within a framework which is based on the principles of respect, understanding and empathy towards others of different backgrounds, cultures, sexuality, feelings and views.

Traditionally nearly half a year group study a GCSE in Religious Studies.

Annual Anti-bullying assembly during Anti-bullying week.

Provide a curriculum that aims to eliminate discrimination.

Yearly assemblies for Holocaust Memorial day.

Holocaust modules co-ordinated between RE and History in Year 9

Consult families on areas of school provision. E.g. after school clubs.

Safeguarding training to staff

The school is sensitive to the religious beliefs of its students and personalises its response accordingly to ensure that students are taking a full part in school life.

How we foster good relations and promote community cohesion:

- Display positive images and use resources that depict diversity.
- Encourage students to explore human diversity in a supportive environment, where questions can be asked, and respectful debate is encouraged.
- Assemblies which celebrate world religions and share common humanity
- Via the taught curriculum – through RE, English, History, Geography PSHE, Drama
- Encourage the development of tolerance, understanding and compassion.
- Support young people to discuss how their belief impacts their lives (eg keeping the rules of Ramadan)

Sexual orientation

We are committed to providing a safe environment for all pupils. We aim to tackle any discrimination faced by pupils and staff who are lesbian, gay, bisexual or transgender.

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

We do not collect data on this area and have no school based statistics.

How we advance equality of opportunity:

- Anti-bullying Policy.
- Collect data on bullying and report all incidents related to homophobia.
- The GCSE RE specification requires students to be taught about faith attitudes towards sexuality.
- Our approach to RSE is conducted within a moral and values framework which is based on the principles of respect, understanding and empathy towards others of different backgrounds, cultures, sexuality, feelings and views.

- Support students who wish to be known by a gender neutral name, and normalise use of that name
- Informal lunchtime drop in support group run by Head of PSHE / RSE

How we foster good relations and promote community cohesion

Students, parents, staff and other stakeholders are not discriminated against on the basis of their sexuality.

What has been the impact of our activities?

- Increasing confidence of students to be open about their sexual orientation

Part 4: Our equality objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

Our Equality Objectives for 2019/2022 are:-

- 1. To promote positive relationships between the mainstream academy and Kettlemere Centre, so that all students feel equal pride in and a sense of belonging to Lakelands Academy, and so all Kettlemere students are able to integrate successfully and thrive within some mainstream lessons by Key Stage 4**

Progress we are making on this objective as of September 2021:

- All Kettlemere students attached to mainstream form groups, and wear house tie and badge
- Regular CPD training brings Mainstream and Kettlemere Staff together
- Kettlemere students attend Reward assemblies and receive nominations from subject staff
- Kettlemere students access mainstream lessons wherever appropriate
- Year 11 Kettlemere students 2019 and 2020 accessed all their lessons in mainstream
- Lessons Skyped or Teamed to Kettlemere from mainstream to support eventual integration into lessons
- Kettlemere teaching staff maintain close links with Academy curriculum faculties and attend faculty meetings.
- Kettlemere students represented on school council
- Kettlemere students elected as prefects
- HT spends a lunchtime a week with Kettlemere staff and Operational Lead
- Where possible Kettlemere students access mainstream facilities at break and lunchtime to support inclusion
- Several Kettlemere students with failed placements at other mainstream schools fully integrated into mainstream for the vast majority of their week
- Kettlemere news in the academy newsletter
- Kettlemere students access and participate in activities in Festival Week eg Sports Day, Sponsored Walk
- Kettlemere students access all trips that are offered and are supported by experienced Kettlemere staff

- Resources and expertise shared between Kettlemere and mainstream.
 - Mainstream staff deliver lessons in Kettlemere Centre to support specialist delivery of the curriculum (eg Science)
 - Kettlemere students involved in the appointment of senior staff
- 2. To increase the level of student voice by ensuring that our traditional ‘academy’ council includes a fair representation of all students, and through this to foster positive relationships in the academy between those who have protected characteristics (as defined by the Equality Act) and those who do not, so that they feel valued, confident and are more likely to achieve their potential.**

Progress we are making on this objective as of September 2021:

- Disability friendly location selected for council meetings
- LT members attend council to endorse importance and ensure all voices heard and opinions sought
- Increased clarity about the role of council members as advocates for their peers
- Clear expectations of mutual respect and tolerance within meetings
- Equal spread of male and female members
- Value of council promoted by clear actions on as many points raised as possible. Members disseminate information to forms and lead discussion
- Members of local community (Town Council) invited to attend council to discuss issues relevant to young people of Ellesmere
- Council members with protected characteristics supported to be active members of council (eg disability, race, SEN, LAC)
- Kettlemere students represented
- Access improved to areas of the school as a result of council observations

Information about our employees

We do not have more than 150 employees, so we are not required to publish information about them.