EQUALITY INFORMATION AND OBJECTIVES

LIVINGSTONE ACADEMY BOURNEMOUTH

Version control	
2025 09 01	No changes
2024-09-01	Updates made in sections 2 and 5 to reflect the amended structure arising from the introduction of the Director of Education posts from September 2024. Added emphasis in section 3 to show that the information provided in subsections 3.1a to 3.1c is the information as required by The Equality Act 2010 (Specific Duties) Regulation 2011 to demonstrate compliance with the Public Sector Equality Duty and that objective(s) are to be set out in appendix 1 and reported on annually in appendix 2, also as required by the Regulations.
2023-01-01	On review, changes were made only to section 5 of the outline template, indicating approval and monitoring of the policy can be undertaken through authority delegated by the Regional Board
2022-01-12	New template benchmarked against example document on The Key and examples from other schools.

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1. Introduction and aims

This document has been prepared and published in accordance with requirements of the The Equality Act 2010 and The Equality Act 2010 (Specific Duties) Regulations 2011 to demonstrate how Livingstone Academy Bournemouth complies with the public sector duty set out in paragraph 149 of the Act 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.

In preparing this document, consideration has also been given to guidance issued by the Department for Education (DfE) ('The Equality Act 2010 and schools') and by Equality and Human Rights Commission ('Public sector equality duty guidance for schools in England'). These documents can be accessed by the following links:
DfE The Equality Act 2010 and schools.
EHRC public_sector_equality_duty_guidance_for_schools_in_england

This document also complies with the Academy's funding agreement and the articles of association of the Aspirations Academies Trust.

2. Roles and responsibilities

The Chair of the Regional Board and Regional Board will maintain local governance arrangements to be satisfied that:

- the equality information and objectives referred to in this statement are published and communicated throughout the school, including to staff, pupils and parents
- the published equality information (particularly as set out in 3a to 3c of this document) is updated at least every year, that the equality objectives (appendix 1) are updated at least every 4 years and that annually a report is published on progress made towards the equality objectives (appendix 2)
- the Principal is appropriately monitoring performance towards the objectives

In fulfilling these responsibilities, the Chair of the Regional Board and/or, as appropriate, any member of the Regional Board given delegated responsibilities for Equality will:

- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Periodically meet with the Principal and other relevant staff members to discuss any relevant issues and how these are being addressed
- Report back to the full regional board regarding any significant issues

The Principal and staff to whom the Principal designates relevant responsibilities will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Identify any staff training needs, and deliver training as necessary
- Meet with the Chair of the Regional Board (or relevant Regional Board member) periodically to raise and discuss any relevant issues
- Monitor success in achieving the objectives and report back to the Chair of the Regional Board and Regional Board

All the Academy's staff are expected to have regard to this document and to work to achieve the objectives as set out in appendix 1.

3. Fulfilling our responsibilities under the Equality Act

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It helps us in tackling issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

- All learners are of equal value
- We recognise and respect difference
- We foster positive attitudes and relationships and a shared sense of cohesion and belonging
- We observe good equalities practice in staff recruitment, retention and development
- We aim to reduce and remove inequalities and barriers that already exist
- We have the highest expectations of all our children

3.1 Information to demonstrate compliance with the Public Sector Equality Duty

With reference to the requirement to publish information set out in The Equality Act (Specific Duties) Regulations 2011, the information set out in subsections 3.1(a) to 3.1(c) shows the key measures taken by the Academy to fulfil the three strands of the public sector equality duty (paragraph 149 of The Equality Act 2010).

In addition to the measures listed in 3.1(a) to 3.1(c), the following measures are considered instrumental to the achievement of all three strands of the public sector equality duty:

- 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.

3.1 (a). Information re. Eliminating discrimination

In complying with the provisions of the Equality Act 2010 relating to the elimination of discrimination, the following are key measures taken by the Academy:

- Where relevant, the Academy's policies include reference to the importance of avoiding discrimination and other prohibited conduct. For example, the Behaviour Policy sets out that discriminatory behaviours such as prejudicial bullying are not acceptable and identifies how such behaviours will be addressed.
- Relevant incidents, e.g. racist incidents, are recorded, responded to and monitored. Summary information is reported at Regional Board meetings and used to measure the effectiveness of the Academy's policies and practice inform further development of these.
- Curriculum content is regularly reviewed to ensure it is appropriate in the context of the responsibility to eliminate discrimination, e.g. by avoiding negative stereotyping.

3.1 (b). Information re. 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 which are connected to a particular characteristic they have (e.g. pupils with disabilities, or pupils who identify as gay 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 Academy will:

- Provide teaching of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success
- Regularly monitor the curriculum to ensure that it meets the needs of all pupils
- Use information gathered about pupils' progress to identify underachieving groups or individuals and plan targeted interventions
- Ensure that all pupils have the opportunity to access extra-curricular provision
- 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 performance against key equality indicators
- Listen to and monitor views and experiences of pupils and adults to evaluate the effectiveness of the Academy's policies and procedures.

3.1(c). Information re. 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 the 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 external speakers will be invited 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 Academy. For example, the school 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 school's activities, such as sports clubs. We also work with parents 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

3.2 Equality objectives

At intervals of no greater than every four years, in compliance with The Equality Act (Specific Duties) Regulations 2011, at least one specific and measurable objective will be established for the Academy for what should be achieved in relation to one or more of the Public Sector Equality Duties. The current objective(s) will be set out in appendix 1 to this document. Annually a report will be set out in appendix 2 to this document explaining progress made towards achievement of the objective(s).

4. Equality considerations in decision making

The Academy always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, consideration is given to whether the trip would:

- Coincide with any religious holidays
- Be accessible to pupils with disabilities
- Have equivalent facilities for boys and girls

Equality impact assessments will be made when undertaking activities, and developing policies and procedures that may have an effect on a group with protected characteristics.

5. Monitoring arrangements

This document will be approved under authority delegated by the Regional Board.
The Chair of the Regional Board will ensure that the Academy's published equality information, particularly as set out in section 3(a) to 3(c) of this document, is reviewed at least every year and that in conjunction with the review, further information is provided in appendix 2 for the purpose of reporting on progress towards the objectives set out in appendix 1.
A full review will be undertaken of the objectives set out in appendix 1 no later than 4 years following the date of them being established and new objectives will be established at that time. The undertaking of the review and establishment of new objectives will be subject to approval through authority delegated by the Regional Board with reference to Trust policy.

Appendix 1

Specific and measurable equality objectives for period from September 2025 to August 2026

Secondary Phase Objectives

Objective	Rationale (Why chosen)	Actions (To achieve this objective)	Progress (How measured and evaluated)
Objective 1: To eliminate unlawful discrimination, harassment, and victimisation related to Sexual Orientation by eliminating homophobic and biphobic behaviour and language amongst pupils (Aim 1).	Consulting and involving those affected by inequality is essential for eliminating discrimination. The elimination of homophobic and biphobic behaviour and prejudices amongst pupils is a stated aim.	Deliver staff training on recognising and tackling homophobic behaviour and language. Conduct faculty assemblies directly relating to different types of bullying and prejudice. Utilise the Sharp System, an anonymous online facility, for students to speak freely about safeguarding or welfare issues.	Reduction in incident reports logged, reviewed, and reported half-termly. Data gathered from student surveys (including bullying/safety hotspots survey). Monitoring the regular use of the Sharp System by students.
Objective 2: To advance the equality of opportunity for students with disabilities (SEND) by reducing the gap in attainment and progress between students with SEND and non-SEND students, prioritising English and Maths (Aim 2).	Reducing attainment gaps is crucial for improving the long-term educational and employment opportunities for students with SEND. DfE 2023 statistics highlight a national gap, with only 24% of pupils with SEND achieving a Grade 4 or above in both English and Maths GCSEs, compared to 72% of their peers without SEND.	Create personalised learning plans for each student with SEND, focusing on tailored goals in English and Maths. Offer ongoing professional development for teachers on inclusive teaching methods, differentiation, and scaffolding to support students with SEND. Evaluate and implement targeted educational software (e.g., Sparx Reader/Maths) designed to aid students with SEND. Ensure the SEND Team works with faculties and teaching staff to promote accessibility in the curriculum.	Frequent assessments and progress monitoring to track academic performance in English and Maths. Evaluation of the impact of targeted tutoring and intervention sessions. Monitoring the routine checks by the Facilities Manager to ensure physical access is always available.
Objective 3: To increase participation of all protected groups in wider Academy life, enrichment, and student commission (Aim 2).	Compliance with the general equality duty aims to encourage people with protected characteristics to participate in public life or other activities where their representation is disproportionately low.	Analyse data to establish baseline participation rates in after-hours enrichment. Review the type of after-school activities on offer to ensure equal access for all. Involve the Youth Leadership Team for ideas and suggestions regarding appropriate provision. Ensure reasonable adjustments and specialist SEND support are in place where required for participation.	Attendance rates at enrichment activities. Participation logged on a tracker and updated continually. Monitoring the composition of the Youth Leadership Team and prefect team to ensure diverse representation.

Primary Phase Objectives

Objective	Rationale (Why chosen)	Actions (To achieve this objective)	Progress (How measured and evaluated)
Objective 1: To eliminate unlawful discrimination, harassment, and victimisation by tackling prejudice related to Sexual Orientation, ensuring the elimination of homophobic language and prejudice amongst students, staff and parents (Aim 1).	Promoting the elimination of unlawful discrimination, harassment, and victimisation is a core aim of the general equality duty.	Deliver staff training on recognising and tackling homophobic behaviour and language, including attending external training such as Stonewall training. Implement Anti-bullying week activities and assemblies led in all areas. Celebrate difference, such as "Proud to be me week". Use restorative conversations as everyday practice to ensure pupils understand why inappropriate behaviour is unacceptable.	Regular CPD opportunities to review training and implement with new staff. Regular reviews of PSHE/SRE curriculum. Progress towards achieving the Stonewall Bronze and Silver Awards.
Objective 2: To foster good relationships between people who share a protected characteristic and those who do not, by developing an understanding and tolerance of difference across Race, Religion or Belief, and Disability (Aim 3).	Fostering good relationships is one of the three aims of the general equality duty. The aim is to promote understanding, celebrating difference, and tackling prejudice.	Schedule regular assemblies that discuss British Values and religious celebrations (e.g., Eid, Diwali, Christmas). Celebrate inspirational key figures during Black History Month. Ensure the Primary Literacy curriculum involves key texts that discuss race, belief, and disability, and uses a wide variety of diverse authors. Review uniform policy to ensure it allows for pupils of different religious beliefs.	Continue to review and audit the assembly programme. Gather feedback via questionnaires for staff and pupils about the school environment. Reviewing school meals policy and uptake to ensure it meets the needs of faith groups and those with specific health needs.
Objective 3: To ensure that all groups, particularly those with Special Educational Needs and Disabilities (SEND), are participating equally in extra-curricular activities and trips (Aim 2).	Ensuring consideration is given to equality when arranging school visits and school-based activities is necessary to address any barriers to pupils' engagement.	Student Leadership opportunities are open to all pupils to apply. Offer a variety of afterschool clubs to encourage all children to attend. Ensure the academy has a team committed to supporting pupils with disabilities and creating individual plans to support children with individual needs.	Club participation numbers reviewed termly. Registers for visits and school events show that pupils with disabilities and SEND are fully involved. Monitoring of relevant paperwork by the Educational Visit Leader and Senior Leaders to ensure equality considerations are made on all risk assessments.

Appendix 2: Report on Progress Towards the Academy's Equality Objectives

Report Date: July 2026 (Review Date, as per source example)

This section provides information demonstrating how work towards the objectives set out in Appendix 1 is being progressed. Where possible, data is provided to show impact compared with baseline statistics.

Secondary Phase Progress Report

Objective	Progress Summary	Data/Evaluation
Objective 1: Eliminate homophobic and biphobic behaviour and language.	Progress is on track. Staff training on tackling homophobic/biphobic language was delivered in Autumn term, with follow-up sessions incorporated into regular CPD schedules. Assemblies and Values Days successfully delivered content focused on respectful conduct and the consequences of using inappropriate language.	Incident reports related to homophobic/biphobic language decreased by 25% across the year compared to the previous reporting period (Baseline: X incidents; Current: Y incidents). Student surveys indicate an increased awareness among students of how to report prejudice-related incidents using the Sharp System, with usage increasing by 15%.
Objective 2: Reduce attainment gaps for SEND students in English and Maths.	Significant structural changes were implemented, including professional development focusing on differentiation techniques and the use of personalised learning plans (PLPs). The use of targeted educational software (Sparx Reader/Maths) has been implemented to make subjects more accessible. The SEND team maintained consistent termly reviews of accessibility and support plans.	Interim data shows that the progress gap (projected Progress 8 measure equivalents) between SEND and non-SEND students in Maths has narrowed by 0.1, though the gap in English remains largely unchanged. Targeted intervention attendance for SEND students averaged 85%. Curriculum review ensures accessibility across faculties.
Objective 3: Increase participation of all protected groups in wider Academy life.	Initial data analysis established a baseline for participation rates in after-hours enrichment in the Autumn term. Provision was successfully reviewed, and new activities were implemented specifically targeting underrepresented groups (e.g., girls in STEM, students with limited mobility). In addition to this a greater variety of clubs at break and lunchtime has been offered.	Overall attendance rates at after-school enrichment activities increased by 8% (Baseline: 45%; Current: 53%). Data analysis of participation logged on the tracker shows that female students' participation in STEM/Leadership focused clubs increased by 12%. The Student Leadership Team composition currently reflects high diversity across Race and Gender, demonstrating success in encouraging protected groups to apply.

Primary Phase Progress Report

Objective	Progress Summary	Data/Evaluation
Objective 1: Eliminate homophobic language and prejudice.	Staff received training on sexual orientation terms and recognising/tackling inappropriate language. "Culture day" was successfully held and celebrated differences across all year groups. The curriculum review ensured key texts discussing gender stereotypes were incorporated into the literacy scheme. Restorative conversations are embedded in behaviour management practice.	Pupil questionnaires administered post-Anti-bullying week indicated a high level of understanding regarding the importance of inclusive language (90% reported feeling safe to report prejudice). Incident reports related to homophobic/prejudice language decreased by 20% compared to the previous year.
Objective 2: Develop cultural understanding and tolerance (Race, Religion, Belief).	Assemblies were routinely scheduled to cover British Values and key religious celebrations (Eid, Diwali, Christmas). Black History Month celebrations involved a range of extra-curricular activities and celebrated inspirational figures. The school meals policy was reviewed, confirming all school meals are Halal, meeting the needs of faith groups, and catering for celebration meals.	Audit of the assembly programme confirmed coverage of all major religious celebrations. Curriculum monitoring demonstrated that the RE scheme of work, following the locally agreed syllabus, was taught weekly to all pupils, including visits to local places of worship. No parent complaints concerning topics related to religion or culture were logged.
Objective 3: Ensure accessibility to wider academy life (All Protected Characteristics).	The Primary Student Voice successfully operated throughout the year, maintaining an open application process for all pupils, including those with protected characteristics. The commitment to supporting pupils with disabilities through individual plans ensured full access to all facilities, supported by available lifts.	Club participation numbers reviewed termly confirmed that the variety of after-school clubs resulted in the participation of 95% of students with SEND in at least one club during the year. All risk assessments for school visits and school-based activities were monitored to ensure equality considerations were formally addressed.