The LETTA Trust

Equality Information and Objectives

Approved & adopted on:	Autumn 2024	**To be reviewed:**	Autumn 2027 (Objectives reviewed in Autumn 2026)
Reviewed by:	Trust Board	**Signed:**	

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1. Aims

The LETTA Trust is committed to the public sector equality duty and aims to eliminate discrimination and other conduct that is prohibited by the Equality Act 2010. LETTA schools provide a safe and vibrant learning environment for its diverse population of pupils, parents and staff.

We recognise that many factors can exacerbate underachievement for people; poverty, being looked after, being a young person with caring responsibilities and others. This document is about people who are vulnerable to underachieving because of inequalities in society.

We recognise the significant link between poor educational attainment and reduced employment opportunities and lower earnings later on in life, and we promote equality of opportunity for all. We understand that educational underachievement is closely linked to socio-economic deprivation, and that tackling this is the major challenge that involves working with staff, pupils and their families.

Academic attainment is important, but is not the only factor in being able to live a good life. LETTA schools are caring places that help people to develop the resilience to tackle the ups and downs and stresses of everyday life.

2. Legislation and guidance

This document is in line with the following:

- The Equality Act 2010, which protects people from discrimination and covers; age, disability, gender, gender reassignment, race, religion or belief, sexual orientation, marriage and civil partnership and pregnancy/maternity. These are called protected characteristics
- 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
- The Equality Act 2010 and schools. Department for Education (DfE) guidance
- Our funding agreement and articles of association

3. Roles and responsibilities

The Trust Board will:

- ensure that the equality information and objectives as set out in this statement are published and communicated throughout schools, including to staff, pupils and parents, and that they are reviewed and updated annually
- delegate responsibility for monitoring the achievement of the objectives on a daily basis to the CEO

The CEO will:

- ensure that Headteachers are familiar with all relevant legislation and the contents of this document
- attend appropriate equality and diversity training
- report back to Trust Board any issues

Headteachers will:

- work alongside the Local Governing Board to implement the policy and deliver the objectives on the plan in their schools

School leaders will:

- support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff, pupils and parents
- support the headteacher in identifying staff training needs, and deliver training as necessary

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

4. Eliminating discrimination

The Trust is aware of its obligations under the Equality Act 2010. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. Staff members are reminded of their responsibilities under the Equality Act, for example during meetings. New members of staff receive training on the Equality Act as part of their induction.

5. Advancing equality of opportunity

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

- removing or minimising disadvantages suffered by people which are connected to a particular characteristic t e.g. pupils from different family backgrounds who are subjected to bullying

- taking steps to meet the particular needs of people who have a particular characteristic e.g. enabling pupils with a disability to fully take part in the curriculum
- encouraging people who have a particular characteristic to participate fully in any activities e.g. encouraging all pupils to be involved in school clubs

In fulfilling this aspect of the duty, the Trust will require schools to:

- publish attainment data each academic year showing how pupils from different groups are performing
- analyse the above data to determine strengths and areas for improvement, implement actions in response
- make evidence available to the Local Governing Board identifying improvements for specific groups e.g. declines in incidents of racist bullying

6. Fostering good relations

The Trust requires schools 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
- holding assemblies dealing with relevant issues
- working with the local community, for example, inviting leaders of local faith groups to speak at assemblies, and organising school trips based around the local community
- encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school

7. Equality considerations for school trips

The Trust ensures that schools have due regard to equality considerations when decisions are made. Schools consider the impact of decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- coincides with any religious holidays
- is accessible to pupils with disabilities
- has appropriate facilities for boys and girls

School staff consider how they meet equality duties when completing risk assessments when planning school trips and activities.

8. Equality objectives 2026-27

Objective 1: To fully implement recruitment processes across LETTA schools aimed at recruiting a diverse workplace and avoiding unconscious bias, e.g. use of AI and blind shortlisting, making sure recruitment panels include members from ethnic minority groups

Objective 2: To embed work across all schools to set up Inclusion Bases that cater well for the education of our most complex learners with SEND.

Objective 3: Through the trust-wide Education Development Priority 2026-27 ensure that all learners are empowered to find their voice in education and in life.

Objective 4: Address issues of long term unemployment and poverty locally. Strategies include:

- language classes for parents as part of our Oracy priority
- further develop LETTA apprenticeships and the LETTA Foundation Degree offer for the local community
- ensuring equal access to trips and clubs by providing subsidised places
- building and maintaining a relationship with the local food bank and Felix project
- supporting the Connecting Communities Project; providing devices, IT training and a high quality internet connection to families

9. Monitoring arrangements

Feedback from pupils, staff and parents is gathered throughout the year. This feedback is evaluated by trustees and members of the Local Governing Boards.

The CEO will review the equality information and objectives we publish annually. The full document will be updated and approved by the Trust Board every 4 years.

10. Links with other policies:

- Accessibility plan
- Inclusion policy
- Anti-bullying policy
- Safer recruitment policy

Appendix 1:

Anti-Racism Statement

1. Acknowledgements

This statement was created by an anti-racism working group of staff with a diverse range of roles from across the LETTA Trust schools. We took inspiration from many places, and would in particular like to acknowledge the work of Hanover School in Islington and the anti-racist CPD from Global Learning London. Many of the ideas in this statement come from these two sources.

Glossary of useful terms:
Discrimination: When people are treated differently and unfairly because of who they are.
Bias: When we give opinions unfairly and show prejudice for or against someone or a group of people.
Racism: When people are treated unfairly because of the colour of their skin.
Colourism: People are treated unfairly and differently due to the shade of their skin.
Unconscious bias: Social stereotypes about certain groups of people that we form outside our own conscious awareness.
Systemic or institutional racism: A form of racism that is embedded as normal practice within society or an organisation. It can lead to discrimination in criminal justice, employment, housing, health care, political power and education.
Tokenism: The practice of making only a symbolic effort to do a particular thing, such as recruiting a small number of people from an under-represented group in order to give the appearance of gender or racial equality within a workforce.
Intersectionality: The interconnected nature of social categorisations such as race, class and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage.

2. Background and rationale

The murder of George Floyd in May 2020, and the demonstrations and discussions that happened across the world as a result, brought to the fore the longstanding and deep-rooted issue of racism. Many of our staff, pupils and their families were deeply affected by these events. At LETTA we spent time considering the wider issues that were raised for all of us.

At the LETTA Trust, we decided to reflect on the issues and agree how we can take practical actions as a community that will make a real difference. During this time, we also saw first-hand how structural racism and social and economic inequality had an impact on

people's experience of the Covid-19 pandemic. This experience made us even more determined to make our contribution to a society that is actively anti-racist.

We are proud of the Trust's approach to inclusion and diversity, and history of tackling racist issues. However, we realised that our approach was not sufficient to address the challenges of racism and become a genuinely anti-racist Trust. Tolerance has never been enough and never will be. We will take responsibility if our approaches are not adequate to meet these challenges, and where there is a gap between what we do and what is needed. In addition to the actions in this statement, we commit to including anti-racism in our improvement planning processes.

We are enthusiastic about the opportunities that this focus on anti-racism offers. The opportunity to teach our pupils new knowledge, skills and attitudes that can develop them as human beings; to tackle topical issues with bravery and honesty; to demonstrate how schools in our Trust can come together to create new solutions to pressing problems; and above all, to demonstrate the LETTA values, and our overarching philosophy of Ubuntu.

3. Vision, aims and principles

Our **vision** is that our pupils and/or members of our community will only judge others, and allow themselves to be judged, on their hard work, achievement and character, both now and in the future.

To contribute to this vision, our **aims** are that:

1. **Our pupils and staff** will develop the knowledge, skills, confidence and motivation to recognise and tackle racism actively, wherever they encounter it
2. **Our schools** will have the best possible systems, processes and cultures to prioritise, review and improve our anti-racist approaches
3. **Our Trust** will have a reputation for the quality of its anti-racist approach, and will both influence and learn from other schools
4. **Other members of our school community** such as parents and community leaders will be motivated and inspired to stand and act with us

The following **principles** will guide our approach:

- tolerance is not enough, we need to be actively anti-racist, rather than non-racist
- our anti-racism will show our LETTA Values in action; Aspiration, Innovation, Equality, Generosity
- there is no 'other'; we all have differences that need recognition and celebration
- uncomfortable conversations, conducted with good faith and without blame, will help to create change
- we will constantly be aware of and act against the risks of tokenism

Finally, the following **recognitions** will inform our actions:

- members of our community, like any other, will have unique experiences of racism
- everyone, regardless of their background, has been taught misinformation about their own and other groups and have experienced and practised unconscious biases
- we are all part of a system that has both created and tolerated racism. We can choose to perpetuate it by doing nothing or counter it by taking action
- our leadership teams are not yet representative of the diversity of our local community, or of London as a whole.
- our pupils may face particular barriers to speaking out about racism

4. Key actions for 2026-27

Objective	**Actions**	**Evaluation**	**Responsible staff**
1. To increase the diversity of our teachers and leaders	-Provide training for staff on unconscious bias -Embed the use AI to support blind shortlisting process -Ensure recruitment panels across all schools include at least one member from an ethnic minority group -Further develop our sponsorship arrangements to support teachers from ethnic minority backgrounds to progress to leadership roles	Autumn 2026	COO Headteachers
2. To improve communication and consultation to ensure all members of have a voice	-Review and repeat annual staff survey ensuring that all leaders have access to data that will help them to improve -Review annual parent survey opportunities -Review annual pupil survey opportunities -Analyse data and present evaluation to trustees and members of the Local Governing Boards	Autumn 2026	CEO Headteachers

5. Review and improvement processes

In addition to the responsibilities above:

- **one of the Trustees, (Ruth Brock)** is assigned as an **anti-racism champion** someone who is well-informed about equalities and who can help sustain a strategic focus on anti-racism
- the **CEO** will explore whether to commission an **external partner** (possibly a critical friend from a different school) to review progress and recommend changes to our policies
- we will involve parents by through creating spaces that genuinely seek and value their opinions

6. Links with legislation and other school policies

This statement reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2015 and Equality Act 2010. It is informed by and aligns with our existing Equality Statement and Objectives.

The statement reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study, which the schools have chosen to follow. It complies with our funding agreements and articles of association. In addition, the policy acknowledges requirements to promote the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework. The statement aligns with other policies relating to this legislation, including our Inclusion policy.