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## Foreword

London South East Academies Trust is a highly inclusive organisation. It is committed to all our pupils and staff being encouraged and supported to develop their full potential within an ethos which recognises and values the benefits of diverseness that different stakeholders can bring to both the local and wider community. As a predominantly special school Trust, we are incredibly fortunate to be part of such culturally rich local communities across London and the South East. We want to maximize our resources and expertise to bring even greater benefits to both our pupils and our wider communities.

Our new Group strategy embodies this ambition; by positioning ourselves as a social enterprise, rather than simply delivering education, we will ensure that what we bring to our communities goes beyond qualifications. Our Trust values are designed to not only bring out the very best in our staff but also to set an example to our pupils on being exemplary citizens who believe in equality and celebrate diversity in all aspects of life.

Our Trust vision is to engage all staff and pupils in Equality, Diversity and Inclusion (EDI) matters using a collective approach which brings our staff and pupils together under the umbrella of a “One Trust” ethos and the promotion of a Trust culture. Our intentions are to address under representation of any staffing groups and to promote, celebrate and adopt a whole Trust approach to EDI matters.

Whilst each School within our Multi Academy Trust has their own equality objectives, dependent on their current demographic and annual review, the Trust as a whole shares the intention for everyone to be provided with the equal opportunity to be able to perform well and reach their potential.

The Trust also recognises that there is action required in all areas of Equality, Diversity and Inclusion and our ambition is to engage with our pupil, staff, local communities and beyond, to challenge existing practice, divisions and privilege, that stand in the way of any individual or defined group achieving their potential.

*(Dr Sam Parrett CBE)  
Group CEO*

# Contents

<b>1. Mission, Vision, Values and Ambitions</b>	<b>4</b>
<b>2. Equality, Diversity, &amp; Inclusion Statement of Intent</b>	<b>5</b>
<b>3. 2021 – 2024 Equality, Diversity and Inclusion Objectives</b>	<b>7</b>
Data Collection and Monitoring	7
Staff and Student Engagement	7
Achievements and Aspirations (narrowing the achievement gaps)	7
Tackling Inequality Grant Scheme	7
Positive Action, Recruitment and Teaching	7
<b>4. Scope</b>	<b>7</b>
<b>5. Our History</b>	<b>8</b>
<b>6. Legislation and Quality Frameworks</b>	<b>8</b>
6.1 The Equality Act (2010) and Public Sector Equality Duty	8
6.2 Quality Assurance and Regulatory Frameworks	9
6.3 Quality Kite Marks and Schemes	9
<b>7. Our Context</b>	<b>11</b>
<b>8. London South East Academies Trust Equality Data</b>	<b>12</b>
8.1 Staff	12
8.2 Pupils	<b>Error! Bookmark not defined.</b>
<b>9. Creation and Implementation of the Equality Objectives</b>	<b>13</b>
9.1 Creation of the EDI Objectives	13
9.2 Equality Champions, Sponsors and Staff Network Groups	13
9.3 Equality and Diversity Action Plan	13
9.4 Tackling Inequality Grant Scheme	14
<b>10. Glossary</b>	<b>14</b>
<b>11. Acknowledgements</b>	<b>15</b>
<b>Appendix 1: Staff Profile</b>	<b>16</b>
<b>Appendix 2: Student Profile</b>	<b>18</b>
<b>Appendix 3: Student Achievement Data</b>	<b>Error! Bookmark not defined.</b>

# 1. Mission, Vision, Values and Ambitions

## Our Mission

Passionate about their potential, we promise to realise the unique talents and abilities of the children and young people entrusted to London South East Academies Trust. Ambitious for every child, we will work tirelessly to ensure that progression and their 'next step' is always in reach. We recognise and respect the diversity and strength that our different schools bring to our community, within the school and beyond.

**Our mission is to create a network of outstanding schools that:**

- Promote excellence
- Celebrate diversity
- Enable personal development and achievement
- Foster social value in the communities they serve.

## Our Vision

Our vision is to create a future where **every child, in every school, can flourish every day.**

Our vision is wide-ranging. It encompasses aspiration, educational excellence, system leadership, and an ambition to create social value for the communities we serve. We aim to:

- Give all children access to an inspirational school offer focused on maximising their own unique talents and abilities.
- Ensure the educational achievement of every child and young person entrusted to us.
- Have a relentless focus on accelerating learning, ensuring that irrespective of their starting point every child achieves and progresses to their next level of education or life stage of employment, and training.
- Reward ambition and high aspirations through all of our schools.
- Maximise the strength of our diversity and use this to enhance the learning experience of every child and young person.
- In areas of social and economic deprivation we will improve the life chances of children and young people.
- We will actively challenge social inequality and as a civic Trust work in partnership to create social value and have a positive impact on the lives and communities we operate in.
- Create a diverse network of high performing schools that unlock children's potential.
- Proactively support and train our education system leadership to improve school standards in our region.
- In doing so we will: create a future where **every child, in every school, can flourish every day.**

## Our Values

To support us in achieving our strategic mission and vision we have 5 core STARS values that we expect all staff to demonstrate at London South East Academies Trust.

**SUCCESS:** We encourage learners and staff to strive for better every day. We create a culture of continuous improvement, achievement and innovation. Because success is for everyone.

**TEAMWORK:** We are a team. We work together to maximise the talent and abilities of everyone. We put people at the heart of every decision we make, because together we can achieve our goals.

**ACHIEVEMENT:** We have ambition for our learners and staff to achieve and exceed, with courage, resilience and determination. We help everyone realise their own unique potential.

**RESPECT:** We empower our learners and our staff to respect everyone. We act ethically, value diversity and are one hundred percent inclusive. We maximise this as a talent and a strength.

**SERVICE:** We serve our learners and our communities. Leaders at every level serve with integrity and act responsibly, ensuring our learners achieve and progress in society.

## 2. Equality, Diversity, & Inclusion Statement of Intent

### **Statement Purpose**

This document describes how London South East Academies Trust intends to fulfil its responsibilities under the Public Sector Equality Duty with regard to its pupils and its workforce. The Public Sector Equality Duty requires our Trust to publish information about Equalities, specifically taking the following protected characteristics into account:

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

### **General Duties**

The three aims of the Public Sector Equality Duty are to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

### **Specific Duties**

The two specific duties of the Public Sector Equality Duty are intended to help schools meet the general duty. They are to:

1. Set Equality Objectives
2. Publish information

Much of the information and analysis will relate to the school improvement plan, evaluations and student data – we intend to use the information to improve education for all groups in each of our academies. We want to make sure we know which pupils are doing well and less well so we can plan and improve. We do this by comparing different groups against the whole cohort and against each other. The same applies to our employees.

We work hard to gather this information and it is already being used by our academies to develop their practice and improve outcomes for our pupils. We will use information which tells us we could be doing better to plan for the future and include these actions in our Equality Objectives.

### **LSEAT Equality Aims**

Although each academy within our family of schools has their own equality objectives, dependent on their current demographic and annual review, as a whole Trust we aim to:

- Provide a secure environment in which all our children can flourish and achieve under the five outcomes of: be healthy, stay safe, enjoy and achieve, make a positive contribution, and enjoy economic well-being;
- Include and value the contribution of all families to demonstrate our understanding of equality and diversity;
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities;
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
- Make inclusion a thread that runs through all of the activities of the setting;
- Promote inclusive practices beyond our own academies and within our communities;
- Prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community;

- Plan systematically to improve our understanding and promotion of diversity;
- Upskill our staff team to improve their understanding of diversity through on-going staff training and including this within all induction training for staff;
- Use our knowledge of our local areas to inform our practices in terms of engagement, SEN, curriculum and safeguarding;
- Actively challenge discrimination and disadvantage.

### **Equality Means:**

- Being valued for who and what we are.
- Achieving our professional goals and personal development counting on our collective diversity, social background, and experience to enrich what we do and how we do it.
- Not being held back in our development by anyone's preconceptions about our abilities.
- Placing equality at the core of our employment, management, and teaching practice.
- Knowing that our organisations are a fair and just place to work and learn.
- Having a sense of identity and feeling able to express ourselves in our own way.

### **Diversity Means:**

- Understanding that everyone is unique
- Celebrating the fact that our staff and pupils are from a wide range of social and ethnic backgrounds.
- Acknowledging that teams are stronger and more effective when we acknowledge and embrace the different views, skills, and experiences around the table.
- Consulting whenever possible and listening to different viewpoints to improve how we work as a team.
- Explaining the rationale for our decisions.

### **Inclusion Means:**

- Embracing all people irrespective of race, gender, disability, or other need.
- Providing equal access and opportunities and eliminating of discrimination and intolerance.
- Encouraging collaborative decision making and encouraging staff and pupils to talk honestly and openly.
- Empowering staff to contribute to a positive working and learning environment that is enjoyed by all.
- Removing the need for staff to negotiate / self-promote in order to get the recognition they deserve.
- Ensuring that equality of opportunity is transparent and open to all staff and pupils.

### **London South East Academies Trust is committed to:**

- ✓ Promotion of equality, diversity and inclusion as professional, practical, and positive issues which enrich our work.
- ✓ Ensuring all staff understand the implications of this statement for their day-to-day work and for how they treat and support colleagues and pupils.
- ✓ Embedding these principles in all our policies, processes, and project plans.
- ✓ Recruiting people who have the skills to put these principles into practice.
- ✓ Championing our principles in all our communications and publications.
- ✓ Supporting our partners and stakeholders to do likewise.
- ✓ Commit to providing a secure, safe, and inclusive learning and working environment for all.
- ✓ Use the information and data we gather to inform our decisions on closing gaps and improve our practice.
- ✓ Working with all communities within the London and the South East to foster good and positive relationships and improve life chances for all.

Our approach to equality, diversity and inclusion means that we value our differences above all else. Racism, bullying and harassment, directly or indirectly, will not be tolerated under any circumstances.

### 3. Equality, Diversity and Inclusion Objectives

#### Data Collection and Monitoring

**Overall Objective** - To ensure that all staff fully understand the positive impact on individuals and the organisation of capturing personal data about the workforce.

**Aims to achieve objective:**

1. Survey staff to gain a deeper understanding of the reasons for non-self-declaration and address barriers through dialogue in staff meetings, use of language and increased training for staff.
2. To ensure that a majority of staff have disclosed their sensitive data relating to EDI

#### Staff and Student Engagement

**Overall Objective** – Increase the engagement of staff and pupils in EDI matters through various means, and for staff to access and complete all relevant training

**Aims to achieve objective:**

1. To have EDI Champions and Staff Network groups to support each of the Protected Characteristic Groups
2. To engage the EDI Champions and Staff Network groups by implementing their ideas, activities and initiatives.
3. To increase student engagement in EDI activities through various means
4. To ensure that all staff have received and completed all relevant EDI training
5. To ensure that all Recruiting Managers have completed Unconscious Bias training in recruitment and selection

#### Achievements and Aspirations (narrowing the achievement gaps)

**Overall Objective** – To identify achievement gaps between protected characteristic groups and the general student population, and work to reduce these gaps

**Aims to achieve objective:**

1. Narrow the achievement gap for Gypsy Traveller pupils in terms of attendance, achievement and EET figures.
2. Narrow the achievement gap between white working-class boys and their peers at primary.
3. Narrow the achievement gap between pupils in private fostering arrangements or those looked after by family members and their peers.

#### Tackling Inequality Grant Scheme

**Overall Objective** – To Maximise funding from the Tackling Inequality Grant Programme to fund EDI projects

**Aims to achieve objective:**

1. To fund an average of up to 10 Equality, Diversity, and Inclusion projects a year

#### Positive Action, Recruitment and Teaching

**Overall Objective** – To ensure that positive action strategies are implemented in recruitment campaigns for areas of under representation

**Aims to achieve objective:**

1. To encourage and implement positive action recruitment strategies in areas/roles of under representation and seek to increase diversity of staff teams.

### 4. Scope

This Single Equality Scheme applies equally to all pupils, staff, visitors, employers, and other stakeholders of the London South East Academies Trust. All teaching, learning and working practices across each of the schools and their various sites/campuses lie within the scope of the scheme.

## 5. Our History

Individually, each of our Trust schools celebrate equality, diversity and inclusion in a variety of ways, and see them as core values of their organisations. EDI continues to be a priority for London South East Academies Trust.

The Trust was created in 2014, and the fact it continues to grow and develop provides an exciting opportunity to share and build upon the good practice that exists in each of the schools, colleges and the aspects of excellence that have been curated to create a strong platform for further advancement of equality and diversity practice at London South East Academies Trust.

Examples of Trust developments in Equality and Diversity include:

<b>Sept 2014</b>	The Trust was created, and the Bromley Trust Academy was formed
<b>Feb 2016</b>	Bromley Beacon joins LSEAT
<b>April 2017</b>	New Bromley Beacon Academy campus opened in Bromley
<b>Nov 2017</b>	Horizon, Aspire & Endeavour Academies join LSEAT
<b>Jan 2019</b>	Bromley Beacon Academy and Bromley Trust Academy awarded the Carnegie Centre of Excellence for Mental Health in Schools
<b>April 2019</b>	Belmont Woodside Academy joins London South East Academies Trust
<b>Sept 2019</b>	Horizon Academy & Bromley Trust Academy are visited by researchers from the Centre for Social Justice, as examples of high performing Alternative Provisions due to high inclusion rates and successful outcomes for students..
<b>June 2020</b>	The Tackling Inequality Grant Programme was launched to fund projects run by pupils and/or staff that aim to tackle inequality and promote diversity & inclusion
<b>Oct 2020</b>	Bramley Oak Academy joins LSEAT
<b>April 2021</b>	Bexley Music Hub joins LSEAT
<b>May 2021</b>	Endeavour Academy are awarded the Gold Award for Spiritual, Moral and Cultural (SMSC) provision to pupils
<b>July 2022</b>	The Trust is awarded £67,000 by the Deputy Mayor of London to continue and further develop its Student Sports Mentoring Programme

## 6. Legislation and Quality Frameworks

It is a core belief of the Trust that all pupils and staff should be valued and respected for their individuality. This approach is essential to enabling individuals to succeed and reach their full potential, which is the Trust's primary motivation for adopting a proactive approach to advancing equality and diversity. The Trust also recognises and embraces its legal and quality assurance framework responsibilities and uses these frameworks and Quality Kite Marks to monitor and further our development and progress of Equality, Diversity, and Inclusion.

### 6.1 The Equality Act (2010) and Public Sector Equality Duty

The protected characteristics under the Equality Act (2010) are:

- age
- disability
- faith or belief
- gender reassignment
- marriage & civil partnership status
- pregnancy & maternity status
- race
- sex
- sexual orientation

The Public Sector Equality Duty of the Act requires us to have due regard to:

- Eliminating discrimination, harassment and victimisation
- Advancing equality of opportunity between persons who share a protected characteristic and those who do not



- Fostering good relations between people who share a relevant protected characteristic and people who do not

The above three ‘arms’ of the Public Sector Equality Duty apply to all protected characteristics, except for marriage and civil partnership (where only the first arm, eliminating discrimination, harassment and victimization, applies).

The Trust is committed to eradicating all forms of discrimination, harassment and victimisation that may occur, this includes:

- Direct discrimination,
- Indirect discrimination,
- Discrimination by association,
- Discrimination linked to a perceived characteristic, also known as discrimination by perception
- Harassment related to a protected characteristic,
- Sexual harassment,
- Less favourable treatment because of submission or rejection of sexual harassment,
- Victimisation of an individual who has, or is believed to have, done a “protected act”.

### **6.1.1 The Equality Act: School obligations to disabled children and young people.**

The Equality Act sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must not discriminate for a reason arising in consequence of a child or young person’s disability
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and nondisabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable. The general duty also applies to bodies that are not public bodies but that carry out public functions. Such bodies include providers of relevant early years education, non-maintained special schools, independent specialist providers and others making provision that is funded from the public purse.

## **6.2 Quality Assurance and Regulatory Frameworks**

### **6.2.1 OFSTED**

As publicly funded schools, members of the Trust are subject to inspection by OFSTED. The inspection framework and evaluation criteria used by inspectors are made public by OFSTED. This framework sets out what is expected of the Trust schools and explicitly references the promotion of equality and diversity across all aspects of the Trust. Descriptors of what is considered to be outstanding practice are set out in the School Inspection Handbook, which can be found [here](#), and the Inspecting teaching of the protected characteristics in schools guidance, which can be found [here](#).

The key expectations of educational establishments in relation to equality and diversity are set out in the inspection framework, including:

***Schools are required to:***

- Promote the spiritual, moral, social, cultural, mental and physical development of pupils at the school and of society. The curriculum should therefore be ambitious and designed to give pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge they need to take advantage of opportunities, responsibilities and experiences in later life

**Schools should:**

- Have clear and effective behaviour and attendance policies with clearly defined consequences that are applied consistently and fairly by all staff.
- Foster a positive and respectful school culture in which staff know and care about pupils
- Create an environment in which pupils feel safe, and in which bullying, discrimination, sexual harassment, sexual abuse and sexual violence – online or offline – are not accepted and are dealt with quickly, consistently and effectively whenever they occur
- Ensure Students with SEND receive appropriate reasonable adjustments that are made in accordance with the Equality Act 2010 and the SEND code of practice
- Develop pupils to become responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults
- Promote equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique. This includes, but is not limited to, pupils’ understanding of the protected characteristics and how equality and diversity are promoted
- Ensure an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, and where no discrimination exists, for example in respect of wider opportunities for pupils
- Develop pupils’ confidence, resilience and knowledge so that they can keep themselves mentally healthy
- Have an inclusive culture that supports arrangements to identify early those pupils who may be disadvantaged or have additional needs or barriers to learning, and to meet the needs of those pupils, drawing on more specialist support when necessary, and help those pupils to engage positively with the curriculum
- Have had due regard to regard to the statutory guidance on RHSE (see ‘Relationships, sex and health education on graded inspections’ section) and so should have formed a policy following consultation with parents, trained staff to assess and deliver the RHSE curriculum, and appropriately supported children with SEND to learn RHSE

**In addition:**

- Leaders and staff should create a safe, calm, orderly and positive environment in the school and the impact this has on the behaviour and attitudes of pupils.
- Teaching and assessment should promote equality and raise awareness of diversity in addition to inspiring, challenging and meeting the needs of all learners.
- Regarding LGBTQ+ education:
  - If a primary school does not teach about lesbian, gay and bisexual relationships, this will not have an impact on the leadership and management judgement as long as the school can satisfy inspectors that it has still fulfilled the requirements of the DfE’s statutory guidance.
  - If a secondary school does not teach about lesbian, gay and bisexual relationships, it will not be meeting the expectations of the DfE’s statutory guidance.

All parts of the Education Inspection Framework apply to state-funded and non-maintained special schools provision, PRUs, alternative provision and mainstream schools provision for pupils with SEND. However, as with all provision, SEND provision has some specific factors that should be taken into account. Additional information and guidance can be found [here](#).

## **6.3 Quality Kite Marks and Schemes**

### **6.3.1 Silver Award for a Pioneering Mental Health Initiative**

Bromley Beacon Academy and Bromley Trust Academy were awarded the Silver Award for a Pioneering Mental Health Initiative in 2019 by the Carnegie Centre of Excellence for Mental

Health in Schools. The Carnegie Centre aims to recognise and promote high standards in mental health support for children, their parents/carers and staff at all levels of educational provision.

### 6.3.2 Gold National Quality mark for Spiritual, Moral, Social and Cultural development

In May 2021 Endeavour Academy were awarded the prestigious Gold National Quality mark for Spiritual, Moral, Social and Cultural development (SMSC) provision for its pupils.

SMSC is the over-arching umbrella that encompasses personal development across the whole curriculum, and the award recognises a school's commitment to raising its pupils' aspirations and helping them to develop empathy and compassion. Endeavour's SMSC offer runs alongside the curriculum and is based on a mainstream model, complemented with expert SEN support and underpinning everything the school is about.

## 7. Our Context

Our group of schools are located across two London boroughs and in Guildford, Surrey, putting the Trust at the heart of a widely diverse community attracting pupils from a wide variety of backgrounds. This presents both opportunities and challenges for the Trust in providing inclusive services for all. As an important part of the community, the Trust recognises the need for social and economic development and intends to have the greatest possible positive impact on the surrounding areas. Knowing our communities is crucial - understanding the histories, ambitions and obstacles our current and potential pupils and staff face is vital to providing the best possible service.

Above all, our group of Trust schools has a shared aim of providing outstanding education and supporting pupils to become purposeful adults, who will contribute to society in a positive way. As a Trust, we support each of our schools to grow and develop, while celebrating the successes and distinctiveness of each of them.

Although the areas in which the schools are located, and from which the majority of pupils come, have unique demographics, pupils from every campus face the challenges and opportunities of living and working in London and the South/South East of England.

The Trust also plays an important role in these areas as an employer. Our staff body is very diverse and comes from a broad geographical area. The Trust aims to ensure that our staff profile reflects that of our communities and that we have qualified staff from a range of backgrounds in order to drive the Trust to be the best it can be as well as to provide positive role models for all pupils and members of the wider community.

For further context, the table below shows our staff profile in comparison to the three local areas that we serve, as well as an average across the three. (Bar charts displaying this data for more visual purposes can be found in **Appendix 1**).

Here you can see the diversity of the areas that we work in across a range of protected characteristic groups, and this can be compared to the diversity of our staff profile.

Characteristic		Bexley	Bromley	Guildford	Local Average	LSEAT Jan 2023
Gender	Female	51.9%	52%	50.8%	51.8%	75.3%
	Male	48.1%	48%	49.2%	48.2%	24.7%
Age (55+ up until retirement age)	16 - 25	17.2%	14.8%	24.9%	17.7%	7.6%
	26 – 34	18.3%	17.6%	15.9%	17.5%	25.9%
	35 – 44	21.9%	23.4%	18.4%	21.8%	21.9%
	45 – 54	20.9%	22.4%	20%	21.4%	22.2%
	55+	21.8%	21.9%	20.8%	21.6%	22.1%

<b>Ethnic Group</b>	Asian	9.9%	8.3%	6.7%	8.5%	2.6%
	Black	12.2%	7.6%	1.5%	8.0%	9.3%
	Mixed	3.6%	5.4%	3.1%	4.3%	3.7%
	Other	2.5%	2.3%	1.9%	2.3%	0.5%
	White	71.9%	76.5%	86.9%	77%	73.1%
<b>Disability</b>	Yes	14.6%	13.9%	13.9%	14.1%	8.9%
	No	85.6%	86.1%	86.4%	85.9%	68.4%

## 8. London South East Academies Trust Equality Data

For us to develop meaningful objectives, it had been important to have an accurate and comprehensive dataset for staff and pupils. The Trust analyses and compares the staff profile and student profiles against each other and the profiles of our local communities. This data is then used to assist the Trust in many ways, for example in recruitment, so that the Trust can be reflective of the local communities it serves.

### 8.1 Staff

An analysis of Staff personal Sensitive Data, held on our HR system, is undertaken regularly to compile a profile of the staff body by protected characteristics. Staff are encouraged to update their Personal Sensitive Data on the system and are given guidance explaining the reasons behind collecting this data. The data analysed includes:

- Age
- Gender
- Ethnic Origin
- Ethnic Grouping
- Religion and Faith
- Sexual Orientation
- Disability Status
- Marital Status

The staff data has been analysed as a whole, and compared against the profile of our local areas (Bromley, Bexley and Guildford). You can see this data in **Appendix 1**.

Looking at our All Staff profile, we can see that 75.3% of our staff are female (approximately 3/4) and 24.7% are male. This data also shows that almost half (44.3%) of our staff fall into either the 45-54 or 55+ age bracket.

Our Ethnicity profile shows 73.4% of our staff as White/White British, and 16.1% being either Asian/Asian British, Black/Black British, Mixed Ethnic Groups or Other. However, we do also currently have a large non-disclosure rate for Ethnicity, at 10.6%.

With regards to staff disclosure of sensitive information, approximately 66.7% of staff have disclosed their Religious Beliefs, 68.4% have disclosed their Sexual Orientation and 79.2% have disclosed whether they have a Learning Difficulty/Disability or not. 9.2% of staff have declared that they do have a Learning Difficulty/Disability. These disclosure rates include those that have chosen 'Prefer not to Say'.

## 9. Creation and Implementation of the Equality Objectives

### 9.1 Creation of the EDI Objectives

The Trust's EDI Objectives for the next three years were formulated based on headlines drawn from data analysis on pupil achievement, engagement and progress and identifying variances between groups. As the Trust brings together schools with different cohorts, needs, ages, demographics and represents mainstream, specialist SEMH and ASD/MLD as well as alternative provision, it is not possible to determine specific data-driven targets which apply throughout the Trust. Therefore, our intention is to formulate targets which capture overarching themes and ambitions across our group of schools which will, by their very nature, reduce gaps in attainment and focus our attention on areas which we perceive as being less mature in development or potentially leading to disadvantage.

### 9.2 Equality Champions, Sponsors and Staff Network Groups

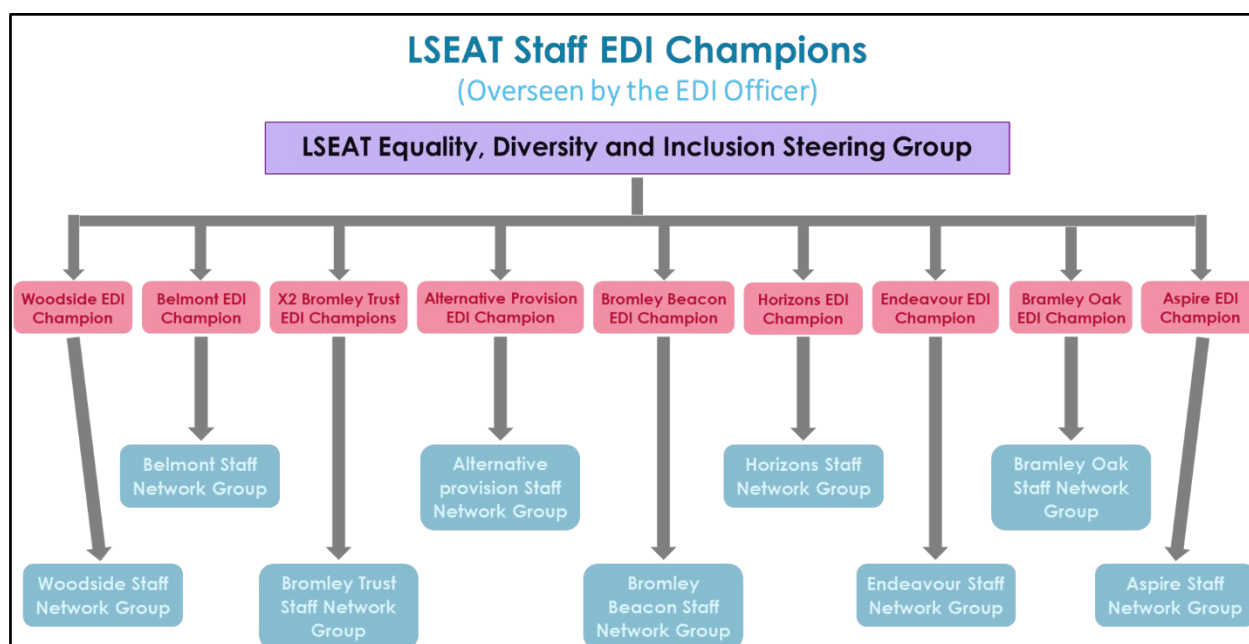
The Trust is currently in the process of implementing an EDI Steering Group, Champion and Network Group model, where the Headteachers of each school are members of the EDI Steering Group, and each school will also identify a member of staff to be their Equality, Diversity and Inclusion Champion. These Champions will be volunteers who either have some personal experience with and/or expertise in dealing with Equality, Diversity and Inclusion topics and issues.

Champions are expected to identify common concerns and contribute to the development of positive relationships across Trust communities. They are also given the responsibility of running, developing and promoting the EDI Staff Network Group for their school.

See the charts below for a visual representation of the EDI Steering Group Champion and Network Group structure.

### 9.3 Equality and Diversity Action Plan

Following the creation of the Trust's Equality, Diversity and Inclusion objectives, an Action Plan will be developed which will include specific actions and deadlines, with each assigned to the individual/s or team/s responsible for completing them, so that all objectives can be achieved. Responsibility for the monitoring of the Action Plan, its progress and the achievement of our equality objectives lies with the Trust's EDI Steering Group. The steering group reports to the LSEAT Board and the Trust's Executive Team. Equality information required under the Public Sector Equality Duty is published on the LSEAT website, and future publications will include the progress we are making towards achieving our equality objectives.



## LSEAT EDI Steering Group Membership

### School EDI Champions

Alternative Provision College – Evren Ali  
 Aspire Academy – Heather Hopkins & Julie Arkwright  
 Belmont Academy – Lucy Childs  
 Bexley Music Hub – Julie Stanning  
 Bramley Oak Academy – Pete Forrest  
 Bromley Beacon Academy – Nick Stone  
 Bromley Trust Academy – Emily Richards  
 Endeavour Academy – Margaret Rozario  
 Heron Academy – Melanie Hall-Judd  
 Horizons Academy – Amy King  
 Woodside Academy – Shana Bunting

### Group People Officer (Chair)

Janet Curtis-Broni

### EDI Officer (Vice-Chair)

Leah Stone

### Group CEO

Sam Parrett

### Group Executive Director of Governance

Jennifer Pharo

### Group Executive Director Student Experience & Safeguarding

Beth Moore

### Group Director of CPD, Talent & Transactional Service Delivery

Max Hope-Stone Bell

### HR Director (Trust)

Alison Higham

### Executive Headteacher

Neil Miller

## 9.4 Tackling Inequality Grant Scheme

The events of 2020 highlighted that more than ever there is a need to tackle inequality and discrimination - from the number of people from Black and ethnic minority backgrounds dying disproportionately in the pandemic to rising unemployment and numbers of people who are turning to food banks.

No one should experience inequality because of their identity or social background. We believe that we have the power to change this.

That's why the London South East Education Group (LSEEG), an amalgamation of LSEAT and LSEC (London South East Colleges) launched the Tackling Inequality Student Projects and Grants Programme in June 2020.

The programme is a vehicle for staff and pupils to develop initiatives and projects to tackle inequality within the staff and student bodies, but also the wider community.

## 10. Glossary

Term	Definition
<b>Age</b>	This refers to a person belonging to a particular age (e.g. 32 years old) or range of ages (e.g. 18-30 years old).
<b>Disability</b>	A person has a disability if he or she 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.
<b>Direct Discrimination</b>	This occurs when a person treats another less favourably than they treat, or would treat, others because of a protected characteristic.
<b>Discrimination by Association</b>	This is a form of direct discrimination, which occurs because of someone's association with another person who has a protected characteristic. It may also occur because someone has campaigned to help people with a particular characteristic or has refused to act in a way that would disadvantage a person or group who have a particular characteristic.
<b>Discrimination by Perception</b>	This is a form of direct discrimination, which occurs when someone is treated less favourably because of a protected characteristic they are mistakenly thought to have.
<b>Faiths and Beliefs</b>	Faiths and beliefs include religious, philosophical and political beliefs as well as lack of belief. Generally, a belief should affect a person's life choices or the way they live to be included in this definition.

<b>Gender Reassignment</b>	The process of transitioning from one gender to another, this may or may not include gender reassignment surgery.
<b>Harassment Related to a Protected Characteristic</b>	This occurs when someone is subject to unwanted conduct, which is related to a protected characteristic they have which has the purpose or effect or violating the individual's dignity or creating an intimidating, degrading, humiliating or offensive environment for that individual. Harassment may take the form of spoken or written words or abuse, imagery, graffiti, physical gestures, facial expressions, mimicry, jokes, pranks, acts affecting an individual's surroundings or other physical behaviour.
<b>Indirect Discrimination</b>	This occurs when applying a provision, criterion, or practice, which puts someone from a particular group having one, or more protected characteristics at a particular disadvantage. Indirect discrimination may only be justified in exceptional circumstances if it can be shown that the action was reasonable in managing the business or organisation.
<b>Marriage and Civil Partnership</b>	Marriage can be defined as a union between a man and a woman but also as the union of a same-sex couple. Same-sex couples may also choose to have relationships legally recognised as civil partnerships.
<b>Pregnancy and Maternity</b>	Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after birth, in the employment context this is linked to maternity leave; otherwise, protection against maternity discrimination is for 26 weeks after giving birth and includes less favourable treatment because of breastfeeding. After the 26-week period, any discrimination is Sex discrimination.
<b>Protected Act</b>	A protected act is bringing proceedings under the Act, giving evidence or information in connection with proceedings brought under the Act, done anything in relation to the provisions of the Act or making an allegation that another person has done something in breach of the Act.
<b>Race</b>	Refers to a group of people defined by their race, colour, ethnic nationality or national origins.
<b>Sex</b>	Being a man or a woman.
<b>Sexual Harassment</b>	This occurs when a person engages in unwanted conduct, which is of a sexual nature. This may be verbal, non-verbal, or physical conduct.
<b>Sexual Orientation</b>	Whether a person is attracted to their own sex, the opposite sex, both sexes or neither sex.
<b>Victimisation</b>	This occurs when an individual is subjected to detriment because they have done, are believed to have done or it is believed they will do a "protected act".

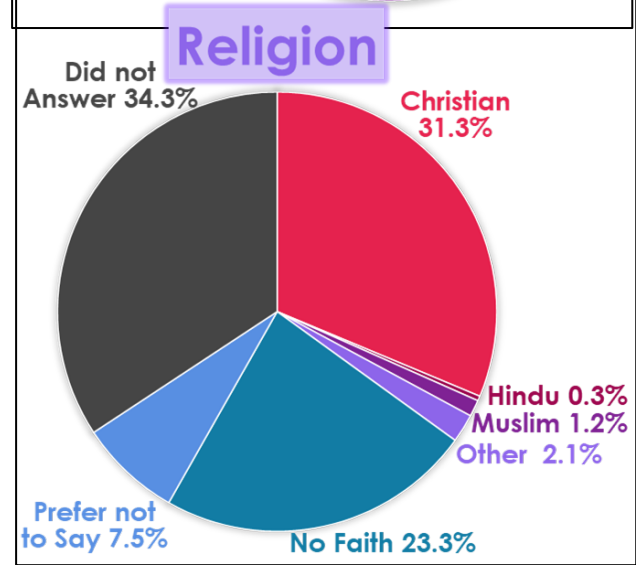
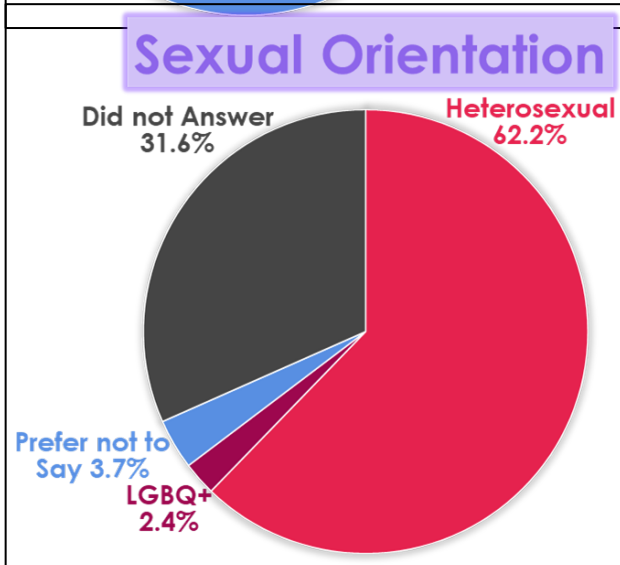
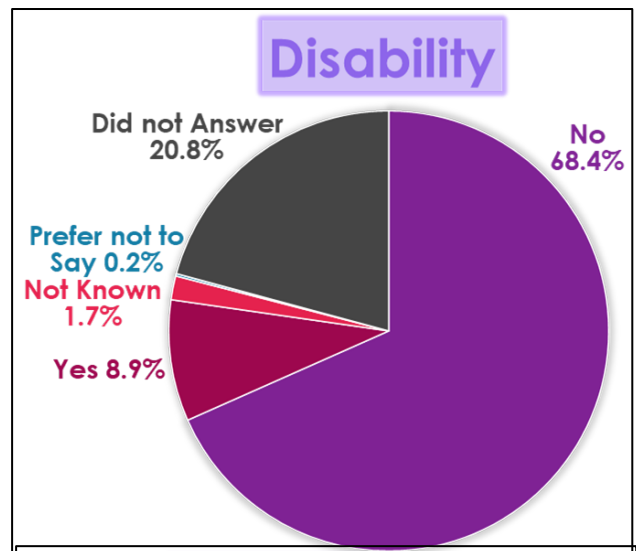
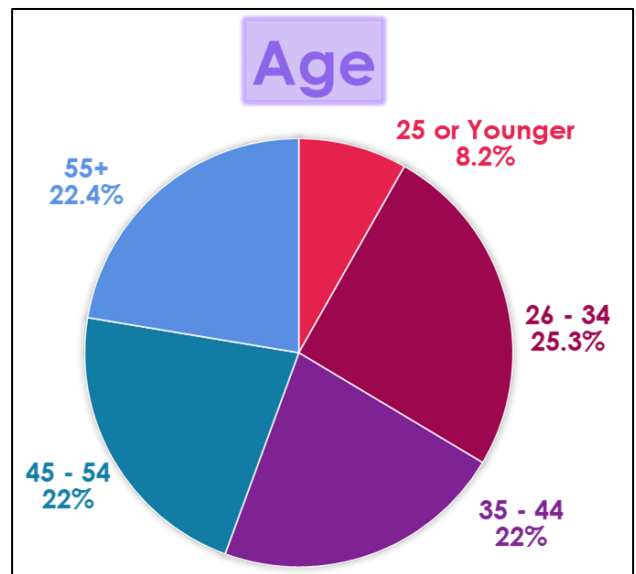
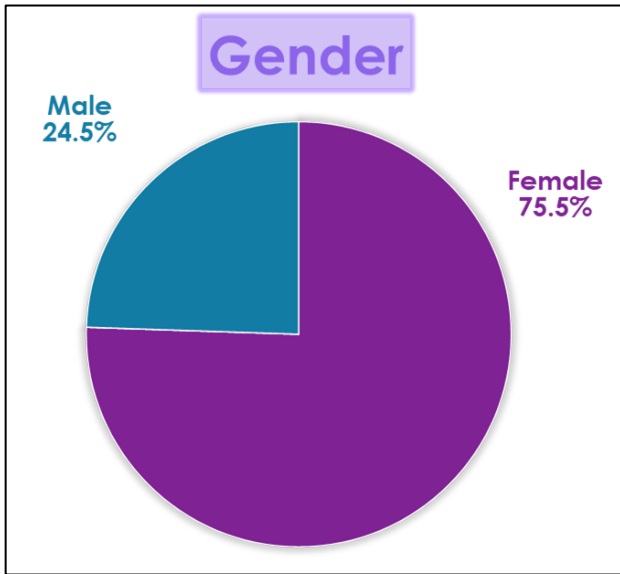
## 11. Acknowledgements

Equality and Human Rights Commission for definitions.

UK Census 2021 for demographic data of Bexley, Bromley, and Guildford

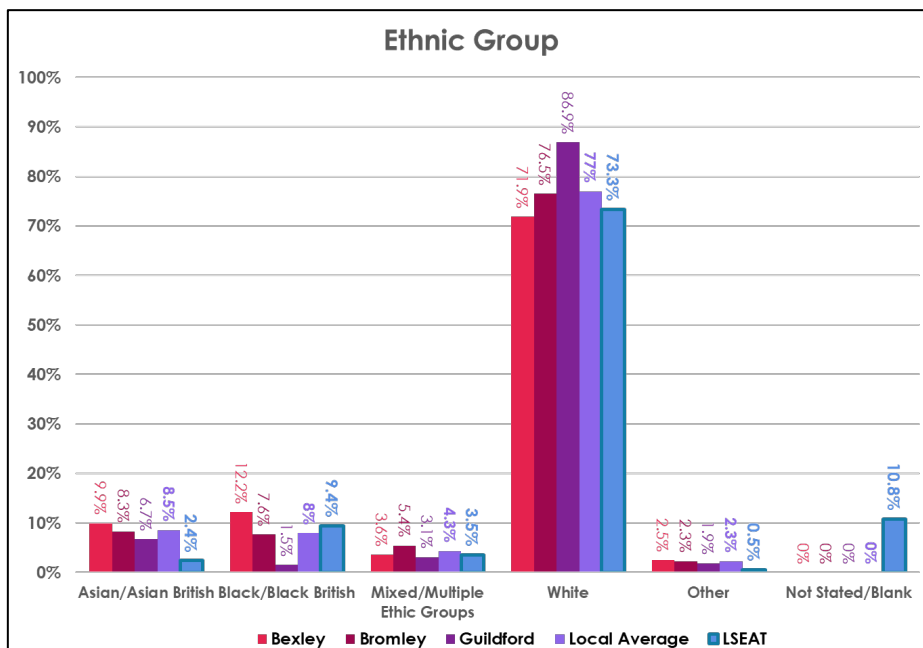
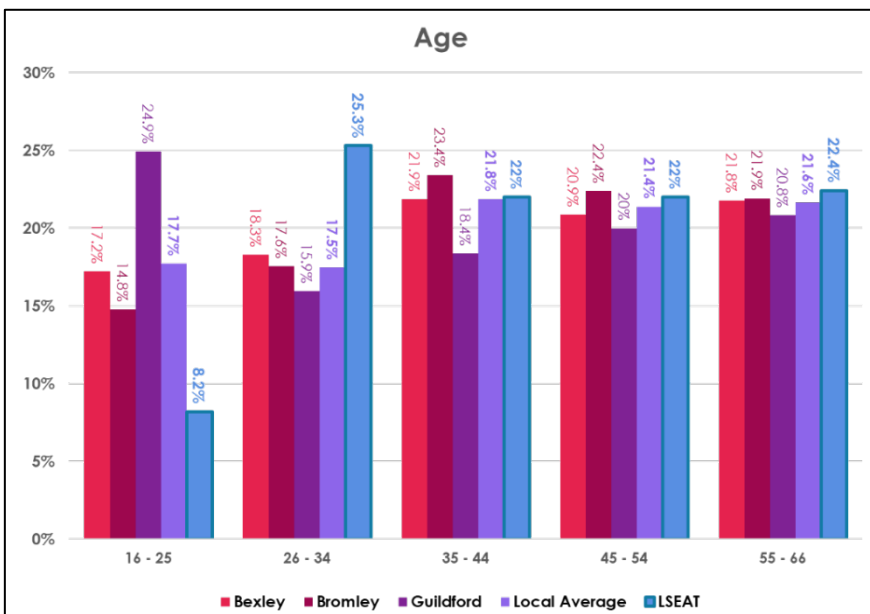
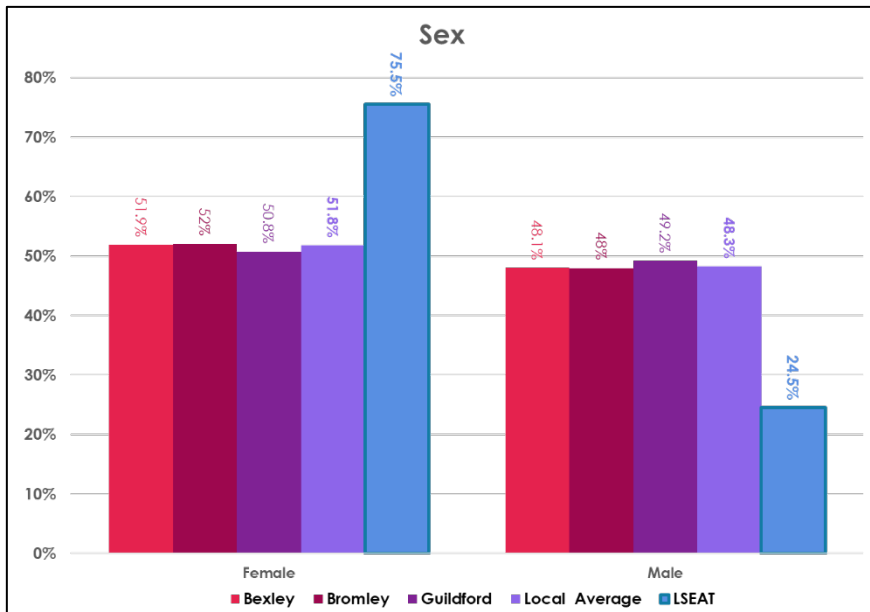
## Appendix 1: Staff Profile (January 2023)

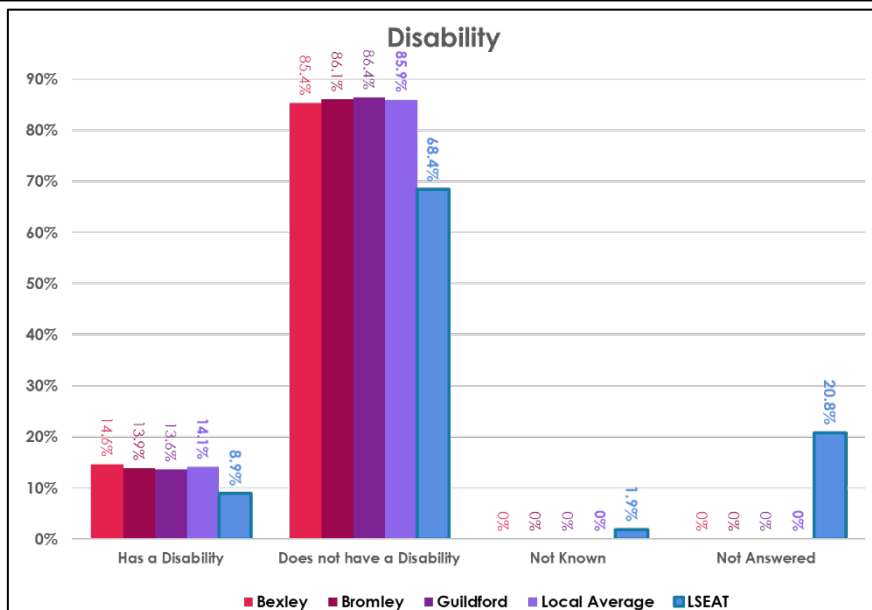
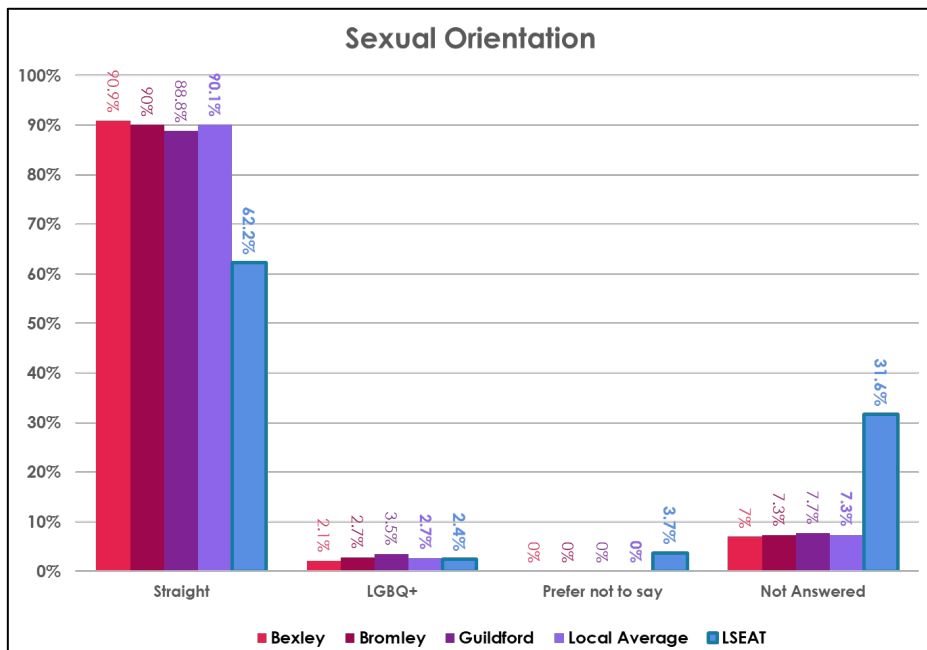
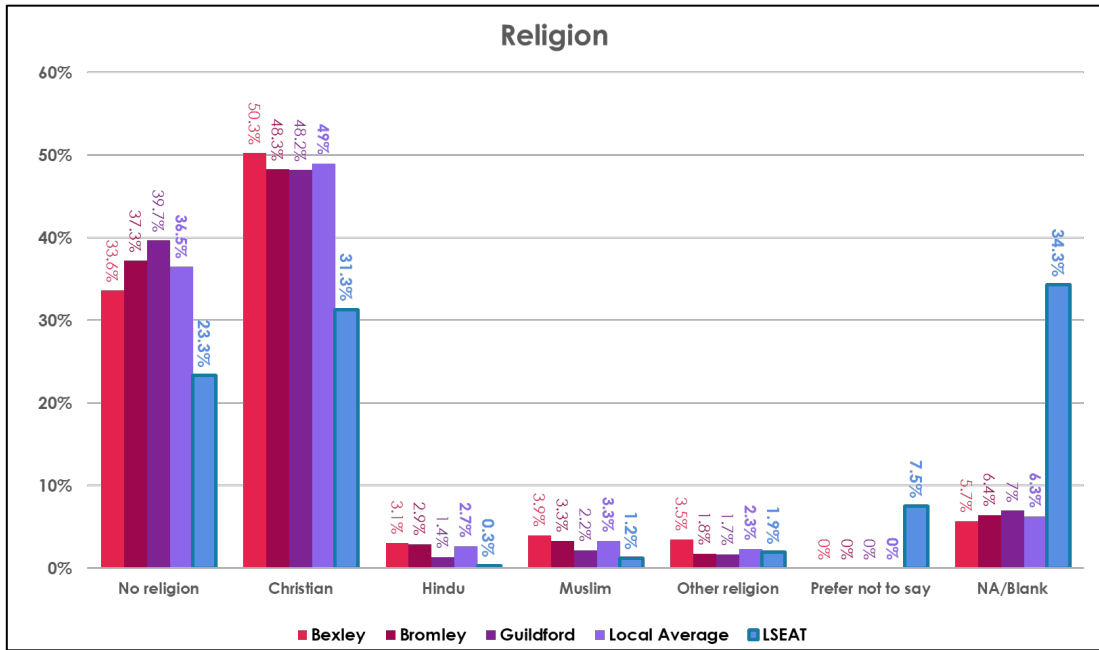
### Charts 1-6: All-Staff Profile Broken down by Key Characteristics





### Charts 7-12: Staff Profile Compared to 2021 Census Data for Local Population





# Ethnic Origin

