LINKS ACADEMY
MULTI ACADEMY TRUST
EXCITING OPPORTUNITIES • WIDER HORIZONS • SUCCESSFUL FUTURES

Equality Information and Objectives

May 2026

LINKS MULTI ACADEMY TRUST
1 Hixberry Lane
St Albans
Hertfordshire
AL4 0TZ

Tel: 01727 836150
Email: admin@linksacademy.herts.sch.uk

LINKS MULTI ACADEMY TRUST

Equality Information and Objectives May 2026

Author: The Key for School Leaders

Co-ordinator: Executive Head Teacher

Committee: Academy Resources and Audit Committee (ARAC)

Date Produced: May 2026

Date approved: June 2026

Review Date: May 2026

Amendments

Periodically the Senior Leadership Team and Board of Trustees will add to or revise the content within this policy. Any revision made are noted below.

Edition	Date	Revision made by	Content revised
1.0	08.03.21	Mr Rice	Updated to MAT format from HCC
2.0	14.09.21	Mr Rice	Review of objectives
3.0	15.02.23	Mr Rice	Review of objectives
4.0	May 26	Mrs Marwaha	No changes

Please note that for the purpose of this policy, the following terminology will apply:

Head of School	Executive Head, Head of School, Head of School.
Trust	Links Multi Academy Trust
School	Links Academy St Albans, Links Academy Hatfield and Cedars
Parent	Parent means the person with parental responsibility and could be the carer.

Contents

1. Aims 4
2. Legislation and guidance 4
3. Roles and responsibilities 5
4. Eliminating discrimination 5
5. Advancing equality of opportunity 5
6. Fostering good relations 6
7. Equality considerations in decision-making 6
8. Equality objectives 7
    Objective 1 7
    Objective 2 7
    Objective 3 7
    Objective 4 8
    Objective 5 8
    Objective 6 8
9. Monitoring arrangements 9
9. Links with other policies 9
    Policy Review – Equality Information and Objectives 10

1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share a relevant protected characteristic.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:

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

Our school aims to promote respect for difference and diversity in accordance with our values, such as Respect, Responsibility and Resilience.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools the technical guidance for schools from the Equality and Human Rights Commission and guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty

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

3. Roles and responsibilities

The Trustees will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, children and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Head of School

The Head of School will:

- Promote knowledge and understanding of the equality objectives amongst staff and children
- Monitor success in achieving the objectives and report back to Trustees
- Identify any 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 school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.
Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and trustees are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school 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. children with disabilities, or gay children who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all children to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how children 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 improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own children

6. 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 our 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, children will be introduced to literature from a range of cultures
- Making children aware of our behaviour and anti-bullying policies
- Holding assemblies dealing with relevant issues. Children will be encouraged to take a lead in such assemblies, and we will also invite external speakers 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 children within the school. The use of our character school traits of Respect, Responsibility and Resilience when dealing with any incidents helps to emphasise the importance of mutual respect in our relationships within the school community
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

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

- Cuts across any religious holidays
- Is accessible to children with disabilities
- Has equivalent facilities for both sexes

8. Equality objectives

Objective 1

- To close gaps in attainment and achievement between children and all groups of children; children eligible for free-school meals, children with special educational needs and disabilities, looked after children and children from different heritage groups.

Why we have chosen this objective: The trust is committed to working with the most vulnerable children and providing equality in terms of outcomes and opportunities for all.
To achieve this objective, we plan to: We will commit to an annual review of the curriculum to ensure it meets children' needs and ambitions. Develop provision to ensure the curriculum continues to widen participation and drive improved curriculum access for children with SEMH needs. Analysis of attendance data and patterns of sustained improvement in the academic performance of key groups.
Progress we are making towards this objective: Year on year academic result data and child case studies show a number of successes with individual children and key groups.

Objective 2

- To monitor and promote the involvement of all groups of children in the extra-curricular life of the school, including leadership opportunities, especially children with special educational needs.

Why we have chosen this objective: The trust sees the importance of extra-curricular and leadership opportunities as a key part of closing the gap and enabling vulnerable groups to build confidence and self-esteem going forward.
To achieve this objective, we plan to: Widen the opportunities available to the children who attend Links MAT. To provide as many chances as possible for children to attend enrichment activities. Raise the profile of any opportunities that are taken and make the achievements as loud as possible.
Progress we are making towards this objective: Children have had a wide range of opportunities within the school setting and through external providers.

Objective 3

- To promote cultural understanding and awareness of different religious beliefs between different ethnic groups within our school community.

Why we have chosen this objective: The Fundamental Value of mutual respect is part of the Trusts Character School qualities we want all our children to be culturally aware and respectful members of the community.
To achieve this objective, we plan to: To deliver an effective PSHME programme, curriculum and wider curriculum which celebrates different cultures and traditions. Cultural Events in the planner which are to be celebrated. PSHME programme published and shared with all staff. Subject staff to link cross curricular with traditions, cultures and PSHME in their SOW.

Progress we are making towards this objective: We have a strong PSHME programme woven into the curriculum and take every learning opportunity to challenge and extend our children understanding of respect.

Objective 4

- To endeavour to ensure that the staff body and representation of staff in leadership roles is reflective of the local community.

Why we have chosen this objective: To enable every member of our cohort to see strong role models that represent every part of the local community.
To achieve this objective, we plan to: Positively recruit a representative staff body that reflects the cohort of children at each Links MAT school. To actively seek members of staff who will inspire and encourage a wider cultural representation of the community.
Progress we are making towards this objective: The trust always seeks to appoint the strongest candidates based on merit and experience and that reflects the school community.

Objective 5

- Acknowledge the existence of mental health issues, signposting and actively offering support and guidance, ensuring mental health challenges are not stigmatised.

Why we have chosen this objective: The trust realises the importance of mental health within the context of the modern world and the complex social and emotional needs of the children that attend the schools.
To achieve this objective we plan to: Raise awareness through assembly and form time sessions that give a level of importance to the issues of mental health. Provide support through coaching and 1:1 sessions with a therapist.
Progress we are making towards this objective: Children and staff are aware of a number of routes that are available to help support them with any mental health issues.

Objective 6

- To reduce the incidence of the use of homophobic, sexist and racist language by children in the school.

Why we have chosen this objective: The Trust wants to create a learning environment where all children and staff feel safe and supported.
To achieve this objective we plan to: Staff to consistently challenge and record child use of discriminatory language. Appropriate recording of discriminatory language of children via SIMS and CPOMS.
Progress we are making towards this objective: We have empowered staff to challenge and inappropriate language through the behavior system and they now they will be robustly supported through SLT action when necessary.

9. Monitoring arrangements

School-specific equality objectives will be reviewed by Trustees at least every 4 years.

This document will be reviewed by Trustees annually, to ensure continued compliance with the PSED.

This document will be approved by Trustees

9. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment

Policy Review – Equality Information and Objectives

This policy will be reviewed in full by the full Trustees board annually but may be reviewed and updated more frequently if necessary.

The policy was last reviewed and agreed by the Trustees in June 2026.

It is due for review in June 2027 up to 12 months from the above date.

Signature

Mr Allen
Executive Head of School
Date

Signature

Mrs Lynch
Chair of Trustees
Date