

London Enterprise Academy

Equalities and Diversity Statement May 2025-27



EQUALITY AND DIVERSITY STATEMENT

The school is required to hold and publish information about how we comply with the Public Sector Equality Duty. This is addressed within our Equality and Diversity Statement below.

LEGAL DUTIES

As a school, we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations
- We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- ethnicity
- gender
- gender reassignment
- maternity and pregnancy
- religion and belief, and
- sexual identity
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

Publish equality information – to demonstrate compliance with the general duty across its functions
–We will not publish any information that can specifically identify any individual child or adult

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

CORE STATEMENTS

In fulfilling our legal obligations we will be guided by seven core statements:

Statement 1: All learners are of equal value.

Statement 2: We recognise, welcome and respect diversity.

Statement 3: We foster positive attitudes and relationships, and a shared sense of belonging.

Statement 4: We observe good equalities practice, including staff recruitment, retention and development.

Statement 5: We aim to reduce and remove existing inequalities and barriers.

Statement 6: We consult and involve widely

Statement 7: We strive to ensure that society will benefit.

OUR ETHOS

At London Enterprise Academy, we believe that together we learn, enjoy and achieve.

We believe that promoting Equality is the responsibility of everyone in the school community:

SCHOOL COMMUNITY	RESPONSIBILITY
Governing Body	<ul style="list-style-type: none"> Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. The Governing Body will also agree the Equality Statement and objectives.
Principal	<ul style="list-style-type: none"> As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that the whole school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
LG	<ul style="list-style-type: none"> To support the principal as above. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	<ul style="list-style-type: none"> Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum. Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Non-Teaching Staff	<ul style="list-style-type: none"> Support the school and the governing body in delivering a fair and equitable service to all stakeholders.

	<ul style="list-style-type: none"> • Uphold the commitment made by the principal on how pupils and parents/carers can be expected to be treated. • Support London Enterprise Academy and the governing body in delivering a fair and equitable service to all stakeholders. • Support colleagues within the school community. Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Parents	<ul style="list-style-type: none"> • Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. • Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	<ul style="list-style-type: none"> • Support the school to achieve the commitment made to tackling inequality. • Uphold the commitment made by the principal on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	<ul style="list-style-type: none"> • Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. • Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Equality & Diversity Statement and our published equality information and objectives by publishing them on our school's website.

BREACHES

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the principal and governing body.

MONITORING AND REVIEW

Every three years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

The Leadership Group and Governors at London Enterprise Academy regularly review the progress we are making towards meeting our equality objectives and report annually on any matters arising from our monitoring of this.

1) Reduce Performance Imbalance		
Objective	Success Criteria	Date
To use performance data to monitor student achievement and respond to variations between groups of learners, subjects, Key Stages, trends over time and comparisons with other free school academies. In particular, we seek to further improve the progress made by boys at	Engaging parents to actively further encourage progress by continuous reporting. Careful monitoring and responding to the progress of Somali boys.	May 2027

GCSE whilst ensuring that the progress of girls continues to be promoted.	Evidence of accurate monitoring and swift response to imbalances as they are noted.	
2) Reduce Stereotypes		
To challenge stereotypes that can deny opportunities to students through option and careers guidance.	Destinations of leavers analysed and recorded. MAS and all students given opportunities to investigate career paths unusual to their gender. (Such as females in engineering or males in nursing). All students showing a longer term plan for their future. Visiting adults from a wide variety of non-stereotypical education and career paths. For example, male dancers, female police officers or fire fighters, disabled finance workers, Somali police officers, etc.	Ongoing until May 2027
3) Investigate student mental health issues		
To use available data to assess and react to behavioural and mental health issues as barriers to learning. After internal assessment to seek and acquire the support and training from CAMHS and our Educational Psychologist.	Behavioural patterns analysed and learning problems addressed such as hidden dyslexia. Students with underlying mental health issues identified support in place.	ongoing next update June 2027