

Equality within the academy

We welcome our public sector duty under the Equality Act 2010 to publish equality objectives and information. The aim for this is 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 all our activities we act in accordance with the equality act and our equality policy.

As part of this we will:

Publish information every year about our academy population

Outline how we have due regard for equality and how we promote community cohesion

Publish equality objectives to show how we plan to tackle particular inequalities and improve what we do

At the academy we work together to eliminate all forms of discrimination, harassment and victimisation. Progress towards meeting our equalities objectives is reviewed regularly by the senior leadership team and governing body.

Our academy population is predominately White British and there are roughly an equal number of boys and girls. We have a higher than average number of students eligible for free school meals. *17.6% of our children have been identifies as having special educational needs, slightly above the national average.*

Our academy improvement plan is compiled each year in discussion with all staff and governors. This makes use of comments from parents and students and aims to address inequalities that are shown through our data and raised through dialogue with all our stakeholders. Our aim is always to ensure that all students reach their full potential and make good progress.

Equality objectives

Last reviewed – 15/03/21

Objective	Success criteria
To reduce the attainment gap between pupil premium and non-pupil premium students	Improve progress of disadvantaged boys in the Ebacc subjects from -0.71 to make it in line with disadvantage girls progress of -0.11
To reduce the attainment gap between SEN and non-SEN students	SEN Gaps to close in all areas with full cohort gap closing to 0.2
To improve SEN attendance	SEN Attendance to be 92.9%
Close gender gap in student performance by improving outcomes for all boys (especially PP)	Close the gender gap in 2021 results in main areas of underperformance (P8 to -0.3, % +Basics -8.0%)

Equality information

Last reviewed – 15/03/2021

Academy equality challenges

This is a summary of the issues that we are most concerned about. We are already developing strategies and activities to address some of these challenges which is detailed under the next heading 'how we have due regard'. For some of these challenges we have also set equality objectives listed above.

Improving SEN Attendance.

Closing the attainment gaps between groups of learners with a particular focus on PP and SEN students.

How we have due regard to our duty

The information provided here aims to show that we give careful consideration to equality issues in everything that we do in the academy.

We are committed to working for the equality of all our students. To meet our duty to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation and other conduct towards individuals with protected characteristics we:

Ensure related policies are in place – including anti-bullying, e-safety and cyber-bullying, behaviour, safeguarding, more able, gifted and talented and SEN

Give due regard of equality issues in decisions and changes we make – engaging with and consulting students, staff, parents and carers, the local community so we can improve our information, learn about the impact of our policies, develop our equality objectives and improve what we do

Have in place an accessibility plan

Have an induction process for new arrivals and ensure that the admission arrangements do not disadvantage groups of students

Monitor / report on exclusions and all incidents of harassment / discrimination

Providing adequate training for all staff members and governors including safeguarding and SEN issues

Follow our published complaints procedure

Adhere to non-discriminatory employment practices

Have in place staff and student codes of conduct

Have a balanced curriculum with an activity / enrichment programme that is accessible to all students

Provide additional support and apply reasonable adjustments where necessary

Involve disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues that concern or affect them

Track and monitor identified groups and their access and performance and aim to reduce gaps between groups

Keep a record, where appropriate of the protected characteristics of our students and employees

How we are performing

EAL Improvement Plan 2021-2023
SEN Attendance Action Plan
Assertive Mentoring (Focus PP)

Below details previous issues that we have consulted members of the academy community on:

Date	Who we consulted	Summary	Action taken
February 2021 - Ongoing	EAL Leader, EAL Students	Consulted EAL students on their experience of admission, Academy experience, SEMH and Improvements Identifies and EAL Ambassadors Created.	EAL Action Plan 2021-2023 Improve EAL Admission/Transition Package.
November 2020-August 2021	SEN Team EHCP & SEN K Students Attendance Officer	Based on feedback from SEN students and the SEN Team an SEN Attendance Plan of Action was developed.	SEN Attendance Action Plan Created.
November 2020-August 2022	Consulted SLT, Pastoral Team.	Assertive Mentoring – Reducing Student Attainment Variation (Especially PP & Males)	Programme of Assertive Mentoring Established for spring 2021-August 2022.

Below is a record of how we have considered equality issues when making decisions:

Date	Policy or decision	Equality issues we considered	Action taken or changes made
COVID19:			
COVID19: Reasonable Adjustments of work for those with SEN or Disability during pandemic to Remote Learning.	Decision	Ability to sustain lengthy lessons when students have needs relating to concentration or physical disability	Additional SEN Support for Remote Learning added to Academy Web Page with differentiation solutions for needs, SEN and EAL Children given the opportunity to use resources offline to improve their learning experience.

Understanding our academy community

Our student population

Total number of students on the roll at the academy is 1104

Confidentiality – Guarantees of confidentiality are given to all individuals who provide monitoring information or who take part in surveys. Names and data are anonymised and we observe the convention not to report where there are 10 or fewer respondents in any

			The academy		National (if available)
			Number	%	%
Gender	Male		539	48.82	
	Female		565	51.18	
Ethnicity	White	English / Welsh / Scottish / Northern Irish / British	932	83.88	
		Irish	1	0.09	
		Gypsy or Irish Traveller	0	0	
		Any other White background	20	1.81	
	Mixed / multiple ethnic groups	White and Black Caribbean	1	0.09	
		White and Black African	8	0.72	
		White and Asian	17	1.54	
		Any other Mixed/Multiple ethnic background	11	1.00	
	Asian / Asian British	Indian	6	0.54	
		Pakistani	68	6.16	
		Bangladeshi	1	0.09	
		Chinese	2	0.18	
		Any other Asian background	0	0	
	Black / African / Caribbean / Black British	African	12	1.09	
		Caribbean	2	0.18	
		Any other Black / African / Caribbean background	8	0.72	
Other ethnic group	Arab	0	0		
	Any other ethnic group	7	0.63		
	Information refused		4	0.36	
	Information not obtained		0	0	
Disability	Mobility and Physical Impairments		5	0.45	
	Spinal cord injury		0	0	

	Head / brain injury	1	0.09	
	Visual impairment	2	0.18	
	Hearing impairment	5	0.45	
	Balance disorders	1	0.09	
	Developmental impairment	0	0	
	Cognitive impairment	95	8.55	
	Specific learning disability	9	0.81	
	Information refused	0	0	
	Information not obtained	0	0	
Special Educational Needs (SEN)	No specified special educational need	911	85.52	
	SEN K	166	15.04	
	Statemented / Education Health and Care Plan (EHCP)	27	2.54	
Religion	No religion	0	0	
	Christian (including Church of England, Catholic, Protestant and all other Christian denominations)	232	20.92	
	Buddhist	1	0.09	
	Hindu	2	0.18	
	Jewish	0	0	
	Muslim	44	3.99	
	Sikh	2	0.18	
	Any other religion	22	1.99	
	Information refused	0	0	
	Information not obtained	432	38.86	
Pregnancy and maternity	Students who are pregnant	2	0.18	
	Students who have recently given birth	0	0	
Information on other groups	Students with English as an additional language (EAL)	66	5.98	
	Children Looked After (CLA)	15	1.5	
	Young carers	44	3.9	
	Information on students in receipt of additional funding (pupil premium, year 7 catch up, free school meals) is available [link to data on the website] .			

No Information was available on the following protected characteristics:

Gender reassignment – The academy does not have any information on whether any of the students on roll had reassigned their gender

Sexual identity – The academy does not have information on whether any of the students on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT) as the question had never been asked

Diversity of our workforce

The academy employs less than 150 staff members and therefore is not required to publish this data. The academy uses any data collected about its staff demographic to inform policies, decisions and the objectives detailed on this document.

No Information was available on the following protected characteristics:

Gender reassignment – The academy does not have any information on whether any member of staff had reassigned their gender.

Sexual identity – The academy does not have information on whether any member of staff identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT) as the question had never been asked