

Equality information and objectives



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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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 it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Sybil Andrews Academy’s ethos is to treat everyone with equal respect and strongly rejects all forms of discrimination against students or staff.

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](#).

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

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are

published and communicated throughout the school, including to staff, pupils 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 headteacher

The equality link governor is Paul Jay. They will:

- Meet with the designated member of staff for equality and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The Executive Headteacher / Head of School will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality is the Deputy Headteacher and they will:

- Support the Executive Headteacher / Head of School in promoting knowledge and understanding of the equality objectives among staff and pupils
- Support the Executive Headteacher / Head of School in identifying any staff training needs, and deliver training as necessary
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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. The policies reflect a commitment to equality. In particular, reference should be made to the anti-bullying behaviour and SEND policies, including the accessibility statement.

Staff and governors are 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive relevant update training annually.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

Through living out its ethos and by its taught RSHE programme, assemblies, tutor time, enrichment and day to day treatment of individuals, Sybil Andrews Academy constantly strives to meet its Public Sector Equality Duty.

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 that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school activities)
- Striving to actively close gaps in attainment and achievement across groups of students, including those eligible for PP, those with SEND, LAC and students from minority ethnic groups.

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Monitor this data by the Senior Leadership Team and Governing Body
- 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 pupils
- Have curriculum statements which reflect their commitment to equality
- In its recruitment practices, ensure it complies with all equality legislation in employment.

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, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. We will also invite external, specialist 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 as appropriate.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school and adapting and responding to the local context.
- Encouraging students to participate in the school's activities, such as sports clubs.
- Working with parents and carers to promote knowledge and understanding of different cultures
- Developing 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 pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives

Objective 1

Actively close gaps in attainment and achievement between students and all groups of students; especially students eligible for free school meals, students with special educational needs and disabilities, looked after children and students from minority ethnic groups

Why we have chosen this objective: From the interrogation of data and internal evidence on performance.

To achieve this objective, we plan to: Support students to close the gap in learning lost through the pandemic with high quality teaching and learning and learning resources for home; raise the profile of literacy and embed a love of reading; ensure that the learning support needs of students are met and that we have an effective approach to inclusion.

Groups/Characteristics	Progress Score
All Pupils	-0.05
Girls	0.30
Boys	-0.34
EAL	0.23
LPA	-0.32
MPA	0.08
HPA	0.02
Disadvantaged	-0.68
SEND K	-0.77
SEND E	-0.28

Objective 2

Promote cultural understanding and awareness of different religious beliefs, ethnicities, gender and disability related issues through our values, tutor time, PSHE and other activities.

Why we have chosen this objective: From the interrogation of data

To achieve this objective, we plan to: Increase visibility around the school in relation to different groups and cultures. This might be through resources and displays within the school; deliver training to staff e.g. supporting students who identify as trans/non-binary. We will support national awareness days.

Progress we are making towards this objective: We have developed our tutor time programme and our PSHE programme to give further curriculum time to this and ensure these areas are promoted through high quality teaching, discussions and resourcing.

Objective 3

Monitor and promote the involvement of all groups of students in the extracurricular life of the school, including leadership opportunities, including students with special educational needs and disabilities and those from disadvantaged backgrounds

Why we have chosen this objective: Interrogation of participation data and feedback from students and parents on their experiences.

To achieve this objective, we plan to: Ensure the school's Accessibility Plan is in place and progress is made on those objectives; develop a tracking system so that attendance and participation in extracurricular is monitored and can be reviewed; encourage all students to participate and actively support students and families who are not currently participating; student voice to understand what the barriers are to participation and trying to address these.

Progress we are making towards this objective: The extracurricular programme has been reviewed and additional opportunities have been added and the times of day these are

offered has been adapted. We are improving our formal tracking systems but also ensuring this information is captured in other means e.g. Parent evenings, SEND meetings etc. We have relaunched and developed our Student Council.

Objective 4

Further reduce the number of incidences of homophobic, sexist and racist language by students on the way to and from the Academy, as well as within its bounds.

Why we have chosen this objective: Feedback from students and the school community; analysis of behaviour data and feedback from staff consultation.

To achieve this objective we plan to: Deliver staff training so that staff understand their responsibilities under the PSED and are confident in being able to address this; assemblies and communication with students so that they know and have confidence that this will be challenged and addressed; improve record keeping so that we can track patterns around this and analyse this to inform further training/intervention needs for both staff and students; address within appropriate curriculum plans e.g. PSHE and promotion of tolerance and friendship; whole school assemblies dealing with relevant issues; involve and support of local community groups; resources in lessons; actively seek feedback from students and the school community and act upon this feedback.

Progress we are making towards this objective:

9. Monitoring arrangements

The Governing Body will publish information annually on how the school is complying with the Public Sector Equality Duty

The evidence of the progress the school is making towards the Equality Objectives will be updated annually.

The Equality Objectives will be reviewed every four years by the Governing Body.

This document will be approved by the Governing Body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Special Educational Needs policy
- Curriculum
- Admissions policy
- Behaviour policy
- Antibullying policy