

# David Nieper Education Trust



## Equality Policy – Information and Objectives

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This policy was originated by Kathryn Hobbs - Headteacher

### Version Control

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## 1. INTRODUCTION

- 1.1 This policy sets out David Nieper Academy approach to promoting equality, as defined within the Equality Act (2010). It covers sex, race, disability, religion or belief, sexual orientation, pregnancy, those undergoing or who have undergone gender reassignment and, in relation to staff only, age, and the statutory requirement to produce a Single Equality Scheme.
- 1.2 The Equality Act 2010 introduces a single equality duty on public bodies which will be extended to include all protected strands - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment. This combined equality duty came into effect in April 2011 and has three main elements. In carrying out their functions public bodies are required to have due regard to the need to:
- Eliminate conduct that is prohibited by the Act,
  - 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.
- 1.3 The David Nieper Academy Equality policy has clear links with the Anti Bullying policy, the Special Educational Needs policy, and the Examination policy. The general principles of equality stated in this policy will apply to all other policies.

## 2. THE ACADEMY CONTEXT

- 2.1 The David Nieper Academy is a secondary school teaching the age range of 11-19. The academy serves the local Alfreton, Somercotes, Shirland and South Wingfield and surrounding communities. There are currently 685 pupils, expanding to 750 in September 2022 and growing to 850 over the next three years.
- 2.2 As at October 2021 the academy population of 6 currently includes:
- 325 boys ..... 47.45%
- 360 girls ..... 52.55%
- 2.3 The breakdown of ethnicity are as follows:

Ethnicity Code	Description	Number of Pupils					2021/22
		2016/17	2017/18	2018/19	2019/20	2020/21	
WBRI	White British	94.3%	93%	93%	92.5%	91.9%	92.41%
OTH	Other	5.7	7%	7%	7.5%	8.1%	7.59%

Language code	Description	Number of Pupils				
		2017/18	2018/19	2019/20	2020/2021	2021/2022
BNG	Bengali	1/ 0.25%	1/ 0.18%	1/ 0.18%	1/ 0.16%	1/ 0.15%
BUL	Bulgarian	2/ 0.5%	1/ 0.18%	1/ 0.18%	1/ 0.16%	1/ 0.15%
EBR	Ebira	N/A	1/ 0.18%	N/A	N/A	1/ 0.15%
ENB	English	378/ 95%	441/ 94%	525/ 95.45%	580/ 95.86%	1/ 0.15%
FRN	French	1/ 0.25%	1/ 0.18%	1/ 0.18%	1/ 0.16%	N/A
LTV	Latvian	2/ 0.5%	1/ 0.18%	1/ 0.18%	N/A	664/ 96.79%
LIT	Lithuania n	N/A	2/ 0.37%	2/ 0.36%	1/ 0.16%	N/A
OTH	Other than English	2/ 0.5%	2/ 0.37%	2/ 0.36%	2/ 0.33%	N/A
POL	Polish	9/ 2.3%	10/ 1.83%	10/ 1.81%	10/ 1.65%	1/ 0.15%
	Panjabi	2/ 0.5%	2/ 0.37%	2/ 0.36%	2/ 0.33%	2/ 0.29%
RMN	Romania n	4/ 1%	3/ 0.55%	3/ 0.54%	6/ 0.99%	4/ 0.58%
	Tagalog/ Filipino	N/A	1/ 0.18%	1/ 0.18%	N/A	3/ 0.43%
	Urdu	N/A	1/ 0.18%	1/ 0.18%	2/ 0.33%	1/ 0.15%

EAL (English as an additional language)	2016-17	2017-18	2018-19	2019-20	2020/21	2021/22
	20 (5.25%)	20 (4.96%)	26 (4.75%)	24 (4.36%)	26 (4.30%)	19 (2.78%)

#### 2.4 Special Educational Needs (SEN) figures:

	2016-17	2017-18	2018-19	2019-20	2020/21	2021/2022
Education, health and care plan (E code)/ Statements	3%	2.8%	3.7%	4.5%	3.63%	3.79%
SEN Support (K code)	1%	10.8%	15.5%	17.8%	20.49%	17.49%

#### 2.5 Free School Meal (FSM)

FSM	2016-17	2017-2018	2018-19	2019-20	2020/21	2021/22
	123 (33.28%)	119 (29.53%)	188 (34.36%)	205 (37.25%)	237 (39.17%)	271 (39.62%)

## 2.6 Pupil Premium

PP	2016-17	2017-2018	2018-19	2019-20	2020/21	2021/22
	153 (40.16%)	178 (44.17%)	267 (48.81%)	271 (49.27%)	304 (50.25%)	330 (48.25%)

## 2.7 Religion

The academy's population describes itself as predominantly Christian  
Source: Sims data

2.8 Pupil mobility – is high due to the number of pupils entering the academy during the course of the year. In 2016-2017 40 pupils joined over the year. In 2017-2018 48 pupils joined over the course of the year. In 2018-19 22 pupils joined over the course of the year. In 2019-20 6 pupils joined us over the course of the year. In 2020-21 21 pupils joined us over the course of the year.

2.9 The socio economic background of the pupils is predominately working class.

2.10 Current teaching staff: based on Workforce Census return

	2017-18	2018-19	2019-20	2020-21
Teaching force	28	32	37	46
Female	21	22	25	31
Male	7	10	12	15

2.11 Ethnic groups of teaching staff:

	2016-17	2017-18	2018-19	2019-20	2020-21
White British	26	24	29	34	43
Any other ethnic background	3	4	3	3	3

2.12 Attainment levels of different groups of pupils:

Currently all groups are performing at average with many pupils attaining targets of FFT 20. Attainment 8 in 2021 was 0.46. Ensuring progress for all groups remains an Academy focus with particular attention on disadvantaged pupils (Pupil Premium) who make up 48.25% and SEND who make up 22.13% of the pupil population.

### **3. AIMS AND VALUES**

- 3.1 The academy aims to provide equality and excellence for all in order to promote the highest possible standards. The academy strives not only to achieve improving results but also to create a balanced and rich environment enabling pupils and staff to flourish. These aims are supported through promoting a culture of respect for others; by recognising and celebrating differences between people; and working within a community where we are working to prepare pupils for life in a diverse society.

### **4. THE ACADEMY APPROACH TO PROMOTING EQUALITY**

- 4.1 The overall objective of the Equality Policy of David Nieper Academy is to provide a framework to pursue the equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.
- 4.2 The academy seeks to ensure that no pupils, staff, parents, carers or any other person through their contact with the academy receives less favourable treatment on any grounds which cannot be shown to be justified. This includes the protected characteristics identified within the Equality Act 2010 of sex, race, disability, religion or belief, sexual orientation, pregnancy, those undergoing or who have undergone gender reassignment, and age (please note that age as a characteristic applies in relation to staff but not in relation to pupils within the academy).

### **5. ROLES AND RESPONSIBILITIES**

- 5.1 Academy governors are responsible for:
- making sure the academy complies with current equality legislation.
  - making sure that this policy and its procedures are delegated to the Headteacher to be followed.
- 5.2 The Headteacher is responsible for:
- making sure the policy is available and that the governors, staff, pupils and their parents/ carers know about it
  - making sure its procedures are followed
  - producing regular information for staff and governors about the policy and how it is working and providing training for them on the policy, if necessary
  - making sure all staff know their responsibilities and receive training and support in carrying these out
  - taking appropriate action in cases of harassment and discrimination

- 5.3 All academy staff are responsible for:
- modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping
  - promoting equality and avoiding discrimination against anyone
  - keeping up to date with law on discrimination and taking advantage of training and learning opportunities
  - being aware of relevant policies such as the Complaints procedure & Whistle Blowing policy.
- 5.4 Line managers are responsible for:
- supporting all staff within their departments and ensuring that staff are aware of where to seek help and support for example from the pastoral team
  - monitoring equality issues within their departments
  - reporting issues to the relevant people
- 5.5 Pupils are responsible for:
- keeping equality and diversity issues on the Academy Council agenda, through a shared input with staff on developing academy/ class rules which challenge discriminatory behaviour and developing policies relating to this area, for example the anti-bullying policy.
- 5.6 Parents/carers are responsible for:
- keeping equality and diversity issues on agendas of any relevant meetings, through a shared input with staff on developing policies relating to this area (for example, the anti-bullying policy) and the format and wording of the Home School agreement.
- 5.7 Visitors and contractors are responsible for:
- knowing and following the equality policy
- 5.8 Kathryn Hobbs, as the named member of staff and Nicola Bettison, as the named governor responsible for overseeing the equality practices in the academy, have responsibilities for:
- Coordinating and monitoring work on equality issues
  - Monitoring reports of harassment (including racist and homophobic incidents).
  - Monitoring the progress and attainment of potentially vulnerable groups of pupils using termly data tracking and analysis completed by Assistant Head -Curriculum and Data, Pupil Premium coordinator, Head of Faculty and whole academy data.
  - Monitoring exclusions. Reports should be provided termly by Assistant Head – Pastoral and Inclusion to Governors at Pastoral Governor meetings.

## **6. MONITORING, REVIEWING AND ASSESSING IMPACT**

- 6.1 The David Nieper Academy Equality Policy will be supported by a Single Equality Scheme. This scheme will be linked to the academy development plan and will include targets for promoting equality. (See Single Equality Scheme Appendix A).
- 6.2 The Single Equality Scheme will be monitored and reviewed by staff and governors to ensure that it is effective in eliminating discrimination, promoting access, participation, equality and good relations between different groups and that it does not disadvantage particular sections of the community. Any pattern of inequality found as a result of impact assessment will be used to inform future planning and decision making.
- 6.3 Monitoring reports will be provided annually for review by the Governing Body; these reports will refer to the academy population, key initiatives and progress against targets and future plans.

## **APPENDIX A**

### **A Single Equality Scheme – David Nieper Academy**

**2020**

The Single Equality Scheme requires schools to consider the ‘General’ and ‘Specific’ duties in promoting equality across the full range of protected characteristics, namely:

- Sex
- Race
- Disability
- Sexual Orientation
- Religion or Belief
- Gender Reassignment
- Pregnancy or Maternity
- Schools should consider age as a relevant characteristic in their role as employers, but not in relation to pupils

#### **The General Duty**

Public bodies have a ‘General Duty’ to

- Eliminate 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.

#### **The Specific Duties**

The academy must, each year:

- Publish information showing that they have complied with the General Duty
- Publish evidence of the equality analysis undertaken

The academy must also:

- Publish details of engagement undertaken with those with an interest in furthering the aims of the General Duty and the engagement they undertook in developing their Equality Objectives
- Set and publish Equality Objectives

## The Specific Duties – Information Showing the Academy has complied with the General Duty

Duty	Actions Taken
<p><b>Eliminate conduct that is prohibited by the Act</b></p>	<ul style="list-style-type: none"> <li>• The academy has maintained a racist incidents log for a number of years and last year 2020-2021 6 such incidents were reported and followed up. The academy continues to implement an Anti Bullying policy; this covers other forms of prejudice related bullying such as homophobic bullying.</li> <li>• All academy policies relating to equality have been reviewed and the Equality Policy now complies with the requirements of the Equalities Act 2010.</li> <li>• The academy has raised staff awareness of the issues surrounding Trans-gender and this and further training will be continued.</li> <li>• The new building allows for disabled access to all areas and gender-neutral toilets.</li> </ul> <p>The academy has ensured an enhanced focus on sexual harassment and sexual abuse in line with Keeping Children Safe in Education 2021 engaging in staff and governor CPD and raising awareness with pupils</p>
<p><b>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</b></p>	<p>The academy reintroduced PSHCE and Religious Studies in 2017 within the curriculum Key stage 3, 4 and 5. The role of Citizenship and PSHE within the curriculum continues to be developed as Schemes of work are reviewed and updated. A new coordinator has taken over responsibility for the PSHCE curriculum and coordination Sept 2020, she is undertaking a full review of the curriculum intent and implementation. All pupils have a 50-minute lesson per week. The teaching team resides predominantly within the Humanities faculty which allows for a unified faculty approach. Ongoing training and support is provided for all staff, particularly when sensitive topics are covered. Pastoral staff support with key lessons to provide staffing and supported conversations. The curriculum involves a diverse range of equality topics and themes and continues to be strengthened through the addition of lessons and units of work on sexual bullying, transgender, mental health, and active citizenship. Schemes of Work across the academy include specific aims of eliminating discrimination. For example:</p> <ul style="list-style-type: none"> <li>• homophobic bullying (Y7) and LGBTQAI+ education (Y7/Y8/Y12-13), Human rights in relation to:</li> <li>• sexual orientation (Y7/12-13),</li> <li>• gender &amp; gender identity (Y7/Y12-13),</li> <li>• Pregnancy &amp; maternity (Y9)</li> <li>• Race (Y8/Y9)</li> </ul> <p>Additional Schemes of work in PSHCE also cover content on:</p>

	<ul style="list-style-type: none"> <li>• Diversity, culture and identity (Y7)</li> <li>• Politics and Democracy (Y8/Y12-13)</li> <li>• Racism and the Law (Y9)</li> <li>• British Values (Y9)</li> <li>• Homelessness (Y10)</li> <li>• Self-Harming (Y10)</li> <li>• Sex and the Media (Y9)</li> <li>• Differences between forced and arranged marriages (Y9)</li> </ul> <p>Furthermore, schemes of work within Drama, History, Religious Studies and English include issues related to discrimination, challenging stereotypes and human relationships. Many aspects of which will touch upon content covered above.</p> <ul style="list-style-type: none"> <li>• The Academy Council continues to allow pupil voice and participation. The Year 11 Student leaders and Sixth Form committee also take a key role in discussing issues with staff and looking for areas that they can promote.</li> <li>• Tutor and year groups have been active in their fund raising over the previous year for a variety of causes and charities.</li> <li>• Pupils have previously engaged in question and answers with a range of visitors including The Right Honourable Ian Duncan-Smith, Staff from the Centre for Social Justice, Nigel Mills MP, The High Sheriff for Derbyshire and the Lord Lieutenant. As circumstances allow we will look for ways to continue interaction of this type.</li> <li>• The academy ran a range of activities during Pride Week and all pupils and staff engaged with some of these activities.</li> </ul>
<p><b>Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.</b></p>	<ul style="list-style-type: none"> <li>• In April 2019 we employed our own Family Support Manager who takes a lead with all Early Help issues and referrals. The Family Support Manager acts as Head of Department and line manages all non-teaching pastoral staff.</li> <li>• The academy has a well-established Anti Bullying Programme with trained volunteers, part of whose role is to support vulnerable pupils and provide advocacy support. This highly effective provision has been acknowledged by local feeder schools and staff have been asked to provide joint training for pupils from other schools.</li> <li>• The academy has an external trained counsellor who is employed two days a week. The counsellor who is available to all pupils by referral. Additional staff, including the academy</li> </ul>

Chaplain, also provide ongoing support and act as a support team across the academy including bereavement counselling and other specific support. The services of an Educational Psychologists have been purchased by the academy to support individual pupils and also to provide support with exam preparation and anxiety.

- The Pastoral Support team is used to provide immediate support and guidance for all pupils and issues are promptly dealt with and referred to the relevant areas such as the Progress and Achievement Leaders, Pastoral support, or the academy Counsellor. Any bullying referrals are also dealt with via this team.
- SEND pupils and other pupils who need a separate place to work for a short period of time can access support and working space in the Base.
- Within the curriculum we have introduced small nurture-based literacy support groups within Years 9.

### The Specific Duties – Publish Evidence of Equality Analysis Undertaken

Schools should consider how their policies and practices have furthered, or would further, the aims of the General Duty. This should include details of the information they considered in conducting that analysis.

Policy / Practice Considered	Outline how the policy / practice was evaluated	Outcome of analysis
<p><b>Equal Opportunities including Race and Disability Discrimination. Policy.</b></p>	<p>Current policies have been reviewed by SLT and Governors.</p>	<p>Polices are in place for the academy.</p>
<p><b>Behaviour</b></p>	<p>The Behaviour policy was rewritten to become the Rewards and Behaviour policy. This has been amended and refined, including governor feedback. A behaviour matrix has been created to allow for a consistent approach across all staff. This has been shared with pupils.</p> <p>The Reward and Behaviour policy was updated in light of Covid 19 May 2020 and Sept 2020 and the additional Health &amp; Safety aspects of our policy.</p>	<p>There is a renewed focus on consistency, fairness and a clear progression of sanctions with an equal emphasis on rewards. Academy Council was asked to produce a pupil friendly version of the Behaviour matrix which is to be displayed in all classrooms.</p> <p>Parents have welcomed the clarity and consistency that the matrix allows.</p> <p>The policy is to be further updated to reflect our practices and increased focus on sexual harassment.</p>
<p><b>Anti-Bullying</b></p>	<p>The policies relating to anti bullying, including cyber bullying and sexting have been produced.</p> <p>An anti-bullying flow chart has been created to allow staff to respond in a consistent manner.</p>	<p>There is now a single anti bullying policy rather than elements of anti-bullying policy and practice appearing in a range of policies.</p> <p>Social skills groups have been created in each year group to work with pupils around</p>

		<p>issues of unkindness and the inappropriate use of social media.</p> <p>Ongoing work is required to engage parents in the anti-bullying work, particularly with regard to social media and interactions outside of the academy.</p>
<p><b>Special Educational Needs</b></p>	<p>A new SEND policy was in place to recognise the changes with SEND 2014 requirements.</p> <p>A SEND consultant worked with the academy 2016-2017 to ensure that policy and practice meet the new requirements and expectations.</p> <p>The consultant returned in 2020 to review progress and has provided online training for Teaching Assistants on developing pupil independence. The training was well received.</p> <p>The consultant will be working with the academy over the academic year 2021/22 providing additional support while EME is on maternity leave and KHO is Acting SENCO.</p>	<p>Additional apprentice Teaching assistants have been appointed to provide additional capacity in this area. The SEND team has been expanded to include a Key Stage 3 Assistant SENCO who works alongside the Key stage 4 &amp; 5 Assistant SENCO</p> <p>External behaviour support services are used to supplement internal provision.</p> <p>Teaching Assistants are now deployed in a variety of ways, utilising their specific skills and drawing more on targeted support for pupils rather than general class-based support.</p> <p>Examination concession process has been refined. All staff are asked to keep an ongoing record of concerns with specific examples of work that can be used as evidence when applying for concessions. Full mock examinations have been included for Year 10, 11 with an increased emphasis and focus on formal examinations as part of the assessment weeks for years 7-9. The academy has two fully trained exam concession testers and will increase this by another one in 2021.</p>

		<p>The exam hall has been reconfigured to provide a space within a space for all pupils who require concessions. Year 11 and 13 will have two opportunities to sit mock exams in this space in order to become comfortable and familiar and to raise any issues that they feel may impact on their performance. This allows for a wider range of staff to provide support and assistance when required.</p>
<p><b>Recruitment</b></p>	<p>New HR consultant in place since June 2020</p>	<p>New requirements regarding health-related questions during selection noted. Policy and procedures updated.</p> <p>New provider of health assessments on appointment now in place. Prompt occupational health assessments now accessed.</p> <p>HR policies are reviewed annually in light of the updated Safeguarding policy particularly in regard to Safer Recruitment.</p>

## The Specific Duties – Publish Details of Engagement Undertaken

Individual / Group engaged or consulted with.	Outline the nature of the engagement	Summarise outcomes from consultation
<b>Parents</b>	At each parent evening or at the annual Tutor review evening parents are asked to complete a questionnaire on their experience of the academy across a range of measures.	Parents report increased satisfaction with the academy on a large number of areas. This information will continue to use such feedback to inform the Academy Development plan.
<b>Academy Improvement Partner</b>	Annual review and analysis of external examination results and academy data.	Written and verbal reports provided along with attendance at governors meeting. Whole academy focus is on raising academic standards for all groups of children with a particular focus on closing the gap between disadvantaged and non, the more able and boys. Deep Dives and related training are being completed with all faculties over 2021-2022 A pastoral review has taken place in October 2021 providing valuable feedback on the policies and practices of within the academy.

## The Specific Duties – Set and Publish Equality Objectives 2020-2021

Characteristic	Objective	Success criteria	Date for review	Responsibility	Review 2021
<b>Disability</b>	To review offer and support provided to SEND pupils in light of the changing national policy and implications of Covid.	SEN policy reviewed and updated	Annual	AH Inclusion and Pastoral EME	Policy reviewed and approved
		New methods of support and ways of working with SEND pupils continue to be developed, creating cohesion with other interventions provided across the academy.	Summer 2021	AH Inclusion and Pastoral EME	Pupil numbers continue to increase 147 in Y7 2021. Positive comments noted by the SEND consultant Oct 21
	To provide ongoing support and training for teaching staff to ensure full provision can be made within lessons for SEND pupils	Summer 2021	AH Inclusion and Pastoral EME	See above. Additional training booked for Spring 2022 to continue development in this area.	
	Continue to support correct and prompt identification of pupils with SEND	All SEND pupils correctly and promptly identified and passports put in place to support all staff in addressing their needs.	Summer 2021	AH Inclusion and Pastoral EME	In place. Access arrangements taken into consideration with Centre Assessed Grades. Additional member of staff completing Access training Dec 2021
To ensure full and appropriate	All pupils prepared for and receive appropriate support in all	Summer 2020	AH Inclusion and Pastoral EME	Access arrangements taken into consideration	

	examination support provided for all pupils with SEN/ Disabilities	examinations and controlled assessment. New protocol for assessing immediate and ongoing need throughout the year to be reviewed and updated in light of experience.			with Centre Assessed Grades.
<b>Gender</b>	To continue to promote gender equality and to track and monitor any attainment gap between boys and girls, providing intervention where needed.	Attainment gap reduces	Four times a year at data collections and Annually in September at examination review	CEN and Progress and achievement leaders	Boys have achieved higher than girls for Attainment 8 in 2021.
<b>Race</b>	To continue to track and monitor the attainment and progress of all ethnic groups, providing intervention where needed.	All ethnic groups make or exceed the expected levels of progress.	Four times a year at data collections and Annually in September at examination review	CEN and Progress and achievement leaders	Data does not highlight any gaps.
<b>Religion and Belief</b>	To continue to promote the academy value and focus on all faiths and none while	Continue actively to celebrate a diversity of faith/ belief events drawing on the variety of	Ongoing	Academy Chaplain and SLT	Usual services and reflections took place even throughout Covid with a face to face

	encouraging freedom of expression and open expression for faith and belief.	faith groups within the academy.  To integrate the new academy Chaplain into the life of the academy and the pastoral team			Remembrance service and a Virtual Carol service. Full assembly programme continued throughout the year.
<b>Sexual orientation</b>	To promote academy values where everyone is valued equally regardless of actual or perceived sexual orientation	Continued promotion of this issue in Citizenship / PSHE lessons; homophobic bullying, SRE, & Human Rights  To raise awareness of this issue among all staff.	Ongoing	SWI, DSL and SLT	Successful Pride week set of events and celebration took place June 2021. Well received by staff and pupils.
<b>Gender Identity</b>	To promote academy values where everyone is valued equally regardless of gender identity	To raise awareness and provide ongoing training for all staff in issues relating to Transgender.  To raise awareness and provide information to pupils via Citizenship/ PSHE lessons.  To put in place individual support where need is identified.	Annually  Annually  Annually	AH Inclusion and Pastoral EME  SWI & SLT  SLT/ Pastoral team	Full Safeguarding training and updates provided face to face, virtually and via EduCare.  Full scheme of work in place. Also, the addition of Pride week events added to this work.  Pastoral staff have supported a number of children and families where required. Pupils are happy to ask for support.
<b>Pregnancy &amp; Maternity</b>	To ensure policies and practice relating to pregnancy and maternity relating to	Policies and practice are reviewed	Annually	HR & SLT	Policies reviewed by Working With Schools, HR provider annually.

	<p>both Staff and students are reviewed and updated in light of the Equality legislation.</p> <p>To keep up to date with changing requirements of Covid</p>	Keep in regular touch with HR consultant	Half termly	HR & KHO	Working with Schools have provided ongoing advice and support around changing legislation and good practice.
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### The Specific Duties – Set and Publish Equality Objectives 2021-2022

Characteristic	Objective	Success criteria	Date for review	Responsibility	Review 2022
<b>Disability</b>	To review offer and support provided to SEND pupils in light of the changing national policy and implications of Covid recovery	SEN policy reviewed and updated	Annual	AH Inclusion and Pastoral EME	
		New methods of support and ways of working with SEND pupils continue to be developed, creating cohesion with other interventions provided across the academy.	Autumn 2022	AH Inclusion and Pastoral EME	
		To provide ongoing support and training for teaching staff to ensure full provision can be made within lessons for SEND pupils	Autumn 2022 Autumn2022 Autumn2022	AH Inclusion and Pastoral EME	

	<p>Continue to support correct and prompt identification of pupils with SEND</p> <p>To ensure full and appropriate examination support provided for all pupils with SEN/ Disabilities</p>	<p>All SEND pupils correctly and promptly identified and passports put in place to support all staff in addressing their needs.</p> <p>All pupils prepared for and receive appropriate support in all examinations and controlled assessment. New protocol for assessing immediate and ongoing need throughout the year to be reviewed and updated in light of experience. Additional member of staff trained in exam concession testing</p>		<p>AH Inclusion and Pastoral EME</p> <p>AH Inclusion and Pastoral EME</p>	
<b>Gender</b>	To continue to promote gender equality and to track and monitor any attainment gap between boys and girls, providing intervention where needed.	Attainment gap reduces	Four times a year at data collections and Annually in September at examination review	CEN and Progress and achievement leaders	
<b>Race</b>	To continue to track and monitor the		Four times a year at data		

	attainment and progress of all ethnic groups, providing intervention where needed.	All ethnic groups make or exceed the expected levels of progress.	collections and Annually in September at examination review	CEN and Progress and achievement leaders	
<b>Religion and Belief</b>	To continue to promote the academy value and focus on all faiths and none while encouraging freedom of expression and open expression for faith and belief.	Continue actively to celebrate a diversity of faith/ belief events drawing on the variety of faith groups within the academy.  To further develop the relationship and work of the academy Chaplain as part of the life of the academy and the pastoral team	Ongoing	Academy Chaplain and SLT and PSMs	
<b>Sexual orientation</b>	To promote academy values where everyone is valued equally regardless of actual or perceived sexual orientation	Continued promotion of this issue in Citizenship / PSHE lessons; homophobic bullying, SRE, & Human Rights.  To review pastoral protocols to ensure full support provided to pupils while working with parents.  To raise awareness of this issue among all staff.	Ongoing	SWI, DSL and SLT	

		To raise awareness of this issue among all pupils.		JWE & Student council	
<b>Gender Identity</b>	To promote academy values where everyone is valued equally regardless of gender identity	To raise awareness and provide ongoing training for all staff in issues relating to Transgender.	Annually	AH Inclusion and Pastoral EME	
		To raise awareness and provide information to pupils via Citizenship/ PSHE lessons and Pride week events	Annually	SWI & SLT & JWE	
		To put in place individual support where need is identified.	Annually	SLT/ Pastoral team	
<b>Pregnancy &amp; Maternity</b>	To ensure policies and practice relating to pregnancy and maternity relating to both Staff and students are reviewed and updated in light of the Equality legislation.  To keep up to date with changing requirements of Covid	Policies and practice are reviewed	Annually	HR & SLT	
		Keep in regular touch with HR consultant	Half termly	HR & KHO	