



# Equality Information and Objectives (Public Sector Equality Duty)

**2021-2025**

Version: **December 2021**

Ratified by the Board of Trustees, Quality of Education & Welfare Committee

Signed by the Board of Trustees

**Date December  
21**

To be reviewed every 4 years

**Date December  
25**

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## **Our Academy's Commitment on Equality and Community Cohesion**

- 1.1. We are committed to equality both as an employer and a service-provider:
  - we try to ensure that everyone is treated fairly and with respect
  - we want to make sure that our Academy is a safe, secure and stimulating place for everyone
  - we recognise that people have different needs, and we understand that treating people equally does not always involve treating them all the same
  - we recognise that for some pupils' extra support is needed to help them to achieve and be successful
  - we try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers
  - we aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.
- 1.2. The board of Trustees welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our academy population; to explain how we have due regard for equality; and to publish equality objective which shows how we plan to tackle particular inequalities, and reduce or remove them.
- 1.3. The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need 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.

### Information about the Pupil Population: Kingsbury Academy

- 2.1. Number of pupils on roll at the academy: 93 (November 2021). This amount may increase throughout an academic year and may change with pupils transferring to other provision.
- 2.2. This is broken down into Key Stage (KS) groups as follows:

Phase/KS	EYFS	KS 1	KS 2
Number of pupils	12	21	60
% of pupils against school population	12.9%	22.6%	64.5%

### Information about the Pupil Population: Calthorpe Academy

- 3.1. Number of pupils on roll at the academy: 427 (November 2021). This amount will increase typically throughout an academic year and may change with pupils transferring to other provision.
- 3.2. This is broken down into Key Stage (KS) groups as follows:

Phase/KS	EYFS	KS 1	KS 2	KS 3	KS 4	KS 5
Number of pupils	9	44	73	118	87	96
% of pupils against school population	2.12%	10.3%	17.1%	27.63%	20.37%	22.48%

### Information on pupils by protected characteristics

- 4.1. The Equality Act protects people from discrimination on the basis of 'protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment and discrimination.

#### Disability

- 5.1. The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.' All pupils have a statement of SEND or an EHCP. The Academies cater for pupils with SLD, those with a PMLD or those with ASC and complex needs, along with one or more of the following SEN:

- ASD
- ADHD
- Hearing Impairment
- Visual Impairment
- Physical impairment
- Medical needs
- Speech and language needs
- Social, mental, emotional health needs
- ODD
- Attachment disorder
- Dyspraxia
- Dyslexia
- Sensory needs

### **Kingsbury Academy Pupil Data**

#### 6.1. Race

- This includes colour, nationality and ethnic and national origins. The largest single ethnic minority group is Black-African with 18.3% of learners in this group.

#### 6.2. Sex/Gender

- 72% male;
- 28% female

#### 6.3. Information on other groups of pupils

- 38.7% are pupils in receipt of free school meals
- 0% are Looked After Children (LAC)

### **Calthorpe Academy Pupil Data**

#### 7.1. Race

- This includes colour, nationality and ethnic and national origins. The largest single ethnic minority group is AOPK (Other Pakistani) with 38% of learners in this group.

#### 7.2. Sex/Gender

- 74.47% male;
- 25.53% female

### 7.3. Information on other groups of pupils

- 53% are in receipt of free school meals
- 3.51% are Looked After Children (LAC)

## **Our Main Equality Challenges**

8.1. This is a summary of the issues that we are most concerned about.

### 8.2. **Sex/Gender**

8.2.1. Throughout the academy, there are more boys than girls. Our most able pupils in academy are boys, as are our SLD pupils. Most of the staff at the academy are female.

8.2.2. Strategies and interventions in place to tackle concerns about inequalities resulting from sex/gender include:

- when considering class groupings, we intentionally put together girls and boys within peer groups to ensure both same and different sex/gender friendships are supported. Where this is not appropriate, classes work together to enable same and different sex/gender peer groups to be established and parents are informed
- we monitor the attainment of all our pupils by gender
- we set targets to improve the attainment and rates of progress
- we are identifying and addressing barriers to the participation of boys and girls in activities
- we ensure that gender stereotypes in subjects and real-life contexts are avoided
- when looking at staffing, we consider class groupings so that children who may need positive male or female staff role models are grouped in classes where male/female staff are not available.

### 8.3. **Race**

8.3.1. Strategies and interventions in place to tackle concerns about inequalities resulting from race include:

- Increase number of staff from ethnic minority groups
- Provide pupils with the relevant communication support if English is their second language

#### 8.4. **Disability**

8.4.1. All of the pupils in our academy have varying degrees of disability. There is a small proportion of pupils with complex medical conditions that need routine support in place.

8.4.2. Strategies and interventions in place to tackle concerns about inequalities resulting from disability include:

- ensuring staffing and resources enables all groups of pupils to make progress in line with expectations.
- streaming pupil groups according to ability and disability for different lessons.
- all children regardless of disability accesses all parts of the curriculum including community education.
- relevant training appropriate to increasing medical needs.
- all attainment is monitored by disability, with targets set to improve rates of progress
- ensuring equality for staff with disability, including risk assessment to recognise reasonable adjustments that are required.
- continue developing the site to enable pupils to access areas more readily (Accessibility Plan)

#### 8.5. **Religion or Belief**

8.5.1. We have pupils from a wide range of beliefs and backgrounds. Different events are celebrated throughout the academy year to enable all pupils to understand their academy community.

8.5.2. Strategies and interventions in place to tackle concerns about inequalities resulting from religion or belief include:

- when the Directors set holiday dates, consideration is taken of impact of staff absence on staff and pupils
- Academy follows LA academic calendar to set holiday dates.

#### 8.6. **Sexual Orientation and Gender Reassignment**

8.6.1. Strategies and interventions in place to tackle concerns about inequalities resulting from sexual orientation and gender reassignment include:

- Sexual orientation or gender reassignment is not a factor that causes inequalities

- Pupils build on their awareness of this area within their PSHE curriculum.

## 8.7. **Pregnancy or Maternity**

8.7.1. Strategies and interventions in place to tackle concerns about inequalities resulting from pregnancy or maternity include:

- Risk assessment for member of staff which may include change of role in academy for time of pregnancy if appropriate
- Time off for maternity linked appointments in line with leave of absence policy.

## **How we have Due Regard for Equality**

9.1. The information provided here aims to show that we consider equality issues in everything that we do. Academies are required to have due regard to the need to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010. The information below is a summary of how we are aware of this requirement and how we respond to it. Please contact us if you would like to see copies of any of our academy policies or minutes of meetings.

9.2. Under the Equality Act 2010, we are also required to have due regard to the need to advance equality of opportunity and foster good relations. This includes steps we are taking to tackle disadvantages and meet the needs of individuals and groups of pupils.

## **How we are Meeting the Aims of the General Sector Equality Duty**

10.1. We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.

10.2. We take steps (reasonable adjustments) to ensure that different groups of pupils and staff are not put at a disadvantage compared to other groups.

10.3. When Governor's consider equality issues in relation to policies, decisions and services, a record of this is kept in the minutes and papers of director meetings.

10.4. We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.



- 10.5. We have an academy-wide behaviour policy and medication policy that records all incidents as outlined in our policies.
- 10.6. We have information on anti-bullying which sets out how we will eradicate bullying at the academy. Reference to anti-bullying is also found within both our safeguarding policy and behaviour policy.
- 10.7. We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken.
- 10.8. Our special educational needs information report outlines the provision the academy makes for pupils with special educational needs.
- 10.9. We have an accessibility plan that sets out the steps we will take to make the academy accessible to all pupils as far as is reasonably possible.
- 10.10. Our admission arrangements are in line with LA policy for admitting pupils with special educational needs.
- 10.11. Our complaints procedure sets out how we deal with any complaints relating to the academy and is published on the shared drive, is outlined in the staff handbook and on the academy website for parents.
- 10.12. We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- 10.13. We have procedures for addressing staff discipline, conduct and grievances.
- 10.14. All staff are always encouraged to follow the academy's whistle blowing policy.
- 10.15. We have a staff code of conduct that is published on the shared drive for staff and is outlined in the staff handbook.
- 10.16. We involve learners, staff, their families and disabled staff in the changes and improvements we make and consult them on issues affecting them.
- 10.17. The Academy promotes the spiritual, moral, social and cultural development of all pupils through an enriched curriculum and a

celebration of religious and cultural festivals in assemblies and through a well-planned PSHE programme.

- 10.18. We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures
- 10.19. We ensure that the curriculum challenges racism and stereotypes
- 10.20. We organise special events for all our community to take part in
- 10.21. The curriculum is supported by resources that provide positive images that reflect the diverse communities of modern Britain. We promote British Values.
- 10.22. All staff receive training on promoting equality for all.

### **Consultation and Engagement**

- 11.1. How we foster good relations and promote community cohesion:
  - The Academy promotes the spiritual, moral, social and cultural development of all pupils.
  - We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity.
  - We celebrate the lives of disabled people and of different groups and promote equality.
  - We ensure that the curriculum presents positive images of different groups of people.
  - We tackle prejudice and any incidents of bullying ensure that all pupils are aware that everyone in academy is different, and that all have qualities to offer.
  - The support of charitable projects meeting the needs of the diverse communities
- 11.2. We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.
- 11.3. Our main activities for consulting and engaging are:
  - weekly morning briefing sessions with staff
  - weekly meetings with staff

- parent/carer meetings, parents' evenings and annual reviews
- surveys, questionnaires and verbal consultations
- continuous development of the Academy website
- initial visits for new families joining the Academy
- a selection of policies is available on the Academy's website
- the Headteacher will be available to discuss the policy with individual parents, staff, and governors
- meetings with various professionals to ensure pupils needs are continuously met.

### **Consideration of Equality Issues when Making Decisions**

- 12.1. Ensure that all the curriculum areas make the best possible use of all that is on offer from a cultural and ethnic prospective in our local area.
- 12.2. Our curriculum provides opportunities for all pupils to enjoy the experiences of working and living in a multi-cultural community.
- 12.3. To continue to promote collaboration between the different groups and celebrate difference.
- 12.4. We ensure we respond and monitor any sexist bullying or sexual harassment in line with the Academy policies.
- 12.5. We encourage pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes.
- 12.6. Ensuring the inclusion of positive, non-stereotypical images of women and men, girls and boys across the curriculum.
- 12.7. Both male and female parents and carers where possible are involved in the work of the Academy and contribute to their children's learning and progress (e.g. clubs, fetes, Sports Day etc.).

### **Our Equality Objectives**

- 13.1. The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

13.2. We will regularly review the progress we are making to meet our equality objectives.

13.3. **Equality objectives**

13.3.1. Equality objective 1: Disability: no significant difference between progress expectations of ASC and SLD.

a) Actions:

- Half termly data information identifies progress concerns of specific groups of pupils according to SEN, i.e. SLD & ASC.
- Pupil progress meetings agrees interventions and funding to narrow the gap of SEN groups.

b) Success Criteria/ Evidence:

- Vast majority of pupils regardless of SEN make at least expected progress in line with targets, with a significant proportion making above expected progress.

13.3.2. Equality objective 2: Race: no difference between the attendance of pupils regardless of race.

a) Actions:

- SLT, attendance officer and family liaison officer to take the lead on improving attendance.
- Training for SLT and class staff on attendance procedures.
- Ensure attendance policy is understood and followed effectively.
- Use of SLT/Family liaison officer in the Academy to ensure that families understand expectations.
- Work closely with education social worker regarding attendance.

b) Success Criteria/ Evidence:

- All pupil's attendance will be at least 90% regardless of race.

13.3.3. Equality objective 3: Ensure that staff and directors are aware of current legislation surrounding diversity, equality and promoting British values.

a) Actions:

b) Success Criteria/ Evidence:

- Staff and directors to have good understanding of importance of promoting equality and British Values.

- Named directors to be able to challenge equality in their areas and in their class bases.
- Director's minutes to show evidence of 'due regard' to equality.

**Changes**

<b>Description</b>	<b>Date</b>	<b>Page</b>	<b>Section</b>
Inclusion: Of Kingsbury throughout			
Updated figures	November 2021	4,5,6	2.1 2.2 3.1 3.2 6.1 6.2 6.3 7.1 7.2 7.3