



Open Academy

Equality and Diversity Policy and Procedures

Policy Type:	Trust Core Policy
Approved By:	DNEAT Trust Board
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Review Date:	Annually
Person Responsible:	DNEAT Operations Manager

Summary of Changes

The model policy has been revised to reflect these changes to the statutory guidance as outlined below.

Page Ref.	Section	Amendment	Date of Change
5	4	Key contact updated to Nick Plater	
6	5	Update Equality Objective 1	Sept. 19
9 -10	App1	Appendix 1 re-written for 2019-2020	Sept. 19
11	App 1	Outcomes for summer 2020 included	Nov 20

EQUALITY AND DIVERSITY POLICY AND PROCEDURE

General policy roles and accountabilities

The Diocese of Norwich Education and Academies Trust (DNEAT) is accountable for all policies across its Academies. All policies, whether relating to an individual academy or the whole Trust, will be written and implemented in line with our ethos and values as articulated in our prospectus. We are committed to the provision of high-quality education in the context of the Christian values of service, thankfulness and humility where individuals are valued, aspirations are high, hope is nurtured and talents released.

A Scheme of Delegation for each academy sets out the responsibilities of the Local Governing Body and Principal. The Principal of each academy is responsible for the implementation of all policies of the Academy Trust.

All employees of the Academy Trust are subject to the Trust's policies.

1. Introduction

The Trust Board of DNEAT is deeply committed to the principles of equality, diversity and inclusion and actively promotes this with its staff, governors, volunteers, pupils, parents / carers and all in the academy community.

All our academies are inclusive where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

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.

2. Scope

This policy encompasses the following protected characteristics:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Marriage and civil partnership

The Trust does not tolerate any form of harassment, bullying or discrimination (see the section on linked policies for related policies).

3. Our approach to equality is based on the following key principles

- All learners, staff, trustees, governors and volunteers are of equal value and shall be enabled to develop to their full potential
- We recognise, respect and value difference and understand that diversity is a strength
- We foster positive attitudes and relationships and a shared sense of cohesion and belonging
- We observe good equalities practice in staff recruitment, retention and development
- We aim to reduce and remove inequalities and barriers that already exist
- Equality is central to our academy's Christian ethos which follows the example of Jesus and the New Testament
- We aim to support social justice and social mobility preparing pupils for life in a diverse society

We will provide training, guidance and information to enable all in the academy community to play their part in the implementation of this policy.

4. The Legal Context

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that no-one should be discriminated against or treated less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity, age, marriage and civil partnerships

The Act requires all public organisations, including Academy Trusts to comply with the Public Sector Equality Duty and two specific duties:

The **Public Sector Equality Duty** or "general duty"

This requires all public organisations, including Academy Trusts, to

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

Two "specific duties"

This requires all public organisations, including Academy Trusts, to

1. Publish information to show compliance with the Equality Duty
2. Publish Equality objectives at least every 4 years which are specific and measurable

We understand from time to time further legislation and guidance is published by Government and relevant legal bodies and we will continually monitor and implement relevant policy and practice to ensure compliance.

Roles and responsibilities

All directors, trustees, governors, staff, volunteers, students and their families need to develop an appropriate understanding of, and act in accordance with, the Trust's Equality and Diversity Policy and Action Plan.

In addition the DNEAT trustees are responsible for ensuring that the Trust prepares, publishes, implements, reports on and reviews an Equality and Diversity Policy and Action Plan (including budget requirements), and in particular the employment implications of meeting the Duty.

Information on how DNEAT is meeting these statutory duties can be found here

<http://www.dneat.org/our-values-principles>

Each Local Governing Body is responsible for the implementation of this policy and will delegate the day to day operational responsibility to a named senior manager, usually the Principal. Jon Ford. The Ethos and Community Committee will have a watching brief regarding the implementation of this policy.

Each academy will produce an Equality Impact Statement each year. The template for this can be found in **Appendix 1** and should be published on the academy website.

All visitors to the Academy, including volunteers, parents and carers, are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information to enable them to do this.

Key contacts:

Staff Member responsible: Jon Ford

Link Trustee/Local Governor: Nick Plater

5. Publishing Equality Objectives

The objectives which we identify represent the Trust's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we **achieve improved outcomes** for the different groups. We produce Equality data analysis which informs our discussions about the Equality Objectives. <http://www.dneat.org/our-values-principles>

Our Trust Equality Objectives for 2017-2020 are:

1. Every academy in the Trust will undertake equalities data reporting to its Local Governing Body and will set a minimum of one annual objective at school level in line with locally identified priorities.
2. Narrowing the gap objectives
3. To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010.

4. Advertising of roles across the Diocese will aim to attract more applicants from under-represented minority groups from within the local population profile. This will include; Inclusion of statements of encouragement within advertising campaigns to encourage more balanced recruitment e.g. gender, ethnicity, disability

Our Academy Equality Objectives are:

- **Achieve a positive progress 8 score at the end of key stage 4 with no significant differences in P8 for boys/girls and Pupil Premium / Non-Pupil Premium**
- **Achieve a year on year reduction in the attainment gap in English and Mathematics at KS4 between students with a SEN/D statement and their peers**
- **Achieve a year on year reduction in the % of fixed term exclusions for students with protected characteristics**

These objectives will be reviewed annually.

We note also that OFSTED has a statutory duty to report on the outcomes and provision for students who are disabled and those who have special educational needs.

6. What we are doing to eliminate discrimination, harassment and victimisation

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our students and the way we provide access for students to facilities and services
- We are aware of the Reasonable Adjustment duty for disabled students – designed to enhance access and participation to the level of non-disabled students and stop disabled children being placed at a disadvantage compared to their non-disabled peers
- The Principal ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the Academy.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all
- We ensure that our admissions arrangements are fair and transparent, and we do not discriminate against students by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity
- The Academy's Behaviour Management Policy takes full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for students with a disability. We closely monitor data on exclusions and absence from Academy for evidence of over-representation of different groups and take action promptly to address concerns.

- The Academy challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality. We treat all bullying incidents equally seriously.

7. What we are doing to advance equality of opportunity between different groups

- We know the needs of our students very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our admissions meetings
- We collect data and monitor progress and outcomes of different groups of students and use this data to support Academy improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills
- We also collect, analyse and use data in relation to attendance and exclusions of different groups
- We avoid language that runs the risk of placing a ceiling on any student's achievement or that seeks to define their potential as learners, such as "less able"
- We use a range of teaching strategies that ensures we meet the needs of all students
- We provide support to students at risk of underachieving
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality
- We ensure equality of access for all students to a broad and balanced curriculum, removing barriers to participation where necessary
- We will take positive and proportionate action to address the disadvantage faced by particular groups of students with particular protected characteristics, such as targeted support. The actions will be designed to meet the Academy's Equality Objectives.

8. What we are doing to foster good relations

- We work closely and openly with parents / carers
- We communicate and engage with a variety of community groups including the local church
- We enable employers and other groups to work with students in the academy to broaden and deepen their educational experience
- We prepare our students for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our students
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHCEE and across the curriculum
- We use materials and resources that reflect the diversity of the Academy, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping
- We promote a whole Academy ethos and values that challenge prejudice-based discriminatory language, attitudes and behaviour

- We provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures
- We include the contribution of different cultures to world history and that promote positive images of people
- We provide opportunities for students to listen to a range of opinions and empathise with different experiences
- We promote positive messages about equality and diversity through displays, assemblies, visitors, and whole Academy events such as International Days for transition groups.
- We include Equalities matters in our communications to parents and Carers.

9. Monitoring and reviewing the objectives

The Trust reviews and updates the equality objectives every two years. We will publish an evaluation of the success in meeting these objectives, for parents and carers, on the Trust website.

The academy Ethos and Community Committee will ensure an Equality Impact Statement is produced each year (Appendix One).

10. Disseminating the policy

This Equality Policy along with the Equality Objectives and data is available:

- On the Trust and academy websites
- As paper copies in the Academy office and staff rooms
- As part of induction for new staff

11. Monitoring and Reviewing the policy

The Trust Board annually reviews the Equality Policy and evaluates the success of the Trust's Equalities work.

12. Links to other policies

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, see Appendix Two, we ensure that information about our responsibilities under the Equality Act are also included in other aspects of academy life such as the Academy Improvement and Development plan, web sites, newsletters and other policies e.g.

- Equality and Diversity Policy for employees
- Anti-bullying policy (students)
- Staff bullying and harassment policy
- Flexible working policy
- SEND policy
- Admissions policy
- Accessibility plan

Academy Equality Impact Statement

RATIONALE: Education Brief

Open Academy provides the “opportunity for all to achieve their very best, regardless of their race, religion, gender, abilities, social background or any other personal characteristic”.

The academy takes its commitment to eliminating discrimination seriously, the annual Equalities Impact Statement is part of our duty to promote Equality.

As part of our core offer we hold weekly assemblies related to our Core Values, inviting a diverse range of speakers both within and outside the Academy on a regular basis; we offer a broad range of events and activities through our Personal, Social, Health, Citizenship and Enterprise Education programme, and regular Continuing Professional Development for all staff, in particular Safeguarding and SEND.

The academy provides equal opportunities for all students, and students who are vulnerable or facing emotional or social problems that are affecting their learning receive a high level of support.

This is consistently and rigorously maintained by all adults in the Academy, through greater scrutiny, an annual review of the curriculum in relation to the specific cohorts coming through the Academy, close working relationships with alternative providers, better teaching and a more disciplined ethos.

The Academy provides equal opportunity for all students. Students who are taught in the Specialist Resource Base have access to mainstream lessons and they are represented on the student council group, Open Voice. Students who are vulnerable or facing emotional or social problems that are affecting their learning receive a high level of support. Intolerance of others, based on race, religion, beliefs or sexual orientation, is not accepted.

OUTCOMES: 2019

The percentage of students gaining Level 4 and above in English and Maths (standard pass) is 60% while the percentage gaining Level 5 and above (Strong Pass) is 38%. These figures are the same as the 2018 Academy record results achieved with a cohort with the same starting point statistically however with this year, a significantly boy heavy year and a cohort with huge social issues. The gap between disadvantaged (PP) and non-disadvantaged (non pp) students was 51% 4+ pp to 65% non pp which is similar to the national pp gap

Attainment and Progress

Attainment 8

2019 figures* - School: 40.47 National 48

Boys 39.56; Girls 41.66; PP 37.28; Non PP 43.36; SEN 32.16; Non SEN 43.75

Disadvantaged GAP: School (-6.32) National (*not yet known 2017 was approx. -10)

*Unvalidated figures may change until November 2019

Progress 8

* Estimated figures using 2018 P8 model for 2019 School data – Overall;-0.4, Girls;-0.37 Boys; -0.41 PP; -0.85 Non PP;-0.05 SEND; -0.63Non SEND;-0.3

Disadvantaged GAP within our 2019 cohort (-0.8) Please note that our pupil premium cohort for 2017 was 42%.

It is also important to note that national data over a number of years demonstrates that students with lower prior attainment at the end of KS2 are statistically considerably less likely to make at least expected progress than those at or above national average on entry and the starting point for this year group was 27.2 or significantly lower than the national average.

*Unvalidated figures may change until November 2019

The Academy Development and Improvement Plan aims to improve:

- Progress
- Quality of Teaching & Learning through improving assessment, homework, support systems and quality assurance processes
- Pastoral support
- The curriculum

For 2019 we have invested in a new year based pastoral support structure and a refreshed positive behavior for learning policy which focusses on engagement, relationship development and repair rather than punishment. Individualised support plans are now regularly being utilized and updated to support those with disadvantage, at risk of falling behind or with SEND where their data suggests it is required

A more comprehensive transition programme has also been established to support this core group and runs across Year 6 as students prepare to join the Academy, including visits to the Academy, individual interviews, small group visits and workshop activities to prepare students fully. We also run activities for Y5 including two successful MFL days and attendance at the Academy pantomime.

Attendance data shows that: [for 2018-19 Academic Year]

- Last year the Academy's attendance was up almost 1% to 93.56% from 92.66% The PA figure was also better by 0.6% down to 13.52% from 14.10%.
- Attendance by gender F 94.22, M 93.03; Disadvantage Non PP 95.51, PP 90.24: Special Need SEN 88.29
- The absence rates for other than English is not statistically significant.

Behaviour

- Last year all indicators showed an increase in exclusions. We saw an increase of 34% in Fixed Term Exclusion days up from 199 days in 2017/18 to 301 days in 2018/19 due to a significantly larger student population and reduced resources for student support through financial pressures
- An increase of 36% of incidents up from 105 in 2017/18 to 163 in 2018/19 and a 13% increase of pupil premium students been excluded up from 159 days in 2017/18 to 182 days in 2018/19.
- Permanent Exclusion dropped by 25% from 4 in 2017/18 to 3 in 2018/19. The 3 PEX's accounted for 14% of the total number of FEX days last year (42.5)
- We have set ambitious targets of reducing FEX days to less than 100 days this year a 67% decrease as the curriculum has been remodelled for 2019/2020 to release resources to offer greater support and allow the development of a new approach to pastoral support through year teams

Areas of focus for 2019-2020 Academic Year

Progress for SEND students

- Half term tracking of progress and effort by SENDCO and AP to inform interventions
- Half term tracking of Inclusion Base data by SENDCO and AP to inform interventions
- Annual review of SEND register
- Monitoring and review of progress mentor deployment annually

Progress for academically able students

- Challenging work in lessons
- Access to UEA mentors
- Opportunity to be part of the Villiers Park programme
- Extra-curricular opportunities for this group
- Support for identifying next steps after graduation from the academy

Outcomes at 6th Form

- Using similar achievement tools for KS5 as KS4 to monitor track and intervene to stop students falling behind
- Motivating the year 12 by starting with the NCS program
- Broadening the academic offer at post 16 to meet the needs of the students

Progress for boys

- Boy friendly strategies in lessons
- Half term tracking of progress and effort by AP and HoFs to inform interventions
- Use of Key Stage RAP meetings that we are re-defining as Raising Academy Progress meetings in all key stages to regularly track progress of students in all key groups

Outcomes 2020

These grades were CAGs that were further manipulated by an algorithm. There was evidence of

impact although it is not necessarily conclusive given the circumstances.

Gaps Over Time								
(National in brackets)	2019				2020 ¹			
	All	Boy/ Girl	PP/ nonPP	SEN/ nonSEN	All	Boy/ Girl	PP/ nonPP	SEN/ nonSEN
KS2 APS	27.9 (28.9)	0.2 (-0.1)	0.6 (-0.7)	-10.8 (-9.9)	28.7 (29.1)	1.1 (-0.1)	-0.7 (-0.7)	-7.1 (-9.8)
All	-0.39 (-0.03)	-0.06 (-0.49)	-0.71 (-0.57)	-0.94 (-0.62)	0.26	-0.25	-0.93	-1.40
English	-0.52	-0.47	-0.41	-1.11	-0.2	-0.47	-0.94	-1.73
Maths	-0.26	-0.31	-0.94	-1.46	0.65	0.62	-0.78	-0.46
Science	-0.33	-0.48	-0.72	-0.26	0.62	-0.33	-0.92	-0.99
Humanities	-0.17	-0.21	-0.76	0.72	0.58	0.1	-0.29	-0.69
Languages	-0.66	-0.6	-2.8	-0.88	0.45	-0.28	-0.68	-1.04

Signed Principal:

Signed Chair of Governors:

Date:

¹ The government formula increased the CAGs of several students. These increases had an impact on the gaps analysis significantly. The gap widened in PP/nonPP by 0.28 because 91% of the lifted grades were non-PP students. Furthermore 68% of the increased grades were girls increasing the gender gap by 0.09.

DNEAT Public Sector Equality Duty Statement (over 150 Employees)

1 Introduction

1.1 This document describes how the Multi Academy Trust Board intends to fulfill its responsibilities under the Public Sector Equality Duty with regard to its workforce. The Equality Objectives will be part of the DNEAT Business Plan and information will be published on the appropriate page of the DNEAT website.

1.2 We will have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and those who do not share it.

1.3 We will collect and use equality information to help us to:

Identify key issues

- Understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby plan them more effectively.
- Assess whether we are discriminating unlawfully when carrying out any of our functions.
- Identify what the key equality issues are for our organisation.

Assess performance

- Benchmark our performance and processes against those of similar organisations, nationally or locally.

Take action

- Consider taking steps to meet the needs of staff who share relevant protected characteristics.
- Identify if there are any actions we can take to avoid discrimination and harassment, advance equality of opportunity or foster good relations.
- Make informed decisions about policies and practices which are based on evidence about the impact of our activities on equality.
- Develop equality objectives to meet the specific duties.
- Have due regard to the aims of the general equality duty by ensuring that staff have appropriate information for decision-making.

1.4 We will work towards developing an equality profile of staff to help us to understand key equality issues in our workforce, including any evidence of pay gaps or 'occupational segregation' i.e. staff with certain protected characteristics being over-represented in particular roles, for example, women as cleaners, or at certain grades. In addition, we note that it is likely to be useful to collect and consider information, appropriately disaggregated, about:

- recruitment and promotion
- numbers of part-time and full-time staff
- pay and remuneration
- training
- return to work of women on maternity leave
- return to work of disabled employees following sick leave relating to their disability
- appraisals
- grievances (including about harassment)
- disciplinary action (including for harassment)
- dismissals and other reasons for leaving.

2. Publication of Equality Information

2.1 We will publish relevant, proportionate information which is broad enough to give a full picture of performance across our trust. We will demonstrate how we have used this information to have due regard to all three aims of the duty, for all relevant protected characteristics. Our information will usually fall into two main categories:

2.1.1 information to identify equality issues. Examples of this include equality monitoring information about employees, information about the effect of our activities on people with different protected characteristics or any engagement we may have carried out.

2.1.2 information about steps taken to have due regard to the aims of the general equality duty. For example, any records we have about how we had due regard in making certain decisions, information that was considered in that decision-making (including engagement), consideration of steps to mitigate adverse impacts, or details of policies to address equality concerns.

2.2 We note that the Equalities and Human Rights Commission would normally expect to see the following information:

- the race, disability, gender and age distribution of our workforce at different grades, and whether they are full or part time
- an indication of the likely representation on sexual orientation and religion and belief, provided that no-one can be identified as a result
- an indication of any issues for transsexual staff, based on engagement with transsexual staff or equality organisations
- gender pay gap information
- information about occupational segregation
- grievance and dismissal information for people with relevant protected characteristics
- complaints about discrimination and other prohibited conduct from staff

- details and feedback of engagement with staff and trade unions
- quantitative and qualitative research with employees e.g. staff surveys
- records of how we have had due regard to the aims of the duty in decision-making with regard to our employment, including any assessments of impact on equality and any evidence used
- details of policies and programmes that have been put into place to address equality concerns raised by staff and trade unions.

DNEAT EQUALITY & DIVERSITY POLICY PROCESS

