

Equality Information and Objectives Statement

October 2020

The Petchey Academy Equality and Diversity Statement and Objectives

Below you will find a summary of how The Petchey Academy complies with the requirements of the Public Sector Equality Duty as this relates to academies and details of the objectives The Petchey Academy has set out in the Rapid Improvement Plan for 2020-2021. These support our commitment to providing an environment in which each individual has complete equality of opportunities and does not suffer any discrimination, whether directly or indirectly.

Our General Equality Duty

The Public Sector Equality Duty as outlined in the Equality Act 2010 requires schools to have due regard to the need to:

Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act (see objectives 4 and 6 below);

Advance equality of opportunity between people who share a protected characteristic and those who do not (see objectives 1, 2 and 3 below); and

Foster good relations between people who share a protected characteristic and those who do not (see objective 4 below).

Protected Characteristics

Protected Characteristics There are 9 Protected Characteristics under the Equality Act; Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex and Sexual Orientation. The Equality Duty requires schools to consider how its activities affect the people who share these different protected characteristics.

Eliminating Discrimination

The Academy 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. Staff and governors are regularly 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.

Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the academy 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)
- 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 Academy clubs and enrichment activities)

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

- Consider the published attainment data each academic year showing how pupils with different characteristics are performing
- Analyse Academy results to determine strengths and areas for improvement and implement actions in response.
- Monitor Academy data to identify trends and consider effective intervention where necessary for specific groups (e.g. incidence of SEND bullying)

Fostering good relations

The academy 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, 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. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community and organising academy trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our academy council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.

Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school will consider 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

Equality Objectives 2020-2021

We are required to establish at least one Equality Objective to address any areas of inequality, or possible inequality, that we have identified through reviews and analysis of our activities, including our performance outcomes. We have identified six objectives for the period 2018-2021. Progress against these objectives will be monitored by the Governing Body and reported annually to the Governors at which time they will be reviewed and updated as necessary.

Our equality objectives for 2020-2021 (summarised under the headings: Strategic Direction Leadership and Management; Intent: Inspiring Curriculum Provision; Impact on Outcomes: Improving Engagement & Ethos).

In relation to Leadership and Management:

We will ensure that our 10 Year maintenance plan supports the academy's Accessibility Plan and works continue to be planned in the context of improving any accessibility issues so that students and staff with disabilities may participate fully in all academy activities.

How will this be achieved?

- By carrying out an annual audit to identify any accessibility issues and ensuring that these are addressed in any capital planning proposals and/or bids submitted for external funding for capital building projects

In relation to Intent: Inspiring Curriculum Provision:

We will develop and secure strong strategic leadership of a coherent personal development curriculum that encompasses critical aspects of Personal, Social, Health Education (PSHE), spiritual, moral, social and cultural (SMSC), resilience, character and British Values.

Implement curriculum pathways that support the most and least able to make progress

How will this be achieved?

Themed assemblies on current affairs to enhance pupils' understanding of the wider world

Working with expert partners from the third sector to deliver workshops on areas such as self-confidence, resilience and mindfulness

Develop a high quality curriculum pathway for students in years 7 – 11 with Education Health Care Plans who are unable to access an academic curriculum.

In relation to: Implementation: Improving Teaching & Learning

We will ensure that all of our students, including those in groups protected by the Equality Act, have access to engaging and innovative teaching strategies to foster a love of learning and encourage independence in our learners to enable them to achieve to their optimum level of ability.

How will this be achieved?

Through tailored diagnostic and assessment processes;

Through the provision of a structured and comprehensive programme of lesson observations, encompassing all staff, and the implementation of carefully targeted continuous professional development (CPD) opportunities, including 1:1 support strategies, where appropriate.

In relation to: Impact on Outcomes: Improving Engagement & Ethos

Implement rigorous tracking of pupil progress and achievement, including effectiveness of interventions to highlight and narrow the gaps between particular groups e.g. Pupil Premium and non-Pupil Premium; SEND and non-SEND.

Continue to review and adapt the Academy's exclusion policy to ensure clear exclusion thresholds that are applied consistently for all pupils and reduce the exclusions of a Black Caribbean boys.

How will this be achieved?

Teaching & Learning judged good or outstanding.

Ensure high level of support for SEND student through an appropriate curriculum and intervention /support mechanisms.

Catch up funding used appropriately to maximise use of learning time and provide opportunities for catch up and additional support.

Implementation of a range of actions including parent/pupil liaison work, visits from Black role models, learning mentors and tutor time with a focus on emotional literacy, assertiveness, socialization and behaviour management skills.