

EQUALITY DUTY STATEMENT (Statutory)



Preamble and Context.

The Equality Act 2010 ensures that everyone has the right to be treated fairly at work or when using services. It harmonises and streamlines 40 years of equalities legislation and protects employees and service users on the basis of certain “protected characteristics”.

The act provides protection from discrimination be it:

1. Direct or indirect association or perception
2. Harassment
3. Victimisation.

The “protected characteristics” are identified as the following:

1. Age
2. Sex
3. Disability (including carers)
4. Race
5. Gender reassignment
6. Sexual orientation
7. Marriage and civil partnership
8. Religion and belief
9. Pregnancy and maternity.

Specific Equality Duty.

Section 149 of the Equality Act 2010 introduced a single public sector equality duty (PSED) which applies to all schools and academies (for schools and academies read ‘schools’ from this point forward).

The PSED came into force on 5 April 2011.

One requirement of the PSED is that schools must prepare and publish equality objectives. These objectives will then need to be published at least once every four years.

The Department for Education.

The Department for Education (DFE) has published guidance on the PSED which explains that:

‘Objectives are not intended to be burdensome or a ‘tick box exercise’, but they do need to be specific and measurable. They should be used as a tool to help improve the school experience of a range of different pupils. A school should set as many objectives as it believes are appropriate to its size and circumstances; the objectives should fit a school’s needs and should be achievable’.

It is regarded as best practice for a school to develop more than one equality objective. This is because in most cases a school will be able to improve equality for more than one protected group or for one protected group in multiple areas.

This policy will be kept under regular review in light of legal developments and best practice.

EQUALITY DUTY STATEMENT (Statutory)



Monitoring and Enforcement.

The Equality and Human Rights Commission is responsible for monitoring and enforcing the equality duty.

SMART Equality Objectives

Equality objectives should be smart, this means they should be:

1. Specific: which protected characteristics/groups are we targeting?
2. Measurable: how will we know whether we have achieved our outcome?
3. Achievable: can this happen? Is further development or training required?
4. Realistic: why is this specific target important? Will it help us move forward and improve our service?
5. Timeframe limited: give ourselves a target date, either to assess where we are or when we want to have achieved our goal.

Ensuring equality, fairness and good relations are at the heart of everything we as a school do. Our Academy Development Plan indicate clearly our medium term, longer term and annual improvement priorities. We set annual improvement targets in the light of our Equality Duty.

Our improvement targets are:

1. To improve the Progress 8 Score for boys and SEND students.
2. To narrow the gap in attainment between boys and girls in KS4 English and Maths.
3. To improve progress for all groups in KS4 Science.
4. To narrow the achievement gap between PPG and non PPG students at KS4.

Measurability of Impact of Objectives.

The impact of the academy's progress toward achieving these objectives is demonstrated in the Academy Equality Action plan.

EQUALITY DUTY STATEMENT (Statutory)



Equality Objectives

Our Academy Development Plan indicates our annual improvement priorities. These are set in the light of our Equality Duty.

Identified improvement targets	To achieve this target we plan to...	Evidence of progress can be found...
To improve the Progress 8 Score for boys and SEND students.	<ul style="list-style-type: none"> • Annually review curriculum offer and the qualifications studied. • Review Progress 8 scores for each bucket after each DC. • Review English, Maths and Science curriculum time for some learners in order to maximise their performance. • Develop and implement a Maths role similar to the English intervention teacher role. • Ensure that CPD on 'differentiation' and 'responding to the needs for students with SEND' is regular and of high quality. • Ensure that the expertise of our School Improvement Partner is utilised to develop our practice helping SEND students reach their potential. • Through stronger links with parents throughout KS3, ensure that parental support and student engagement for out of hours intervention increases. 	Academy Development Plan NMAT Development Plan Governor Minutes Trustee Minutes
To narrow the gap in attainment between boys and girls in KS4 English and Maths	<ul style="list-style-type: none"> • Ensure that all English and Maths leaders have up to date training from their respective exam boards and are fully utilising PiXL resources and strategies. • Actively promote/encourage English and Maths staff to become KS4 examiners. • Continue the clear lines of accountability of English and Maths leaders and their teams, through rigorous line management by the HOS. • Conduct annual reviews of Schemes of Learning (KS3 and KS4) and assessments and mark schemes as knowledge of the expectations of the new exam specification improves over time. • Long term literacy and numeracy interventions implemented and measured. • Ensure that English and Maths remain high profile with Governors. • Review English and Maths curriculum time for some learners in order to maximize their performance. 	Academy Development Plan Department files Governor Minutes

This policy will be kept under regular review in light of legal developments and best practice.

EQUALITY DUTY STATEMENT (Statutory)



<p>To improve progress for all groups in KS4 Science.</p>	<ul style="list-style-type: none"> • NMAT QAs of Science to be completed 2017/18 and their role 2018/19 to be considered. • Ensure that all actions identified in the NMAT QAs of Science 2017/18 are completed and their impact monitored. • Ensure that all actions identified in the External Science Review are completed and their impact monitored. • AVP Data to lead Science March 2017/18 and throughout 2018/19. • Forensic analysis of Science data after each DC by AVP Data/Science lead and HOS. Appropriate actions implemented and their impact reviewed. • Ongoing High focus for Executive Principal, NMAT Board of Trustees and Nunthorpe Governing Body. 	<p>Academy Development Plan NMAT Development Plan Governor and Trustee Minutes</p>
<p>To narrow the achievement gap between PPG and non PPG students at KS4</p>	<ul style="list-style-type: none"> • Monitor and evaluate the work of the AVP Aspiration to act as 'Headteacher' of PPG students. • Reassess the balance between longer term strategies and short term intervention of the work of the AVP Aspirations. • Ensure the performance of PPG students is high profile in the Academy Development Plan and is a key foci for Middle Leaders. • Investigate national and local good practice. • Continue to commit to local initiative/programmes to help improve our practice. • Review and develop PPG Link Governor role. • Produce and implement annual PPG Action Plans. • Refine the KS4 Student Underachievement Meeting to ensure that the group can demonstrate the impact of their work.. • Refine the KS3 intervention meeting to ensure that the group can demonstrate the impact of their work. • Use appropriate software to ensure that all staff are aware of the current performance of PPG students and use CPD opportunities to reinforce strategies and good practice to help drive standards. 	<p>Academy Development Plan Vulnerable students action plan Governor minutes</p>

This policy will be kept under regular review in light of legal developments and best practice.