



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. • Ensure that CPD on 'differentiation' and 'responding to the needs for students with SEND' is regular and of high quality. • 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 teachers 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 monitored carefully 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 and Trustees. • Review English and Maths curriculum time for some learners in order to maximize their performance. 	Quality of Education meeting Academy Development Plan Department files Governor Minutes
To improve progress for all groups in KS4 Science.	<ul style="list-style-type: none"> • Trust and Academy Quality Assurance of Science to continue and appropriate actions identified and progress against these monitored. • Use external experts to support and challenge science leaders and science teachers to ensure that strategies and interventions follow 'best practice' guidance. 	Academy Development Plan NMAT Development Plan

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

EQUALITY DUTY STATEMENT (Statutory)



	<ul style="list-style-type: none"> • 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. 	Governor and Trustee Minutes
To narrow the achievement gap between PPG and non PPG students at KS4	<ul style="list-style-type: none"> • Continue to monitor and challenge the work of the AVP Aspirations 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 continues to be high profile in the Academy Development Plan and a key foci for Middle Leaders. • Continue to investigate national and local good practice. • Review the foci and impact of the KS4 and KS3 Student Underachievement Meetings to ensure that their work is making a difference. • Ensure that the BRILLIANT approach is embedded across all subjects and in all areas. Ensure that accountability for the implementation of the BRILLIANT approach is high profile with all Middle and Senior Leaders. 	Academy Development Plan Vulnerable students action plan Governor minutes

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