

Equality Duty

Welcome to the Sedgehill Academy equality page. Here you will find details of how we meet our duties under the Equality Act 2010 and support our commitment to providing an environment in which each individual has complete equality of opportunities and do not suffer any discrimination, whether directly or indirectly.

Our General Equality Duty

In October 2010, the new Equality Act introduced a Public Sector Equality Duty, which requires the Academy to have due regard to the need to:

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

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 the Academy to consider how our activities affect the people who share these different protected characteristics and to publish information to show how we do this.

Equality Information

In order to meet our Equality Duty, we are required to publish Equality Information about how our policies and practices affect those with Protected Characteristics. To this end we have conducted an Equality Analysis to assess and demonstrate our compliance with our Equality Duty. A copy of this analysis is attached as Appendix 1. We will conduct this analysis on an annual basis.

Equality Data – Information on the Pupil population / Information about our employees.

Equality Objectives

As well as publishing Equality Information, we are required to establish at least one Equality Objective to address any areas of inequality, or possible inequality, identified as part of our analysis. Details of our objectives can be found in Appendix 2. We will publish Equality Objectives at least every four years.

Business Planning

During our business planning process, we ensure that we take into account the effect of our decisions on different groups. We consider if there are any unintended consequences for some groups and whether our business plan will be fully effective for all target groups.

Further Information

Further information regarding our commitment to equality can be obtained by contacting headteacher@sedgehillacademy.org.uk

Appendix 1 – EQUALITY ANALYSIS

Protected Characteristic	Group	<u>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</u>	<u>What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?</u>	<u>What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?</u>	<u>What action do we need to take –these will form your objectives (see overleaf)</u>
Race	All:	Equality Guidelines, translation of key documents, Diversity Awards, Community Cohesions Policy, Harassment & Bullying Policy.	Inclusion Policy, celebrate diversity. PSHE curriculum Cultural Capital Week and Culture Day.	School activities to promote positive attitude to support protected groups, community activities, celebrate diversity, provision of translators. Principal’s Film, celebrate diversity, Academy Vision Statement.	Monitor and track events listed.
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, record of cases, recruitment monitoring, 1:1 meetings with line managers, advice sought from HR.	Those with protected characteristics included in Consultation and policy development, Fair recruitment processes, documents translated.	Include staff with protected characteristics in activities, culture of academy, teamwork. staff briefings, monitoring of workforce EAP Scheme.	Ensure staff are signposted to relevant policies. Diversity and Inclusion part of Student Council discussion.
	Pupils:	Admissions Policy, racial incident forms, Principal’s report, Governors minutes, comparable attainment data, SIMS records, analysis of ‘micro population groups’ as defined by Ofsted.	RE Curriculum, Chinese New Year, extended school activities, anti-bullying policy, use data to identify groups and implement planned interventions to meet needs, extended school activities to include all groups, EAL support, review exam results to determine actions and interventions, Student mentoring. School Counselling Service, Student Council/Voice.	Monitor types of bullying, content of graffiti, taking seriously reasons for school refusal, celebration assemblies, support national events, display flags from all countries, culture weeks, displaying student photos. School Counselling Service, Student Council/Voice.	Ensure ‘Equalities’ are on the school council agenda. Publish student survey to staff and students and action plan whole school matters accordingly.

Disability	All:	Equality Guidelines, Community Cohesions Policy, Harassment & Bullying Policy.	Inclusion Policy, Equalities statement, DDA Compliance. DDA compliance – reasonable adjustments made.	Forums and Newsletters. Communications record with parents of children with disabilities and provision for staff under DDA, Principal’s Film, Academy Vision Statement.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, recruitment and promotion data, support plans and info on phased returns, data on staff registered disabled.	CPD access, dialogue with unions and other forums, staff welfare consultation, EAP scheme, staff survey, fair recruitment procedures.	Fair and transparent HR processes, Occupational Health screening, reasonable adjustments made, EAP scheme, staff briefings.	Publish any findings from the staff survey. Create an action plan from staff survey.
	Pupils:	SEN Policy, SEN achievement data, data on disabilities and adjustments made , evidence of exam access, interviews with parents, DDA compliance, student support from Academy, Disability & Access Policy, SEN/School Action Plus, Admissions Policy, analysis of ‘micro population groups’ as defined by Ofsted.	Assemblies, RE curriculum, parent’s forums and workshops, discussions on tolerance, School Support Service, Student Council/Voice.	Supporting students with disabilities, staff advised via Health Care Plan and passports, strategies in place, School Support Service, Student Council/Voice.	Ensure SEND student voice is conducted once per term. Ensure SEND students are represented on the student council. Create a SEND parents’ group via coffee morning. Publish student survey to staff and students and action plan whole school matters accordingly.
Sex	All:	Equality Guidelines, Community Cohesions Policy, Harassment & Bullying Policy.	Equality Guidelines, Inclusion Policy.	HR policies and procedures, Principal’s Broadcast.	

	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, tribunals, 1:1 meetings. Equal pay claims, cases of whistleblowing, recruitment and promotion data.	CPD access, EAP scheme, Staff survey.	Fair and transparent processes, training availability and attendance, staff briefings, Occupational Health screening, EAP scheme.	
	Pupils:	Admissions Policy, Pupil results, evidence of improvement, pupil data, incident forms, Governors minutes, SIMS, Student Support Panel, tutor time, analysis of 'micro population groups' as defined by Ofsted.	Inclusion, curriculum, assemblies, behaviour policy, School Support Service, Student Council/Voice.	Curriculum, syllabus data, training availability and attendance, assemblies, School Counselling Service, Student Council/Voice.	Ensure 'Equalities' are on the school council agenda. Publish student survey to staff and students and action plan whole school matters accordingly.
Gender Reassignment	All:	Examples of supporting transition, Equality Guidelines, monitoring forms and surveys, Community Cohesions Policy, Harassment & Bullying Policy.	Inclusions Policy. Easy access to informed, relevant advice. Newsletters.	Awareness of nationally recognised support groups who provide info e.g. GIRES and MERMAIDS. Forums and Newsletters, EAP scheme, School Counselling Service, Academy Vision Statement.	Gender Reassignment
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment and promotion data for transgender, policy/guidance for staff transition.	Transgender colleague included in Steering Group and policy development if possible. Staff training, clear recruitment processes, EAP scheme.	Include transgendered staff at local level policy/process development if possible, EAP scheme, staff briefings.	Raise awareness of gender reassignment through CPD/student voice.
	Pupils:	Achievement data on gender dysphoric pupils, recording all equalities incidents, policy/guidance on pupil transition, incident reports, Governors minutes, Principals report, comparable attainment data, SIMS, Student Support Panels, Admissions Policy, analysis of 'micro population groups' as defined by Ofsted.	Anti-bullying to include specifically transgender (see Home Office booklet). PSHE or citizenship item on transgender, School Support Service, Student Council/Voice, Students Policy.	Monitor type of bullying, content of graffiti, taking seriously the reasons for school refusal and being bullied if gender related, assemblies to promote ethos & diversity, School Support, Student Council/Voice.	Ensure 'Equalities' are on the school council agenda.

Pregnancy & Maternity	All:	Equality Guidelines, Harassment & Bullying Policy, Community Cohesions Policy.	Compliance with Guidelines and Policies, Inclusion Policy.	Ongoing communication and support, Academy Vision Statement.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Recruitment and promotion data, rate of return post maternity leave, HR policies and procedures, Adoption Policy, Grievance Procedure, tribunals.	Compliance with legislation, maternity entitlements, Flexible Working Requests / adjustments made.	Celebration of pregnancies and births, KIT days, invitations to academy events, paternity leave granted, Staff Briefings.	
	Pupils:	Inclusion Policy, achievement data, adjustment to timetable.	Adjustments to support learning, liaison with other agencies, flexibility over curriculum, exams, results analysis, specialist centres, School Support Service, Student Council/Voice.	Support network from pastoral team, student encouraged to maintain links with school during absence and kept informed of student activities, ongoing communication and support, curriculum, liaison with parents, assemblies, School Council/Voice.	
Age	All:	Equality Guidelines, Harassment & Bullying Policy, Community Cohesions Policy.	Compliance with Guidelines.	Academy Vision Statement.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment and promotion data, age profile of staff, HR policies/ procedures and guidance, CPD availability and attendance.	Compliance with legislation.	All events inclusive, CPD inclusive of all age ranges, community volunteers, guest speakers.	
	Pupils:	Tutor time, pupil curriculum.	School Support Service, Student Council/Voice.	All events inclusive, school work experience, community volunteers, curriculum progression, guest speakers, assemblies Principal's Film, School Support Service, Student Council/Voice.	

Religion and Belief	All:	Equality Guidelines, Community Cohesions Policy, Harassment & Bullying Policy, awards for cultural diversity.	Inclusion Policy, Faith Room available, time off for religious observation.	Principal's Broadcast, community involvement.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment and promotion data, 1:1 meetings with line managers.	Fair recruitment processes, documents translated, adapted facilities for washing, Faith Room available, fair recruitment processes.	Assemblies, awareness and community involvement, Faith Room available, time off for religious observation, staff briefings, school's calendar adapted to meet the needs of majority religious group, Academy Vision Statement.	Ensure religious events are prominent in the assembly schedule.
	Pupils:	Group Equal Opportunities Student Statement, Admissions Policy, Tutor time.	RE curriculum, use data to identify groups and implement interventions, extended school activities for all, School Counselling Service, Student Council/Voice.	Students provided with time and space to observe, assemblies, community involvement, Faith room, time off for religious observation, School Support Service, Student Council/Voice, School calendar adapted to meet the needs of majority religious group.	<p>Ensure 'Equalities' are on the school council agenda.</p> <p>Ensure religious events are prominent in the assembly schedule.</p> <p>Publish student survey to staff and students and action plan whole school matters accordingly.</p>
Sexual Orientation	All:	Equality Guidelines, Community Cohesion Policy, Harassment & Bullying Policy.	Inclusion Policy.	Academy Vision Statement, briefings.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, 121 meetings, recruitment data, grievance outcomes.	Fair recruitment processes, engage staff in policy development, EAP scheme.	Staff briefings, EAP scheme, TD days, 121's, assemblies.	
	Pupils:	Admissions Policy, Tutor time, incident forms, Governors minutes, comparable attainment data, SIMS, Student Support Panel, pupil population data – benchmarked against local population data, pupil exclusion for discriminatory behaviour, analysis of 'micro population groups' as defined by Ofsted.	PSHE Curriculum, Support, Student Council/Voice, Pastoral Team work, Relevant Clubs.	Team work, any needs identified and strategies put in place to support students, assemblies/ guest speakers, Student Council/Voice.	Raise awareness of sexual orientation through drop down events.

Appendix 2 – EQUALITY OBJECTIVES

Equality Objective 1

By September 2025 we will have reduced the attainment gap for SEND students.

We will complete this by: Sept 2025

Why we have chosen this objective:

To ensure students with SEND/Disabilities have a greater voice in whole school matters and staff have greater awareness of needs. We see a gap in SEND outcomes.

To achieve this objective we plan to:

Increase the number of training sessions/briefings the SENDCo does.

Ensure SEND student voice is conducted once per term.

Ensure SEND students are represented on the student council.

Hold SEND coffee mornings.

Publish student survey to staff and students and action plan whole school matters accordingly.

Change student passports so staff can use and access instructions more easily.

Progress we are making towards achieving this objective:

SEND register is published for staff to see and use.

New student 'Passports' have been agreed and some have started to go out.

Equality Objective 2

Students and Staff have a greater understanding of each other through the Culture Day.

We will complete this by July 2025:

Why we have chosen this objective:

Students and staff need a greater awareness of each other's cultures so that it is further celebrated.

To achieve this objective we plan to:

Involve more pupils in planning Culture Day and Cultural Capital Week in 2025.

Hold smaller Culture Day activities throughout the year.

Progress we are making towards achieving this objective:

Culture Day and events are scheduled.

Key members of staff in place responsible.

Equality Objective 3

Religious events are prominently promoted through the assembly schedule and Drop Down Day schedule.

We will complete this by July 2025:

Why we have chosen this objective:

Not all religious events are signposted in assemblies.

To achieve this objective we plan to:

Ensure 'Equalities' are on the school council agenda.

Ensure religious events are prominent in the assembly and Drop Down Day schedule. Ensure students are involved in the assemblies.

Publish student survey to staff and students and action plan whole school matters accordingly.

Progress we are making towards achieving this objective:

Assembly schedule and Drop Down Day schedule is completed.
Various staff lead on assemblies.

Appendix 3 - Equality Matrix

X = Not applicable * Applicable

Policy	RACE	DISABILITY	SEX	GENDER REASSIGNMENT	PREGNANCY AND MATERNITY	AGE	RELIGION AND BELIEF	SEXUAL ORIENTATION
Admissions Policy	*	*	*	*	*	X	*	*
Adoption Policy	X	X	X	X	*	X	X	X
Community Cohesion Policy	*	*	*	*	*	*	*	*
Disability & Access Policy	X	*	X	X	X	X	X	X
Exclusions Policy	X	X	X	X	*	X	X	X
Equality Guidelines	*	*	*	*	*	*	*	*
Equal Opportunities Statement	*	*	*	*	*	*	*	*
Grievance Procedure	*	*	*	*	*	*	*	*
Harassment & Bullying Policy	*	*	*	*	*	*	*	*
Inclusions Policy	*	*	*	*	*	X	*	*
Recruitment & Selection Policy	*	*	*	*	*	*	*	*
SEN Policy	X	*	X	X	*	X	X	X

