

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.	School activities to promote positive attitude to support protected groups, community activities, celebrate diversity, provision of translators. Principal’s Broadcast, celebrate diversity, Academy Vision Statement.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, record of cases, recruitment monitoring, 121 meetings with line managers, advice sought from HR.	Those with protected characteristics included in Equality Steering Group 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 working party to continue to meet and action plan activities/events/reviews of whole school matters.
	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 and ‘Black Live’s Matter’ feedback. 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 Broadcast, Academy Vision Statement.	
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Protected Characteristic	Group	What evidence do we hold that we <u>eliminate unlawful discrimination, harassment and victimisation?</u>	What evidence do we hold that we <u>advance equality of opportunity with those who share a protected characteristic and those who do not?</u>	What evidence do we hold that we <u>foster good relations with people who share a protected characteristic and those who do not?</u>	What action do we need to take –these will form your objectives (see overleaf)
Disability (Cont’d)	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 committee, EAP scheme, staff survey, staff counselling, fair recruitment procedures.	Fair and transparent HR processes, Occupational Health screening, reasonable adjustments made, EAP scheme, staff briefings.	<p>Publish any findings from the staff survey.</p> <p>Create an action plan from staff survey.</p> <p>Ensure there is regular for CPD for staff on SEND students and their needs.</p>
	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 Counselling Service, Student Council/Voice.	Supporting students with disabilities, staff advised via medical pen pictures, strategies in place, School Counselling Service, Student Council/Voice.	<p>Ensure SEND student voice is conducted once per term.</p> <p>Ensure SEND students are represented on the student council.</p> <p>Create a SEND parents’ group. Publish student survey to staff and students and action plan whole school matters accordingly.</p>

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, 121 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 Counselling 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.
Protected Characteristic	Group	What evidence do we hold that we <u>eliminate unlawful discrimination, harassment and victimisation?</u>	What evidence do we hold that we <u>advance equality of opportunity with those who share a protected characteristic and those who do not?</u>	What evidence do we hold that we <u>foster good relations with people who share a protected characteristic and those who do not?</u>	What action do we need to take –these will form your objectives (see overleaf)
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.	
	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. Staff training, clear recruitment processes, EAP scheme.	Include transgendered staff at local level policy/process development, 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,	Anti-bullying to include specifically transgender (see Home Office booklet). PSHE or citizenship item on transgender, School	Monitor type of bullying, content of graffiti, taking seriously the reasons for school refusal and being bullied	Ensure 'Equalities' are on the school council agenda.

		Principals report, comparable attainment data, SIMS, Student Support Panels, Admissions Policy, analysis of 'micro population groups' as defined by Ofsted.	Counselling Service, Student Council/Voice, Students Policy.	if gender related, assemblies to promote ethos & diversity, School Counselling Service, Student Council/Voice.	Promote gender reassignment related issues through PSHE drop down days.
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:	Exclusions Policy, SEN Policy, data available, SSP minutes, student pen pictures, tutor time/PHSE, Admissions	Adjustments to support learning, liaison with other agencies, flexibility over curriculum and	Support network from pastoral team, student encouraged to maintain links with school during	
Protected Characteristic	Group	What evidence do we hold that we <u>eliminate unlawful discrimination, harassment and victimisation?</u>	What evidence do we hold that we <u>advance equality of opportunity</u> with those who share a protected characteristic and those who do not?	What evidence do we hold that we <u>foster good relations</u> with people who share a protected characteristic and those who do not?	What action do we need to take –these will form your objectives (see overleaf)
Pregnancy & Maternity (Cont'd)	Pupils: (Cont'd)	Policy, achievement data, adjustment to timetable.	exams, curriculum, results analysis, specialist centres, School Counselling Service Student Council/Voice.	absence and kept informed of student activities, ongoing communication and support, curriculum, liaison with parents, assemblies, School Counselling Service, Student 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	Compliance with legislation.	All events inclusive, CPD inclusive of all age ranges, community volunteers, guest speakers.	

		policies/procedures and guidance, CPD availability and attendance.			
	Pupils:	Tutor time, pupil curriculum.	School Counselling Service, Student Council/Voice.	All events inclusive, school work experience, community volunteers, curriculum progression, guest speakers, assemblies Principal's Broadcast, School Counselling 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, 121 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.
Protected Characteristic	Group	What evidence do we hold that we <u>eliminate unlawful discrimination, harassment and victimisation?</u>	What evidence do we hold that we <u>advance equality of opportunity</u> with those who share a protected characteristic and those who do not?	What evidence do we hold that we <u>foster good relations</u> with people who share a protected characteristic and those who do not?	What action do we need to take –these will form your objectives (see overleaf)
Religion & Belief (Cont'd)	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 Counselling Service, Student Council/Voice, School calendar adapted to meet the needs of majority religious group.	Ensure 'Equalities' are on the school council agenda. Ensure religious events are prominent in the assembly schedule. Publish student survey to staff and students and action plan whole school matters accordingly.

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.	RE curriculum, data to identify and implement interventions, School Counselling Service, Student Council/Voice.	Team work, any needs identified and strategies put in place to support students, assemblies/ guest speakers, School Counselling Service, Student Council/Voice.	Publish student survey to staff and students and action plan whole school matters accordingly. Raise awareness of sexual orientation through drop down events.

Appendix 2 – EQUALITY OBJECTIVES

Equality Objective 1

By September 2021 we will have gained feedback from 80% of our SEND students on their experience of Sedgehill.

We will complete this by: Sept 2021

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.

To achieve this objective we plan to:

Ensure SEND student voice is conducted once per term.

Ensure SEND students are represented on the student council.

Create a SEND parents' group.

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

Progress we are making towards achieving this objective:

SEND register is published for staff to see and use.

Student 'Passports' are sent to teachers regarding needs and how to meet these.

Student voice for SEND students has begun, needs to be implemented more consistently.

Equality Objective 2

Students and Staff have a greater understanding of Gender Reassignment and sexual orientation.

We will complete this by July 2021:

Why we have chosen this objective:

Students and staff need a greater awareness of 'gender' in terms of transgender and the effects of homophobia.

To achieve this objective we plan to:

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

Raise awareness of sexual orientation through drop down events.

Promote gender reassignment related issues through PSHE drop down days.

Progress we are making towards achieving this objective:

Sedgehill has had two 'known' transgender students who are supported through our inclusion department and who feel supported.

Equality Objective 3

Religious events are prominently promoted through the assembly schedule.

We will complete this by July 2021:

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 schedule.

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

Progress we are making towards achieving this objective:

Assembly schedule is created.
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

