



Sedgehill Academy

Equality Information and Objectives

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Appendix: Equality Information 2022

1. Aims

Sedgehill Academy aims to meet its obligations under the public sector equality duty by having due regard to the need to:

Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010

Advance equality of opportunity between people who share a protected characteristic and people who do not share it

- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

[The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination

[The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and responsibilities

The Local governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the Academy, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Principal. The Principal will:

Promote knowledge and understanding of the equality objectives amongst staff and pupils

Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The Academy is aware of its obligations under the Equality Act 2010 and complies with nondiscrimination 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.

5. 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 which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- 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 school enrichment activities) In fulfilling this aspect of the duty, the Academy will:
- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils. This data is contained in Appendix 1 (p7) at the end of this document.

6. 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, citizenship 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. This includes inviting visitors to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the Academy. For example, our student 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 Academy's activities, such as sports clubs.

7. Equality considerations in decision-making

The Academy ensures it has due regard to equality considerations whenever significant decisions are made.

The Academy always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the Academy considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives

Objective 1: To reduce the difference in achievement between Pupil Premium and Non-Pupil Premium (as measured by Basics 4+ and Basics 5+) by August 2027

Why we have chosen this objective: We have an achievement gap between Pupil Premium and Non-Pupil Premium historically. **To achieve this objective, we plan to:** Implement the recommended actions from the 26/27 School Improvement Plan

Progress we are making towards this objective: Will be assessed first after Year 11 Mocks in December and regularly monitored after each data drop

Objective 2: To ensure behaviour events for all groups of pupils are in line with all other groups as evidenced through consistent monitoring of data for exclusions, Reflection Room and detentions.

Why we have chosen this objective: We have a gap between the behavioural events for White British Pupil Premium students and all other students.

To achieve this objective, we plan to: Implement a tailored approach to behavioural support and intervention for targeted students

Progress we are making towards this objective: Will be measured on a half-term basis.

Objective 3: To reduce the difference in achievement between White British Students and other groups (as measured by Basics 4+ and Basics 5+) by August 2027

Why we have chosen this objective: White British students underachieve at Sedgemoor relative to other groups and have done for many years. They also have the lowest attendance and disproportionately high suspension/exclusion rates.

To achieve this objective we plan to: Implement the recommended actions from the 26/27 School Improvement Plan

Progress we are making towards this objective: Will be assessed first after January exams (Year 7+Year 10) and Year 11 mocks and regularly monitored after each data drop

9. Monitoring arrangements

The Principal will update the equality information we publish at least every year. This document will be reviewed by the Principal at least every 4 years. This document will be approved by the Local Governing body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Safeguarding policy
- Risk assessment
- Equal Opportunities policy
- Behaviour and Relationships policy
- Teaching and Learning policy

We do not collect data from our student body with regard to religion, sexual orientation and gender reassignment status.

We choose not to disclose data collected from our student body relating to their status as young carers, children looked after or other vulnerable group membership.