

Longley Park Sixth Form
Equality Information and Objectives

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1. Aims

Our Academy aims to meet its obligations for 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 requires academies 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 of Education (DfE) guidance The Equality Act 2010 and schools

This document also complies with our funding agreement and articles of association

3. Roles and Responsibilities

The Trustees will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the academy, including to staff, students 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 Trust equality links are Mo Nisbet, Simon Winslow and Jo Cornelius. They will:

- Meet with the Principal every term, and other relevant staff members to discuss any issues and how those are being addressed
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the Board of Trustees regarding any issues

The Principal will:

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

Monitor success in achieving the objectives and report back to trustees

The Vice Principal (Student Engagement) will:

- Support the Principal in promoting knowledge and understanding of the equality objectives amongst staff and students
- Meet with the Trust equality link every term to raise and discuss any issues
- Support the Principal in identifying any staff training needs, and deliver training

All academy 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 non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other published prohibited conduct.

Staff and trustees 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

The academy has a designated member of staff for monitoring equality issues, and a Trust equality link. They regularly liaise regarding any issues and make senior leaders and trustees aware of these as appropriate.

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. students with disabilities, or LGBT who are subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim students to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students to be involved in the full range of academy societies)

In fulfilling this aspect of the duty, the academy will:

- Publish attainment data each academic year showing how students with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in responses and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidences of homophobic or transphobic bullying)

- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own students.

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 curriculum areas, academic tutorials and across the academy as a whole
- Enrichment activities dealing with relevant issues. Students will be encouraged to take a lead in such enrichment activities, and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at events and organising academy trips and activities based around the local community
- Encouraging and implementing initiatives to increase inclusion and cohesion amongst the student body across the academy. For example, our student ambassadors to be more representative of the student body as a whole.
- We will have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

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, where a academy trip is being planned, the academy considers whether the trip:

- Cuts across any religious holidays
- Is accessible to students with disabilities
- Has equivalent facilities for male and female students
- The academy has a written record (known as equality Impact assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning academy trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality Objectives

The academy leadership team will lead development of equality and diversity in the sixth form by ensuring our policies, procedures, processes and practices address the three stated objectives.

How

The academy will have in place policies and processes which ensure all staff and students are treated with respect and in a fair manner. Both staff and students will be made aware of rights and responsibilities and the procedures for making a complaint if they feel have been unfairly treated.

Sixth Form leaders will endeavour to recruit and sustain a workforce reflective of the diversity evident in the national, city and local community

How

The academy will closely monitor representation in staff and governance profile and take action to address under-representation, performance and career advancement where appropriate. We will also work to identify and eliminate any barriers that may be contributing to under-representation, performance and career advancement

The academy will provide staff opportunities to develop their knowledge and skills to support further progression

The academy will provide opportunities for staff to engage in a range of experiences from as broad a perspective as possible

Academy managers and leaders will regularly monitor and analyse performance data for students and take appropriate action to address any identified individuals and groups of students' under-performance and/or under-representation

How

The academy will monitor and track in-year performance to identify patterns of enrolment, attendance, progress, retention and achievement for all equality groups. Timely and appropriate action will take place to address gaps in representation and performance by equality groups.

Academy managers and leaders will regularly monitor and analyse provision and support services to ensure they are designed to identify and address the specific needs of all equality groups.

How

The academy will ensure teachers are able to plan, implement and evaluate practice which enables all students, regardless of protected characteristics, are able to engage in learning tasks, activities and assignments.

The academy will provide students opportunities to develop their knowledge and skills to support further progression

The academy will provide opportunities for students to engage in a range of experiences from as broad a perspective as possible

Academy managers and leaders will work with staff to ensure equality and diversity is embedded into all aspects of provision and support services

How

The academy will ensure teachers are able to plan, implement and evaluate practice which enables all students, regardless of protected characteristics, are able to engage in learning tasks, activities and assignments.

The academy actively supports and promotes Fundamental British Values through the embedding of the rule of law, democracy, individual liberty and mutual respect and tolerance across the organisation. Teachers are expected to ensure students studying their course or subject have been given the opportunity to explore, experience and discuss FBV in helping them to develop the qualities to be a global citizen.

The academy will put in place opportunities for staff and students to have the opportunity to explore and discuss sensitive and potentially contentious issues such as race, religion or belief and sexual orientation

The academy will enable teachers and support staff to manage difficult conversations on sensitive and potentially contentious issues such as race, religion or belief and sexual orientation.

9. Monitoring Arrangements

The Principal will update the equality information we publish, described in sections 4-7 above, at least every year

This document will be reviewed by the Trust Leadership Team, Academy Advisory Council annually and the Board of Trustees every 4 years

This document will be approved by the Trust Chief Executive Officer

10. Links with other policies

This document links to the following policies

- Behaviour policy
- Child Protection and Safeguarding policy