

Springwell Harrogate

Public Sector Equality Duty (PSED) Statement and Equality objectives

2023-24

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Introduction

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct 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 between people who share a protected characteristic and people who do not share it.

Springwell Harrogate Academy has a clear focus on the well-being and progress of every pupil and believe all members of our community are of equal worth. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

1. All pupils are of equal value.
2. We recognise and respect differences.
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
4. We observe good equalities practice in staff recruitment, retention and development.
5. We aim to reduce and remove inequalities and barriers that already exist.
6. We have the highest expectations of all our children and young people.

Eliminating discrimination and other conduct that is prohibited by the Act

The information provided here aims to demonstrate that we give careful consideration to equality issues in everything that we do. 'Due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act. We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010.

We eliminate discrimination by:

- Adoption of the Trust's Equality Policy
- Having a personalised curriculum offer built around their specific needs
- Ensuring that all pupils are able to take part in extracurricular activities and residential visits, and the school will monitor uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic
- Ensuring that all forms of prejudice-motivated bullying is taken seriously and dealt with

equally and firmly

- Having a defined behaviour management system, which is applied consistently
- Taking all necessary steps to meet pupils' needs by using a variety of approaches, enabling our pupils to take as full a part as possible in the activities of the school
- Ensuring there is adequate access to the physical environment of the school
- Plan ongoing events to raise awareness of equality and diversity
- Carefully monitoring bullying and prejudice and dealt with accordingly. Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying

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

We advance equality of opportunity by:

- Using the information we gather to identify underachieving groups or individuals and plan targeted interventions
- Ensuring participation of parents/carers and pupils in school developments
- Listening to parents/carers
- Listening to pupils

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

We foster good relations by:

- Ensuring that Partnership schools are seen as an integral part of the local community
- Ensuring that equality and diversity are embedded in the curriculum

Additional Information

In addition to the above Springwell Harrogate incorporates equality of opportunity in day to day practice in the following ways:

Teaching and Learning

We aim to provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. To do this, we:

- Provide a curriculum that is accessible and relevant to the needs of each individual pupil through a range of activities, technologies and opportunities which ensure that learning is engaging

- Use specialist techniques and teaching approaches which may motivate, support the needs, or improve access of any individual pupil
- Ensure pupils have the time needed for them to acquire, develop, practise and apply skills
- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils
- Monitor achievement data by ethnicity, gender and disability and take action to address any gaps
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets
- Ensure equality of access for all pupils and prepare them for life in a diverse society
- Use materials and activities that reflect the diversity of the school, population and local community in terms of protected characteristics, without stereotyping
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Ensure additional needs support takes into account religious and ethnic differences and the experiences and needs of particular groups of pupils, including refugees and asylum seekers
- Seek to involve all parents and carers in supporting their child's education
- Encourage staff discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning
- Ensure teaching and classroom-based approaches are appropriate to meet the individual needs of pupils
- Challenge any behaviour (verbal or written, e.g. graffiti, literature/propaganda) that differentiates, degrades or isolates an individual or group due to race, religion, language or culture – this includes:
 - Discriminatory comments or name calling
 - Rejection by colour
 - Mocking language or accent
 - Denigrating religious observances or cultural traditions

Admissions, behaviour and exclusions

Our admissions arrangements are fair and transparent. Exclusions will always be based on the school policies. Strategies are always put in place to meet the needs of any child who may be at risk of frequent sanctions or possible exclusion. We monitor self-regulation plans to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

The school challenges all forms of prejudice and prejudice-based bullying, which stands in the way of fulfilling our commitment to equality and inclusion.

Equal opportunities for staff

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. Equality aspects such as gender, race, disability, sexual orientation, gender reassignment, full respect for legal rights relating to pregnancy and maternity, and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff ● Initial equality & diversity training as part of staff induction
- Continued professional development opportunities for all staff
- Senior Leadership Team support to ensure equality of opportunity for all
- We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

Consultation and Involvement

It is a requirement that the development of the Equality Plan and the actions within are informed by the input of service users. We will achieve this by using the following to shape the plan:

- Feedback from the parent questionnaire, parent / teacher meetings
- Minutes and outcomes from the Academy Equality and Diversity Strategic Group ● Input from staff meetings or through staff surveys / Professional Development Training and 1:1 meetings
- Feedback from and at Local Governing Body meetings.

Future actions:

- Through the normal cycles, we review school policies in relation to equalities and their impact on the progress, safety and well-being of our pupils.
- The implications for equalities of new policies and practices are considered before they are introduced

Tackling discrimination

Harassment on account of race, gender, religion, disability or sexual orientation is unacceptable and will not be tolerated within the service environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

All staff are aware of a clear and transparent system for the management of racist and homophobic incidents and other incidents of harassment or bullying. All incidents are reported to the Principal and racist incidents are reported to the Governing Body within reports.

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender
- Exclusion from groups and games
- Use of derogatory names, insults and jokes
- Unwanted looks or comments
- Racist, sexist, transphobic, homophobic or discriminatory graffiti
- Provocative behaviour such as wearing racist, sexist, transphobic, homophobic or discriminatory badges or insignia
- Bringing discriminatory material into school
- Verbal abuse and threats
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation
- Discriminatory comments in the course of discussion
- Attempts to recruit others to discriminatory organisations and groups
- Ridicule of an individual for difference e.g. food, music, religion, dress etc.
- Refusal to cooperate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents

All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole academy. The Academy has clear procedures for deal with discriminatory incidents for which all staff receive appropriate support and training.

Review of progress and impact

Springwell Harrogate Academy has a rolling programme for reviewing our service policies and their impact. In line with legislative requirements, we will review progress against our Equality Action Plan annually and review the entire plan and accompanying action plan on a four year cycle. We make regular assessments of pupils' learning and use this information to track pupil progress and take appropriate action to address any gaps.

We collect and analyse the following equality information for our pupils/students:

- The progress of pupils from ethnic backgrounds
- The performance of pupils who are Looked After
- The progress and performance of children in receipt of Pupil Premium funding
- Monitoring of attendance

Publishing the plan

In order to meet the statutory requirements we will:

- Publish our objectives on the school website
- Make sure hard copies are available on request

Monitoring, Evaluation and Review

The Principals at each setting have responsibility for the implementation, monitoring and review of this policy. All staff are responsible for progress towards the equality objectives outlined in the Equality Action Plan. Overall responsibility for this policy rests with the Executive Principal.

Springwell Harrogate Academy Equality Objectives 2023-24

These Equality Objectives have been developed in line with the Equality Act 2010 and Wellspring Academy Trust's Equality Statement, Policy and Objectives. These objectives are part of our commitment to promoting equality and providing an inclusive school.

These objectives were generated through the Academy's Equality and Diversity Strategic Development Group and are monitored regularly through the Academy SLT meetings.

Target	Success Criteria
1 Embed and sustain Anti-racism policy	<ul style="list-style-type: none"> ● Evidence the policy is embedded and followed by all staff. ● All classroom staff challenge all racist language. ● Behaviour leads across sites are confident in supporting class teams to challenge students with stubborn use of poor language. ● Continue to monitor termly racial incident reports and tackle negative trends over time.
2 Maintain a rigorous focus on Equity and Equality	<ul style="list-style-type: none"> ● Undertake a staff race equality audit to examine current trends, identify areas for improvement and take action. ● Explore possible accreditation / quality mark in E & D as focus for further development. ● Provide first class continuing professional development (CPD) for colleagues in: <ol style="list-style-type: none"> 1. Bias training. 2. Stereotype training. 3. Micro aggression training. ● White British & BAME staff have access to a first class programme of professional learning opportunities that enables them all to progress in their career and develop their skills at whatever stage they are at and whatever role they are in. ● The school explicitly identifies capable BAME staff to develop into senior leaders and provide a mentor to support progress in their careers.
3 Diversity in Recruitment & Improved Retention of staff	<ul style="list-style-type: none"> ● Interview panels for standard and senior posts are diverse. ● Trial the use of strap lines in job adverts to state the school welcomes applications from BAME candidates. ● At interview, all candidates are asked about race equality and their commitment is established to ascertain their fit within our anti-racist school ethos/environment.
4 Achievement for all	<ul style="list-style-type: none"> ● Provide first class continuing professional development (CPD) for colleagues to enable them to support working class white british and BAME students to have high aspirations.

<p>5 Improve of provision for girls in the Academy</p>	<ul style="list-style-type: none">• Site specific activities based around girls e.g. Hair & Beauty, PE activities that girls have asked for such as; gymnastics, dance and aerobics -boys should also be able to opt in if they wish.• SENDCO incorporates girls' nurture group interventions to form positive relationships with other girls.
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