

North Cambridge Academy Equality Objectives and Action Plan 2024-5

The Public Sector Equality Duty 2011 has three aims under the general duty for academies and settings:

1. **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.** By removing or minimising disadvantages suffered by people due to their protected characteristics.
2. **Advance equality of opportunity between people who share a protected characteristic and those who do not.** By taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
3. **Foster good relations between people who share a protected characteristic and those who do not.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Our academy has considered how well we currently achieve these aims with regards to the nine protected equality groups: race/disability/sex/gender reassignment/age/pregnancy and maternity/religion and belief/sexual orientation.

These guidelines incorporate issues concerning personnel management, as well as equality issues relating more specifically to children and parents/carers. It refers to all employees, including full-time, part-time, supply staff, trainees, governors, casual workers and volunteers as well as parents/carers and students.

Guiding principles

In fulfilling the legal obligations cited above, we are guided by these key principles:

1. All people are equally-valued: learners, potential learners, their parents and carers, volunteers and staff:
 - regardless of disability
 - regardless of ethnicity, culture, national origin or national status
 - regardless of gender and gender identity
 - regardless of age
 - regardless of pregnancy, being on maternity or paternity leave
 - regardless of religious or non-religious affiliation or faith background
 - regardless of sexual identity.
 - Regardless of their marital status.

2. We recognise and respect difference. Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but must nevertheless take account of differences of life-experience, outlook and background, as well as the kinds of barrier and disadvantage which people may face, in relation to:
 - disability, so that reasonable adjustments are made;
 - ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised;
 - gender, so that the different needs and experiences of girls and boys, and women and men, are recognised;
 - age, so that reasonable adjustments are made;
 - pregnancy/ maternity/ paternity, so that reasonable adjustments are made and staff continue to feel part of the Academy;
 - religion, belief or faith background;
 - sexual identity.
 - marital status.

3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging. We intend that our policies, procedures and activities should promote:
 - positive attitudes towards disabled people, good relations between people with disabilities and those without, and an absence of harassment of disabled people;
 - positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents;
 - mutual respect and good relations between boys and girls, and women and men, and an absence of sexual, transgender and homophobic harassment.

4. We follow appropriate equalities practice in staff recruitment, retention and development and for those who work in a voluntary capacity. We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and retention, continuing professional development, promotion, conditions of service, discipline and termination of employment:
 - whether or not they are disabled;
 - whatever their ethnicity, culture, religious affiliation, national origin or national status
 - whatever their gender identity and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.
 - Regardless of their marital status.

5. We aim to reduce and remove inequalities and barriers that already exist. In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:
 - people with disabilities and those without;
 - people of different ethnic, cultural and religious backgrounds;
 - girls and boys, women and men, and non-binary;

6. We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion and greater participation in public life of:
 - people with disabilities as well as those without;
 - people of a wide range of ethnic, cultural and religious backgrounds;
 - both women and men, girls and boys, and non-binary;
 - people of all sexual identities.

The table below outlines some of the work the Academy currently undertakes to ensure equality with regards to the protected characteristics.

Protected Characteristic	Evidence
In relation to race the evidence we hold tells us:	<ul style="list-style-type: none"> • 37.3% of our students come from White British backgrounds and 62.7% come from a variety of ethnic backgrounds including Asian and Mixed (2024-25). • Procedures are in place to monitor, deal with and record prejudice-related incidents; 14 racist incidents were recorded for the academic year 2023-24. • Observed behaviour in the Academy shows respect and tolerance for people of all races amongst students, this is modelled by all adults. • All students, regardless of race, are offered and involved in Learning Outside the Classroom (LOTG). • Core Studies sessions (RE, Geography, History, English, MFL and PSHE) involve discussions around difference and tolerance in our society, giving a high profile and respect to different values and views within society. Through this we foster respect and interest in all students' racial backgrounds and celebrate diversity and difference worldwide. • There is a staff International Working Group to promote diversity across the Academy. • The Academy has a number of partner schools in different countries.

	<ul style="list-style-type: none"> • Our curriculum covers different races and cultures, due respect and interest is given to the cultures within the Academy.
<p>In relation to disability the evidence we hold tells us:</p>	<ul style="list-style-type: none"> • We promote diversity through the completion of our PLEDGES programme. • 3 of our students at NCA have physical disabilities. • Students with physical disabilities take part in class activities and effectively differentiated learning opportunities to allow them to succeed and progress in line with expectations from their starting points. • The Academy has an effective inclusion and Special Educational Needs Policy. • The Academy has an accessibility plan.
<p>In relation to sex the evidence we have tells us:</p>	<ul style="list-style-type: none"> • 50.1% of our current students are male (2024-25) - Examination data shows boys do not attain as highly as girls. This is identified and addressed in the school development plan. • Students work in both mixed and single sex groupings. • Where a decision needs to be made regarding splitting students based on gender the Academy will consult the DfE non-statutory guidance on this issue and refer to CMAT Guidance of Transgender students • Male and female staff are employed at the Academy, adverts welcome applications from either sex.
<p>In relation to gender reassignment the evidence we have tells us:</p>	<ul style="list-style-type: none"> • The recruitment policy has guidance regarding recruitment on grounds of ability to carry out the vacant post, which the Academy follows. • The Trust has a Transgender Guidance document for the Academy to use as needed. • No data is recorded on gender reassignment in the Academy therefore the potential for victimisation is minimised.

<p>In relation to pregnancy and maternity the evidence we have tells us:</p>	<ul style="list-style-type: none"> • We give staff, or students, on maternity leave, or who are pregnant, the same rights as other staff and include them in relevant Academy information during leave. • The Academy policies include flexibility in staff absence in view of childcare and parenting emergencies. We support staff wishing to take paternity or adoption leave.
<p>In relation to age the evidence we have tells us:</p>	<ul style="list-style-type: none"> • The age-range of staff in the Academy is from 22 to 70. • We follow the Meridian Recruitment and Equality and Diversity policies. • We use the EPM portal, TES and local sources of advertising for posts. • The Academy returns the relevant monitoring forms.
<p>In relation to religion and belief the evidence we have tells us:</p>	<ul style="list-style-type: none"> • The Academy welcomes students and families of all religions without prejudice. • The Academy does not hold performance data by religion. • Through its PSHE and Core Studies programmes, the Academy offers opportunities for students to discuss the diversity of beliefs, people's rights to their own beliefs, as well as encouraging students to reflect on their own and others' beliefs and reasons for their actions. • All students and staff are given equal value, independent of their personal belief or religion. • Due regard and mention are given to different religious celebration days and events. • Every effort is made to include awareness, tolerance and understanding of a wide range of religions in the curriculum as well as in assemblies. • Where religious beliefs can be supported in the Academy, they are - for example: the inclusion of a hijab, and trousers within the uniform.
<p>In relation to sexual orientation the evidence we have tells us</p>	<ul style="list-style-type: none"> • No data about the sexual orientation of staff or parents is collected in the Academy, therefore, there is no potential for victimisation. • Correspondence is addressed to 'Parent/Carer of name of child' so that there is total equality of treatment of all family situations. • Students are taught the differences between the sexes, that some people are of different sexual orientations others and that this is acceptable in our society.

In relation to marital status the evidence tells us	<p>The Academy welcomes all individuals, regardless of their gender or sexual orientation, and respects their right to choose their partner and enjoy the same legal protections and societal recognition regardless of their marital status.</p> <p>The Academy policies ensure that all individuals, irrespective of their marital status, have equal access to opportunities.</p>
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The Academy maintains good relations and consults with the trades union, locally and regionally, on matters of equality and diversity as well as, nationally, through Meridian’s Joint Consultation and Negotiation Committee (JCNC). All students and staff receive appropriate training in protected characteristics and how to raise a concern or make a complaint about discrimination.

In terms of improving equality at North Cambridge Academy, a two-year project is currently being undertaken with Trauma-informed Schools UK (TISUK) to train all staff on how to support staff and young people with their mental health and coping mechanisms. In addition, an International Working Group has been formed with the aim of promoting diversity and inclusion across the whole-school curriculum.

NCA Equality Objectives and Action Plan 2024-25			
Objective	Which group will this affect	How we will know the objective has been achieved	Key staff
<p>a. Promoting an Inclusive PSHE and whole-school Curriculum:</p> <ul style="list-style-type: none"> - Ensure that the curriculum reflects diversity and is free from bias, stereotypes, and discriminatory content. - Incorporate inclusive teaching practices that meet the diverse needs of all students, including those with special 	All groups	<p>Curriculum audits show appropriate PSHE coverage</p> <p>Pass Survey data shows students have positive views on inclusion and equality.</p> <p>Stakeholder Voice shows positive attitudes towards diversity and inclusion.</p> <p>Behaviour data shows appropriate reporting and resolution when incidents occur.</p>	HKR / JTA / GCU

<p>educational needs, disabilities, and different backgrounds.</p> <ul style="list-style-type: none"> - Encourage students to develop an understanding and appreciation of different cultures, religions, ethnicities, genders, sexual orientations, and abilities. 			
<p>b. Creating an Inclusive School Climate:</p> <ul style="list-style-type: none"> - Foster a positive and inclusive school ethos where bullying, discrimination, and harassment are not tolerated. - Provide training and resources to staff to raise awareness and understanding of diversity, equality, and inclusion. - Encourage active student and parental involvement in promoting a positive and inclusive school environment. - To promote the wellbeing and positive mental health of all students. 	<p>All staff and student groups: particularly vulnerable students and those identified as struggling with mental health.</p>	<p>A measurable increase in students reporting their concerns and a reduction in stigma for seeking help. A range of staff have completed TISUK Diploma training course and support the training and induction of new staff. International Schools Award achieved.</p>	<p>GCU / JTA / LHO / JDR / SJE</p>
<p>c. Addressing Attainment Gaps:</p> <ul style="list-style-type: none"> - Identify and analyse any significant disparities in educational attainment among different student groups. - Implement targeted interventions and support programs to reduce attainment gaps and promote educational equity. - Regularly monitor progress and evaluate the impact of interventions to ensure continuous improvement. 	<p>Low prior-attainment (LPA) and disadvantaged students (PP)</p>	<p>The gap between PP and non-PP remains below the national and local average.</p>	<p>BSE / JTA / LHO</p>

<p>d. Ensuring Equal Opportunities for Staff:</p> <ul style="list-style-type: none"> - Foster a fair and inclusive recruitment and selection process that ensures equal opportunities for all applicants. - Provide professional development opportunities and support for staff from all backgrounds to enable career progression. - Regularly review and update our policies and procedures to eliminate any potential biases or discriminatory practices. 	<p>All staff</p>	<p>Key staff are Safer Recruitment trained and recruitment processes comply with Trust policies. All staff access quality Performance Management to support them with their professional progression. Policies are up-to-date and embedded across the Academy.</p>	<p>SLT/HR</p>
<p>e. Engaging with the School Community:</p> <ul style="list-style-type: none"> - Promote effective communication and engagement with parents, students, and the wider community to ensure they feel valued, involved, and supported. - Collect and analyse feedback from stakeholders to address concerns, make improvements, and enhance the school's equality practices. 	<p>All groups</p>	<p>Stakeholder voice shows positive attitudes towards the Academy. Regular communication streams are available to all stakeholders to give their views. Regular feedback is given to stakeholders regarding response to feedback.</p>	<p>JDR / AGA / BSE</p>

Actions/Timescale	RAG
Year 7/8 PSHE scheme delivered through termly rotational programme as well as through flatpack days and tutor sessions, in Y9 PSHE sessions are one hour weekly and Year 7-9 RE is taught one lesson per week. In Y10-11 this is taught through a series of flatpack days, subject lessons and tutor time. This includes work on Child-on-Child Abuse and bullying. Safeguarding team to meet with HKR each half term to ensure that topics are covered.	Green
To form a staff International Working Group to develop a range of cultural celebration days to learn about and celebrate diversity in all its forms within the Academy and to promote community cohesion.	Green
To participate in a two-year project with Trauma-Informed Schools UK (TISUK) to train all staff in inclusive practices and to develop key staff across a range of roles to complete the TISUK Diploma to be able to effectively support and train new staff in inclusive practices.	Yellow
A range of academic and therapeutic interventions and enrichment is offered to all students including Breakfast and Lunch Clubs, Period 6 and Saturday School provision. Therapeutic interventions include a strong range of mental health supports (lego club, story writing group, 1-1 and group drama therapy, participation dogs, art therapy, social skills groups). Monitoring is in place for student uptake and attendance, extra layers of pastoral support are given to to encourage sign up.	Green
All assemblies should have a moral message and promote diversity and inclusion. Staff training including using trauma-informed practice. Tracking and monitoring on half termly basis to review trends. Low level abuse is also reported on My Concern. If it is picked up via Edulink it is also reported on My Concern.	Green
Young Carers identified through the form time ppt and discussion. Named staff meet with each YC and complete the details on the template of needs and support. Contact made with home. Young Carers to meet regularly with key staff to discuss any issues.	Green
Senior Leaders and Human Resources Staff are all Safer Recruitment trained and onboarding processes adhere to safeguarding requirements and are unbiased.	Green
All staff are supported to progress and have appropriate professional development and training opportunities through quality performance management.	Green
Regular stakeholder voice systems are implemented, and views are regularly collated, analysed and feed into school development planning.	Green