

Northstowe Secondary College

Equalities Information

Applicable To:	Northstowe Secondary College
Approved by Governors on:	October 2023
Review Cycle:	Yearly
Date of Next Review:	September 2024

EQUALITIES INFORMATION

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 regard to the nine protected equality groups: race/disability/sex/gender reassignment/age/pregnancy and maternity/religion and belief/sexual orientation.

In compiling this equality information we have:

- Identified evidence already in the academy/academy/setting of equality within policies and practice and identified gaps.
- Examined how our academy/academy/setting engages with the protected groups, identifying where practice could be improved.
- Analysed our effectiveness in terms of equality.

1. SUMMARY OF OUR EQUALITIES EVIDENCE

Protected Characteristic	Evidence
<p>In relation to RACE the evidence we hold tells us</p>	<ul style="list-style-type: none"> • There is a range of different races and cultural backgrounds in our academy. Different race groups are analysed for progress attainment and engagement and any group found to be falling behind others is addressed with individual planning and provision. • Racist incident forms and procedures are in place, 15 racist incidents have been recorded since in academic year 2023-24. • Observed behaviour in the academy shows respect and tolerance for people of all races amongst pupils, this is modelled by all adults. • All children regardless of race are offered and involved in after academy activities. • How To Thrive and Ethics sessions involve discussions around difference and tolerance in our society, giving high profile and respect to different values and views within society. Through this we foster respect and interest in all children's race backgrounds and celebrate diversity and difference worldwide. • We have a highly diverse cultural presence in the academy. 23% of students with EAL. Home languages, cultures and backgrounds are highly valued and celebrated, including supporting students to get GCSEs in their home languages. • Our curriculum covers different races and cultures, due respect and interest is given to the cultures within academy and customs are celebrated. Food is prepared by our canteen staff to represent different cultures.
<p>In relation to DISABILITY the evidence we hold tells us</p>	<ul style="list-style-type: none"> • 4% of students have an EHCP. 11% of students have SEND support. Children 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 policy. • The academy has an accessibility plan. • Children are encouraged to play games and include others which are accessible to all including those with mobility or learning difficulties. • Lunchtime clubs are run which are targeted at including disabled and vulnerable children.
<p>In relation to SEX the evidence we have tells us</p>	<ul style="list-style-type: none"> • Since the academy opened in September 2019 internal data shows there is no significant difference in boys and girls attainment. • Academy has invested in topics and reading books which are of interest to boys and girls. • CPD of staff has included a number of strategies to ensure the success of both boys and girls, including knowing your numbers, Powerful words, reciprocal reading, reading book clubs, digital fluency, SPARX. Children work in both mixed and single sex groupings. • 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 on recruitment on grounds of ability to carry out the vacant post which the academy follow. • 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"> • Maternity insurance is held to cover maternity needs. • We give staff on maternity leave or pregnant the same rights as other staff and include them in relevant academy information during leave. • The academy policies include flexibility in staff's absence in view of childcare and parenting emergencies.
<p>In relation to AGE the evidence we</p>	<ul style="list-style-type: none"> • Staff range in age from 21 to over 60. • We follow the CMAT recruitment policy and Equality and diversity policies. • We use the EPM portal TES, My New Term and local sources of advertising for posts.

have tells us	<ul style="list-style-type: none"> The academy returns the relevant monitoring forms
In relation to RELIGION AND BELIEF the evidence we have tells us	<ul style="list-style-type: none"> The Academy welcomes children and families of all religions equally. The academy does not hold performance data on groups of religious nature. Through its Ethics, and How To Thrive programmes the academy offers opportunities for children to discuss the diversity of beliefs, peoples rights to their own beliefs, as well as encouraging children to reflect on their own and others' beliefs and reasons for their actions. All children and staff are given equal value independent of their personal belief or religion. Due regard and mention is given to different religion's 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 academy they are for example the inclusion of a hijab and tracksuits and trousers within the uniform.
In relation to SEXUAL ORIENTATION the evidence we have tells us	<ul style="list-style-type: none"> No data about the sexual orientation of staff or parents is collected in academy therefore there is no potential for victimisation. Correspondence is addressed to Dear Families' so that there is total equality of treatment of all family situations. Children are taught the differences between the sexes and that some people are of different sexual orientations others and that that is acceptable in our society.
In relation to MARRIAGE AND CIVIL PARTNERSHIP the evidence we have tells us	<ul style="list-style-type: none"> We have a range of different partnerships within the staff and all are respected for their own arrangements. Children are taught that there are different family units and difference is a good thing within the HTT and Ethics schemes.

2. SUMMARY OF HOW WE CURRENTLY ENGAGE WITH PROTECTED GROUPS

Protected Characteristic	Evidence	Source
In relation to RACE our self evaluation tells us	<ul style="list-style-type: none"> All academy job and activity advertisements are aimed at all parties there are no restrictions given on any of the protected characteristics. Interview questions are carefully worded and the same for all candidates. The academy follows the CMAT harassment policy to protect all groups and protected characteristics. The academy follows the CMAT grievance and complaints policies which are carried out by relevant members of the governors/trust to ensure all equalities guidance is followed and all stakeholders have the opportunity to challenge it if required. All policies are consulted on and shared with all staff, parents, governors and where relevant children, during reviews and writing. All children regardless of race have equal access to relevant support to help them achieve. (Statements, special educational needs or gifted and talented support is given regardless of race and is targeted to specific needs of race where necessary.) The academy consults with parents over changes in the academy to ensure they fit with other community and cultural and religious obligations. The academy works with the community police to promote race liaison issues in a positive way. Varied methods of communication are used to ensure all parents and carers can access information in a useable form translators are used regularly, google translate is present on 	<p>Recruitment and retention policy</p> <p>Policies file</p> <p>SEN G&T records</p> <p>Recruitment records</p> <p>Questionnaire Responses</p> <p>Policies file</p> <p>Governors minutes</p> <p>Newsletters</p> <p>Language programme and records</p> <p>Consultation evenings</p>

	<p>the website.</p> <ul style="list-style-type: none"> • All new children who do not speak English are given a language buddy and a laptop and where necessary follow a ten-week rapid language programme as well as immersion in the class to help them integrate rapidly and enable them to communicate • Attendance is tracked for different groups of children and issues identified. The school works hard to engage with hard to reach families to ensure they understand the legal requirements of school attendance as well as to offer support with overcoming any barriers that may prevent attendance. • Theme work promotes and celebrates different race origins and draw on children’s own backgrounds or local resident’s backgrounds and experiences in a positive way. • Academy questionnaires go out to all asking for their views on inclusion and equality of opportunity. • Exit interviews and staff surveys are carried out regularly. 	
<p>In relation to DISABILITY our self evaluation tells us</p>	<ul style="list-style-type: none"> • All academy job and activity advertisements are aimed at all parties there are no restrictions given on any of the protected characteristics. • Interview questions are carefully worded and are the same for all candidates. • The academy follows the CMAT harassment policy to protect all groups and protected characteristics. • The academy follows the CMAT grievance and complaints policies which are carried out by relevant members of the governors/trust to ensure all equalities guidance is followed and all stakeholders have the opportunity to challenge it if required. • All policies are consulted on and shared with all staff, parents, governors and where relevant children, during reviews and writing. • Academy questionnaires go out to all asking for their views on inclusion and equality of opportunity. • The academy has a dedicated inclusion manager, meetings are held with parents and children on admission to review ways that the school can support children with a disability. • Staff ensure they liaise with relevant parents through Individual Education Plan meetings to ensure that individual’s changing needs are discussed and met. • Exit interviews and staff surveys are carried out regularly. 	<p>Recruitment records</p> <p>Questionnaire Responses</p> <p>Policies file</p> <p>Governors minutes</p> <p>newsletters</p>
<p>In relation to SEX our self evaluation tells us</p>	<ul style="list-style-type: none"> • All academy job and activity advertisements are aimed at all parties there are no restrictions given on any of the protected characteristics. • Interview questions are carefully worded and are the same for all candidates. • The academy follows the CMAT harassment policy to protect all groups and protected characteristics. • The academy follows the CMAT grievance and complaints policies which are carried out by relevant members of the governors/trust to ensure all equalities guidance is followed and all stakeholders have the opportunity to challenge it if required. • All policies are consulted on and shared with all staff, parents, governors and where relevant children, during reviews and writing. • Academy questionnaires go out to all asking for their views on inclusion and equality of opportunity. • There is an equal balance of men and women on the academy council at the time of writing. • There is a representation of male and female role models for the children on the staff. Where necessary external support is 	

	<p>sought to provide key messages appropriate to different groups of pupils, e.g. Professional, Muslim females coming in to school to talk about future careers.</p> <ul style="list-style-type: none"> Exit interviews and staff surveys are carried out regularly. 	
<p>In relation to GENDER REASSIGNMENT our self evaluation tells us</p>	<ul style="list-style-type: none"> All academy job and activity advertisements are aimed at all parties there are no restrictions given on any of the protected characteristics. Interview questions are carefully worded and the same for all candidates. The academy follows the CMAT harassment policy to protect all groups and protected characteristics. The academy follows the CMAT grievance and complaints policies which are carried out by relevant members of the governors/trust to ensure all equalities guidance is followed and all stakeholders have the opportunity to challenge it if required. All policies are consulted on and shared with all staff, parents, governors and where relevant children, during reviews and writing. Academy questionnaires go out to all asking for their views on inclusion and equality of opportunity. Exit interviews and staff surveys are carried out regularly. 	<p>Recruitment records</p> <p>Questionnaire Responses</p> <p>Policies file</p> <p>Governors minutes</p> <p>newsletters</p>
<p>In relation to PREGNANCY AND MATERNITY our self evaluation tells us</p>	<ul style="list-style-type: none"> All academy job and activity advertisements are aimed at all parties there are no restrictions given on any of the protected characteristics. Interview questions are carefully worded and the same for all candidates. The academy follows the CMAT harassment policy to protect all groups and protected characteristics. The academy follows the CMAT grievance and complaints policies which are carried out by relevant members of the governors/trust to ensure all equalities guidance is followed and all stakeholders have the opportunity to challenge it if required. All policies are consulted on and shared with all staff, parents, governors and where relevant children, during reviews and writing. Academy questionnaires go out to all asking for their views on inclusion and equality of opportunity. Staff on maternity/paternity leave are sent relevant information whilst on maternity leave. Exit interviews and staff surveys are carried out regularly. 	<p>Recruitment records</p> <p>Questionnaire Responses</p> <p>Policies file</p> <p>Governors minutes</p> <p>newsletters</p>
<p>In relation to AGE our self evaluation tells us</p>	<ul style="list-style-type: none"> All academy job and activity advertisements are aimed at all parties there are no restrictions given on any of the protected characteristics. Advertisements are placed in different platforms to ensure engagement for all ages, application packs are available electronically or on paper. Interview questions are carefully worded and the same for all candidates. The academy follows the CMAT harassment policy to protect all groups and protected characteristics. The academy follows the CMAT grievance and complaints policies which are carried out by relevant members of the governors/trust to ensure all equalities guidance is followed and all stakeholders have the opportunity to challenge it if required. All policies are consulted on and shared with all staff, parents, governors and where relevant children, during reviews and writing. Exit interviews and staff surveys are carried out regularly. 	<p>Recruitment records</p> <p>Questionnaire Responses</p> <p>Policies file</p> <p>Governors minutes</p> <p>newsletters</p>

<p>In relation to RELIGION AND BELIEF our self evaluation tells us</p>	<ul style="list-style-type: none"> • All academy job and activity advertisements are aimed at all parties there are no restrictions given on any of the protected characteristics. • Interview questions are carefully worded and the same for all candidates. • The academy follows the CMAT harassment policy to protect all groups and protected characteristics. • The academy follows the CMAT grievance and complaints policies which are carried out by relevant members of the governors/trust to ensure all equalities guidance is followed and all stakeholders have the opportunity to challenge it if required. • All policies are consulted on and shared with all staff, parents, governors and where relevant children, during reviews and writing. • Exit interviews and staff surveys are carried out regularly. • Children of all religions are treated equally and all religions are respected in the academy. • Parents and carers are consulted on any issues that they may have views on due to their religion to ensure that we do not discriminate against any child on the grounds of religion (extension of day, themes) 	<p>Recruitment records</p> <p>Questionnaire Responses</p> <p>Policies file</p> <p>Governors minutes</p> <p>newsletters</p>
<p>In relation to SEXUAL ORIENTATION our self evaluation tells us</p>	<ul style="list-style-type: none"> • All academy job and activity advertisements are aimed at all parties there are no restrictions given on any of the protected characteristics. • Interview questions are carefully worded and the same for all candidates. • The academy follows the CMAT harassment policy to protect all groups and protected characteristics. • The academy follows the CMAT grievance and complaints policies which are carried out by relevant members of the governors/trust to ensure all equalities guidance is followed and all stakeholders have the opportunity to challenge it if required. • All policies are consulted on and shared with all staff, parents, governors and where relevant children, during reviews and writing. • Exit interviews and staff surveys are carried out regularly. 	<p>Recruitment records</p> <p>Questionnaire Responses</p> <p>Policies file</p> <p>Governors minutes</p> <p>newsletters</p>
<p>In relation to MARRIAGE AND CIVIL PARTNERSHIP our self-evaluation tells us</p>	<ul style="list-style-type: none"> • All academy job and activity advertisements are aimed at all parties there are no restrictions given on any of the protected characteristics. • Interview questions are carefully worded and the same for all candidates. • The academy follows the CMAT harassment policy to protect all groups and protected characteristics. • The academy follows the CMAT grievance and complaints policies which are carried out by relevant members of the governors/trust to ensure all equalities guidance is followed and all stakeholders have the opportunity to challenge it if required. • All policies are consulted on and shared with all staff, parents, governors and where relevant children, during reviews and writing. • Exit interviews and staff surveys are carried out regularly. 	

3. SUMMARY OF OUR EQUALITY ANALYSIS (ie how effective and influential we think we currently are in achieving the 3 aims of this duty for each of the protected groups)

Protected Characteristic	Judgement	
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<p>In relation to RACE our judgement is</p>	<ul style="list-style-type: none"> • We are excellent at eliminating unlawful discrimination, harassment and victimisation because we have relevant policies in place, a wide range of different races represented and who get on well together. • We are excellent at advancing equality of opportunity because children of all races engage in activities and make progress, we have staff of different races who all have equal opportunities and access to professional development • We are good at fostering good relations between people who share a protected characteristic and those who do not because we have excellent relationships, friendships and support between our different races and cultures within the academy. 	
<p>In relation to DISABILITY our judgement is</p>	<ul style="list-style-type: none"> • We are good at eliminating unlawful discrimination, harassment and victimisation because we have relevant policies in place which ensure people treat each other with respect. • We are outstanding at advancing equality of opportunity because we have relevant policies in place which ensure all children have relevant support to manage their disability enabling them to access the curriculum and provision made to help them make progress. Staff all have equal opportunities and access to professional development. • We are good at fostering good relations between people who share a protected characteristic and those who do not because we use effective special needs work to overcome disabilities and work in an environment where acceptance and celebration and inclusion of difference is the norm by staff and children. 	
<p>In relation to SEX our judgement is</p>	<ul style="list-style-type: none"> • We are good at eliminating unlawful discrimination, harassment and victimisation because our data shows no evidence of ongoing gender imbalance in achievement or progress. • We are good at advancing equality of opportunity because we have ongoing provision to ensure we engage both sexes and no trends of difference of achievement. • We are good at fostering good relations between people who share a protected characteristic and those who do not because we have good working relationships between boys and girls, all staff including peripatetic teachers and volunteers work effectively together. 	
<p>In relation to GENDER REASSIGNMENT our judgement is</p>	<ul style="list-style-type: none"> • We are good at eliminating unlawful discrimination, harassment and victimisation because we have relevant policies and teaching schemes in place which ensure good and respectful relationships between staff and ensure children develop an understanding that different types of family unit and sexuality exist and that these are respected and accepted in the same way as our own personal gender, with no stereotyping of girls/boys and relevant expected behaviour. • We are good at advancing equality of opportunity because all children and staff are given equal opportunities regardless of their preferred areas of interest (eg boys and girls in the football and netball teams) • We are good at fostering good relations between people who share a protected characteristic and those who do not because children are included and their contribution valued regardless of their sexuality in a range of different activities. 	
<p>In relation to PREGNANCY AND MATERNITY our judgement is</p>	<ul style="list-style-type: none"> • We are good at eliminating unlawful discrimination, harassment and victimisation because we have relevant policies and insurances in place. • We are good at advancing equality of opportunity because we have relevant employment policies in place. • We are good at fostering good relations between people who share a protected characteristic and those who do not because children and staff respect and celebrate those who are pregnant and those who are not and value families and family life. 	

<p>In relation to AGE our judgement is</p>	<ul style="list-style-type: none"> • We are outstanding at eliminating unlawful discrimination, harassment and victimisation because we have a thorough employment policy being used. • We are outstanding at advancing equality of opportunity because our range of ages employed and catered for is extensive and does not influence who gets access to training and development. • We are outstanding at fostering good relations between people who share a protected characteristic and those who do not because we have excellent relationships between all staff members and pupils. 	
<p>In relation to RELIGION AND BELIEF our judgement is</p>	<ul style="list-style-type: none"> • We are excellent at eliminating unlawful discrimination, harassment and victimisation because we have relevant policies in place and effective procedures in academy which ensure that all of our religions are celebrated and respected by staff and pupils. Respect for others beliefs is taught well through the RE and PSHE schemes of work and through general class discussions that arise from our extensive range of beliefs. • We are good at advancing equality of opportunity because our new scheme of work promotes all religions equally and encourages children to reflect on their own and others beliefs and develop respect and understanding of different views. We adjust provision to ensure that parents and children of different religious beliefs and customs can access consultation and other school meetings and clubs. • We are good at fostering good relations between people who share a protected characteristic and those who do not because we welcome people of all religions and beliefs equally. 	
<p>In relation to SEXUAL ORIENTATION our judgement is</p>	<ul style="list-style-type: none"> • We are developing our ability at eliminating unlawful discrimination, harassment and victimisation because we have relevant policies in place. • We are good at advancing equality of opportunity because we have relevant policies and RE and PSHE schemes of work in place which promote acceptance and celebration of difference and different family units. • We are good at fostering good relations between people who share a protected characteristic and those who do not because although we have relevant policies and teaching opportunities to develop understanding of the different meanings and arrangements of family units. 	
<p>In relation to MARRIAGE AND CIVIL PARTNERSHIP our judgement is</p>	<ul style="list-style-type: none"> • We are good at eliminating unlawful discrimination, harassment and victimisation because we have relevant policies in place. • We are good at advancing equality of opportunity because we have relevant policies and RE and PSHE schemes of work in place which promote acceptance and celebration of difference and different family units. • We are good at fostering good relations between people who share a protected characteristic and those who do not because although we have relevant policies and teaching opportunities to develop understanding of the different meanings and arrangements of family units. 	

Northstowe Secondary College

Equalities Objectives and Action Plan

September 2023-24

objective	Which protected group will this most influence	How will we know we have achieved the objective	Lead and other key players	Actions and timescale	Annual red amber green rating
To ensure that identified gender plays no role in limiting the opportunities for students in all areas of the curriculum and wider school life;	Sex and Gender	Children will achieve in line with their peers and their academic expectations, no matter what their gender	Carl Deighton Curriculum leaders	Tracking will identify and act upon any gaps Interventions will support those children at risk of falling behind End of year data will identify any inconsistencies	Amber
2. To further develop the support in place for students joining the school with English as an Additional Language and increase their participation in enrichment	Race	Children with EAL will feel supported in joining the school, will participate in the life of the school and will make progress in line with their peers.	UPS project lead - MSE for EAL CL for MFL SENDCo	There will be an established programme for students joining the school with EAL. This will be monitored and key information for support will be shared with staff Students will be supported by their tutors to join in with enrichment opportunities	Green
3. To raise staff awareness of the Equalities Duty and the part that each of us plays	Equalities duty	Staff will understand their duty to uphold the Equalities duty and ensure that no child or adult is discriminated against.	Headteacher and Senior team	The duties will be shared with staff in training and will be revisited throughout the year with statistics shared about the make up of our school and how we celebrate our diversity The HTT programme will address potential prejudices and tackle any underlying beliefs that may be contrary to creating a community where we are all equal. The Ethics curriculum will continue to champion diversity and have place for discussion and safe questions to encourage a community where everyone feels equal.	Green
4. To ensure that everyone feels welcome and part of the NSC family.	All categories	Survey results will show that everyone feels part of the NSC family.	All members of staff Headteacher	Termly stakeholder feedback will help us to identify any areas of difficulty and tackle them Assemblies and form times are used to celebrate all members of the family The newsletter is used to celebrate achievements of all members of the family Buddy system is used to ensure new students are welcomed.	Green

