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Version Control Document

Date	Version No.	Reason for Change	Author
October 2024	1	New Diversity, Equity, Equality & Inclusion guidelines and action plan designed and created for 2024-25	Thomas Hill

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
- Age
- Marriage and civil partnership
- 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 of valued equally- learners, potential learner, their parents and carers, volunteers and staff: All learners are of equal value. We see all learners and potential learners, and their parents and carers, as of equal value:
 - whether or not they are disabled
 - whatever their ethnicity, culture, national origin or national status
 - whatever their gender
 - whatever their age
 - whether they are pregnant, on maternity or paternity
 - whatever their religious or non-religious affiliation or faith background
 - whatever their sexual orientation
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, and in 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 all genders 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 orientation.
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 all individuals, and an absence of sexual, transgender and homophobic harassment.
4. We follow current legislation on staff recruitment, retention and development and for those who work in a voluntary capacity. A member of safer recruitment trained staff participates in all recruitment processes at the Academy. 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 and sexual orientation, and with full respect for legal rights relating to pregnancy and maternity.
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
 - people of all genders
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
 - people of all genders
 - people of all sexual orientations

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

Protected Characteristic		The table below outlines some of the work the Academy currently undertakes to ensure equality regarding the protected characteristics.
 <p>Race</p>	In relation to race the evidence we hold tells us	<p>84.33 % of our students come from White British backgrounds. 14.47 % come from a variety of ethnic backgrounds including Asian and Mixed. 1.19% of students have not disclosed their ethnicity.</p> <p>Racist incident forms and procedures are in place; last academic year we had 52 recorded incidents logged.</p> <p>Observed behaviour in the academy shows respect and tolerance for people of all races amongst students, this is modelled by all adults.</p> <p>All students regardless of race are offered and involved in after academy activities. PLEDGES opportunities, Core Studies, Assemblies and tutor time sessions involve discussions around difference, diversity 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 students' race backgrounds and celebrate diversity and difference worldwide. Our curriculum covers different races and cultures, due respect and interest is given to the cultures within the academy.</p>
 <p>Disability</p>	In relation to disability the evidence we hold tells us	<p>Students with 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. Students with disabilities are provided with and encouraged to attend extracurricular opportunities together with their peers. The academy has an effective inclusion policy and an accessibility plan.</p>
 <p>Sex</p>	In relation to sex the evidence we have tells us	<p>51.61% of our students identify as male. Examination data shows that males do not attain as highly as females. This is identified and addressed in pastoral and departmental development plans. Students work in both mixed and single sex groupings (PE only). Where a decision needs to be made regarding splitting students based on sex/gender the Academy will carefully consider the implications of such a decision. In terms of employment, we welcome applications from all sexes and genders.</p>
 <p>Gender Reassignment</p>	In relation to gender reassignment the evidence we hold tells us	<p>The recruitment policy has guidance on recruitment on grounds of ability to carry out the vacant post which the academy follows. In terms of employment, we welcome applications from all sexes and genders. No data is recorded on gender in the academy therefore the potential for victimisation is minimised.</p> <p>Gender is taught explicitly as part of our Relationships & Sex Education program within Core Studies. Parents are offered the opportunity to withdraw a child from Relationships & Sex Education. It is also discussed as elements within the tutor time program. We offer an LGBTQ+ lunchtime club that is open to LGBTQ+ community members and allies, providing a welcoming safe space for all pupils. We have unisex toilets at several places around the Academy along with inclusive</p>



		signage around the site. Pastoral teams are effective in supporting LGBTQ+ students with their concerns.
 Pregnancy and Maternity	In relation to pregnancy and maternity the evidence we hold tells us	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's absence in view of childcare and parenting emergencies. We support staff wishing to take paternity or adoption leave.
 Age	In relation to age the evidence we hold tells us	All staff, including support staff and casual staff and community education tutors, range in age from 17 – 78. We follow the Trust Recruitment Policy and Diversity, Equality, Equity and Inclusion Policy. We use the Trust assured national suppliers and local sources of advertising for posts. The academy returns the relevant monitoring forms.
 Religion or belief	In relation to religion and belief the evidence we hold tells us	The Academy welcomes students and families of all religions equally. The academy does not hold performance data on groups of religious nature. Through RE and Core Studies as well as wider internal and external opportunities, students 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 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 the academy they are, for example the inclusion of a hijab and trousers within the uniform.
 Sexual Orientation	In relation to sexual orientation the evidence we hold tells us	No data about the sexual orientation of staff or parents is collected in academy. Correspondence is addressed as requested to support equality of all family situations. Sexual orientation is taught explicitly as part of our Relationships & Sex Education program within Core Studies. It is also discussed as elements within the tutor time program. We offer an LGBTQ+ lunchtime club that is open to LGBTQ+ community members and allies, providing a welcoming safe space for all pupils. We have gender-inclusive toilets at several places around the Academy along with inclusive signage around the site. Pastoral teams are effective in supporting LGBTQ+ students with their concerns.
 Marriage and Civil Partnership	In relation to marriage and civil partnership the evidence we hold tells us	We respect the different partnerships represented within our staff body. These topics are also covered through our Core Studies curriculum and tutor time programme.

The academy maintains good relations and consults with the trades union, locally and regionally on matters of equality and diversity and nationally through Meridian Trust’s Joint Consultation and Negotiation Committee (JCNC).

All students and staff receive appropriate training in the protected characteristics and how to raise a concern or make a complaint about discrimination.

At Sawtry Village Academy we want to promote Equality and Diversity through our objectives:

1. To ensure that sex, sexual orientation and gender play no role in limiting the opportunities for students in all areas of the curriculum and wider school life.
2. To further develop the understanding of staff, students, parents, and other members of the community regarding different races and customs.
3. To raise staff awareness of the Equalities Duty and the part that each of us plays.
4. To ensure that disadvantaged groups of students achieve in line with their peers.

Please find below our Action Plan for Diversity, Equality, Equity & Inclusion (DEEI) for 2024-26:

Area of focus	Delivery Objectives (High Quality Learning Environment)	Leadership & responsibility (Pursuit of Excellence)	Impact for students and staff (Achievement for All)	Experience of students and staff (Valuing People and Extending the Boundaries of Learning)	Uptake & implementation (Achievement for All)
Rationale linked to protected characteristics	Improve the awareness of staff and students regarding protected characteristics, especially gender reassignment and sexual orientation.	Simon Parsons (Principal) Thomas Hill (Associate Assistant Principal) Emma Gilbert (Subject Leader of Core Studies) Pastoral team (Senior Tutors & SSAs)	A more inclusive school community in which discrimination and prejudice are robustly challenged and education is the basis of any consequence for prejudice-related incidents.	Students will have a more positive experience, feeding into student voice, for example accessing an LGBTQ+ lunchtime safe space club, meaningful relationships & sex education related to LGBTQ+ issues, and continuing access for staff to continuing professional development related to DEEI and protected characteristics.	Membership of the LGBTQ+ lunchtime club is secure due to a welcoming space being provided. Members of the LGBTQ+ community report feeling safe, supported and secure in their school environment. Members of staff experience continuing professional development to improve their practice and implement their growing understanding.



<p>Objectives & Actions</p>	<p>An emboldened staff CPD agenda to include diversity, equity, equality & inclusion training.</p> <p>Build a more inclusive school environment in which discrimination of any kind is robustly challenged, and students are empowered to talk about DEEI, including at an LGBTQ+ safe space lunchtime club.</p> <p>Sawtry Village Academy will achieve re-accreditation of the Rainbow Flag Award in 2025.</p> <p>Staff are conscious of diversity & inclusion in curriculum planning and staff undertake projects to 'diversify' their curricula. The outcomes of this are shared with senior leaders.</p>	<p>Simon Parsons (Principal)</p> <p>Thomas Hill (Associate Assistant Principal leading on Diversity & Equality)</p> <p>Emma Gilbert (Subject Leader of Core Studies)</p> <p>Ana Janjevak (Senior Leader / SENCO)</p> <p>Linda Browning Jackie Davis Debbie Dixon Harry Edwards Adam Hart Ana Janjevak Adam Mace Rachel Twine Olivia Youell (Senior Tutors & Student Support Assistants)</p>	<p>Discrimination and prejudice-related incidents are robustly challenged.</p> <p>Students feel empowered when discussing protected characteristics, and students feel safe at SVA.</p> <p>Staff have a wider understanding of DEEI issues such as working with diverse pronouns and children of all genders.</p> <p>Uptake of the lunchtime LGBTQ+ club is strong.</p>	<p>An LGBTQ+ lunchtime club runs on a weekly basis to provide a safe space to support LGBTQ+ young people and allies.</p> <p>Staff and student voice take place with specific reference to DEEI issues.</p> <p>Staff receive continuing professional development (CPD) to empower them in working with young LGBTQ+ people with confidence.</p> <p>A new DEEI protocol ('SVA Equalities Guidelines 2024-25') is designed to fit the needs of SVA today.</p>	<p>Membership of the LGBTQ+ lunchtime club and other clubs are measured according to protected characteristics.</p> <p>Members of diverse genders feel empowered to use gender neutral toilets.</p> <p>All members of staff will experience continuing professional development (CPD) on DEEI.</p> <p>All students will have DEEI education as part of their tutor time program and the Core Studies curriculum.</p> <p>Data is analysed according to protected characteristics and this is used to inform strengths, areas for development and actions going forward.</p> <p>In February 2025, SVA secured re-accreditation of the Rainbow Flag Award.</p>
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<p>Timeframe and responsibility</p>	<p>Simon Parsons (Principal) & Thomas Hill (Associate Assistant Principal)</p> <p>Secure Rainbow Flag Award in Summer 2025.</p>	<p>Thomas Hill (Associate Assistant Principal) & Emma Gilbert (Subject Leader of Core Studies)</p> <p>Implementation of robust LGBTQ+ relationships & sex education in 2025/26 and ongoing.</p>	<p>Thomas Hill (Associate Assistant Principal)</p> <p>Diversity, Equity, Equality and Inclusion training is delivered to staff in 2024 and revisited in subsequent academic terms.</p>	<p>Thomas Hill (Associate Assistant Principal), Emma Gilbert (Subject Leader of Core Studies) and Michelle McCloskey (Associate Assistant Principal)</p> <p>LGBTQ+ student voice is used in the Academy to help make SVA a more inclusive place to be, in 2025/26 and beyond.</p>	<p>Emma Gilbert (Subject Leader of Core Studies)</p> <p>In 2025/26, the LGBTQ+ lunchtime safe space club is attended well by pupils and continues to run, supported by a member of staff, and uses student voice to improve LGBTQ+ representation in the Academy.</p>
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