

Sharnbrook Academy Equality, Diversity and Inclusion (EDI) Action Plan

EQUALITIES INFORMATION

The Public Sector Equality Duty 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:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- 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/ setting engages with the protected groups, identifying where practice could be improved.
- Analysed our effectiveness in terms of equality.

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SUMMARY OF OUR EQUALITIES EVIDENCE

Protected Characteristic	Evidence
In relation to RACE the evidence we hold tells us	- There is a range of different races and cultural backgrounds in our academy. 22.27% of students are from minority ethnic backgrounds. 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. A total of 18 racist incidents were recorded in academic year 2023-24 (see full year Bullying Report). - Observed behaviour in the academy shows respect for people of all races amongst pupils which is modelled by all adults. - All children are offered and involved in after school activities and uptake is beginning to be tracked by protected characteristics. - The tutor time programme and PSHE sessions involve discussions around difference 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 diverse cultural presence in the academy. 8.09% of students speak English as an additional language (EAL). Home languages, cultures and backgrounds are highly valued and celebrated, including supporting students to attain GCSEs in their home languages. - Our curriculum covers different races and cultures; due respect and interest is given to the cultures within the academy and customs are celebrated.
In relation to DISABILITY the evidence we hold tells us	- Currently 1.3% of all students have an EHCP. The number of students with SEND support will vary in line with our Graduated Approach to SEND provision. Currently, 5.3% of all students are registered as SEND. - Children with physical disabilities take part in class activities and effectively adapted learning opportunities to allow them to succeed and progress in line with expectations from their starting points. Examples of adapted activities include access to a personalised programme in the school gym. - The academy has an effective SEND and inclusion policy and a current 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.
In relation to SEX the evidence we have tells us	- Examination data shows differences in achievement between boys and girls. This is identified and addressed in development plans. - Students work in both mixed and single sex groupings (PE only). - Where a decision needs to be made in regard to splitting students based on gender the Academy will consult the DfE non-statutory guidance, Gender Questioning Children. - All genders are employed at the academy and we welcome applications. - The academy takes a forward thinking and pragmatic approach to part time and flexible working arrangements to enable greater access to the workplace for staff of all sexes.
In relation to GENDER REASSIGNMENT the evidence we have tells us	- The recruitment policy has guidance on recruitment on grounds of ability to carry out the vacant post which the academy follows. - No data is recorded on gender reassignment in the academy therefore the potential for victimisation is minimised.
In relation to PREGNANCY AND MATERNITY the evidence we have 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. - The academy policies include flexibility in staff's absence in view of childcare and parenting emergencies.

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	• Pregnancy risk assessments are undertaken and tasks adjusted where needed. • Keeping in touch days are used to ensure those returning from maternity/paternity leave are un-to-date with policy and procedures.
In relation to AGE the evidence we have tells us	• All staff, including support staff and casual staff and community education tutors, range in age from 16 to over 75. • 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.
In relation to RELIGION AND BELIEF the evidence we have 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 taught lessons, 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 or wearing of a crucifix necklace within the uniform. • Absence permission and recording for both students and staff enables the observance of significant religious events that fall outside term dates, within reason.
In relation to SEXUAL ORIENTATION the evidence we have tells us	• 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 "Dear parents and carers" so that there is total equality of treatment of all family situations. • Students 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	• 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 within the RS and PSHE schemes of work. • These topics are also covered through our Wider Curriculum Opportunity Days and tutor time programme.

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Equalities Objectives and Action Plan September 2024-2025

Objective	Which protected group will this most influence	How will we know we have achieved the objective	Lead and other key staff	Actions and timescale
To work towards elimination of discrimination, harassment and victimisation of students in terms of gender and sexual orientation of students	Sex Sexual orientation	• Single and repeat incidents categorised as sexist continue to reduce • Single and repeat incidents categorised as homophobic continue to reduce • Student voice feedback continues to identify that discriminatory language is 'rare'	WNG/ DRB	• Continue to embed the whole school anti-bullying strategy • Continue to ensure the PSHE programme covers explicit teaching of key topics • Monitor internal reporting data and take proactive steps as required • Continue to ensure staff training is up to date • EDI group to be further developed
To ensure that disability does not limit the opportunities for students in all areas of the curriculum and wider school life	Disability	• Students with identified SEND will achieve in line with their peers • Student and PASS survey results will identify high levels of satisfaction with school life for students with SEND • In-school tracking will ensure that students with SEND participate in extra curricular opportunities at the same rate as their peers	ENI/KT /LHW	• Continue to embed the SEND improvement plan • Actively promote, target, track and monitor the participation and engagement of SEND students in extra curricular opportunities • Through the accessibility plan, identify further opportunities for physical accessibility across the site, including for families and visitors to events
To further develop the culture of the academy as an inclusive and welcoming environment where all students feel equally valued	Race Religion	• Student and PASS survey results will identify high levels of satisfaction with school life for students of all backgrounds • Student voice feedback continues to identify that discriminatory language is 'rare' • Single and repeat incidents categorised as racist continue to reduce	All staff WNG/ DRB/C KR	• Continue to promote tolerance and celebration of difference through the PSHE, tutor time and assembly programme • Continue to develop the EDI group • Identify and support opportunities for collective worship, cultural celebration and religious observance within the academy calendar • Ensure that all EAL students new to the academy access language intervention to support integration with peers