

Equalities Guidelines and Action Plan

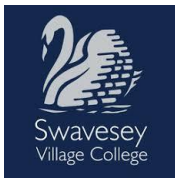
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Author:	Claire Mills
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Version Control Document

Date	Version No.	Reason for Change	Author
29 th April 2024	1	New action plan presented and reviewed by the Academy Council	Claire Mills

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.



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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.

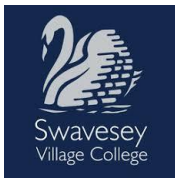
Our academy has considered how well we currently achieve these aims with regards to the nine protected equality groups: race/disability/sex/gender reassignment/age/pregnancy and maternity/religion and belief/sexual orientation.

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

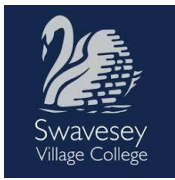
In fulfilling the legal obligations cited above, we are guided by these key principles:

1. All people are 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 and gender identity ○ whatever their age
 - whether they are pregnant, on maternity or paternity ○ whatever their religious or non-religious affiliation or faith background ○ whatever their sexual identity.
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 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.
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



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- 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 good 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.
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, non-binary or gender fluid
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, non-binary or gender fluid
 - people of all sexual identities.



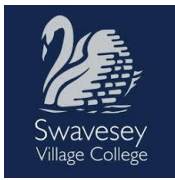
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The table below outlines some of the work the Academy currently undertakes to ensure equality in regards to the protected characteristics.

Protected Characteristic	Evidence
<p>In relation to race the evidence we hold tells us</p>	<ul style="list-style-type: none"> • 75.3% of our students come from White British backgrounds. 23.2% come from a variety of ethnic backgrounds including Asian and Mixed. 1.5% of students have not disclosed their ethnicity. • Racist incident forms and procedures are in place; last academic year we had 3 recorded incidents on PRIDE. • 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 after academy activities. • Values and Experience Day and Lifeskills tutor time 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 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. • September 2021 has seen the formation of a student diversity group. • We promote diversity through the completion of our PLEDGES programme.
<p>In relation to disability the evidence we hold tells us</p>	<ul style="list-style-type: none"> • 0.8% of our students at SVC have physical disabilities and 1.2% have multi-sensory disabilities (this also includes those with a physical disability). 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 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"> • 51.38% of our students are male. • Examination data shows boys do not attain as highly as 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 on this issue and refer to MERIDIAN TRUST Guidance of Transgender Students • Female and male staff are employed at the academy, adverts welcome applications from either sex.

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<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 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's 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"> • Staff range in age from 22 to 60 • All staff, including support staff and casual staff and community education tutors, range in age from 18 – 81.. • We follow the MERIDIAN TRUST Recruitment Policy 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 equally. • The academy does not hold performance data on groups of religious nature. • Through our Values and Experience Days, Lifeskills tutor time sessions and Ethics 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 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 tracksuits 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 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.



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	<ul style="list-style-type: none"> • 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. • We were awarded the Rainbow flag award in 2018 which demonstrates how we are committed to improving the lives of all the young people we work with, through a focussed initiative to support lesbian, gay, bisexual and trans inclusion. This award is currently going through a reapplication process which we hope to complete in early 2022. • We have an LGBTQ+ allies group for students which is open to all year groups.
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. • These topics are also covered through our Values and Experience Day and Lifeskills 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.

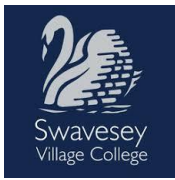
At Swavesey Village Academy we want to promote Equality and Diversity through our objectives:

1. To ensure that identified gender plays 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.

Swavesey Village Academy Equalities Objectives and Action Plan February 2023				
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

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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 reassignment	All staff will have received training from "A Whole School Approach to Teaching About Protected Characteristics".	HTU	<ul style="list-style-type: none"> • Explore the importance of a whole school approach to work around equality and inclusion. <p>June 2024</p>
To further develop the understanding of staff, students, parents, and other members of the community regarding different races and customs.	All groups	Children from all religions will have access to clubs.	JWA	<ul style="list-style-type: none"> • Session 6, extra-curricular, visits, Pledges and Futures week registers to monitor attendance over time. <p>July 2024</p>
To raise staff awareness of the Equalities Duty and the part that each of us plays.	All	All staff will have received training from "A Whole School Approach to Teaching About Protected Characteristics".	HTU	<ul style="list-style-type: none"> • Learn about the current legislation and guidance around equality and protected characteristics • Explore resources for teaching about equality and protected characteristics • Consider Ofsted requirements around equality and protected characteristics • Explore the importance of a whole school approach to work around equality and inclusion <p>June 2024</p>
To ensure that disadvantaged groups of students achieve in line with their peers.	All	Achievement and attendance match non-disadvantaged peers	HKE	<ul style="list-style-type: none"> • To monitor and track achievement data and attendance of both NDS and DS. <p>Dec 2023/April 2024/July 2024</p>



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Annex A- Student Ethnicity Data January 2024

	Total	%
White - British	957	75.7
Any other White background	111	8.8
Any other mixed background	19	1.5
White and Asian	21	1.7
Black - African	14	1.1
Refused	13	1.0
Any other Asian background	35	2.8
White and Black Caribbean	13	1.0
White and Black African	13	1.0
Chinese	16	1.3
Information Not Yet Obtained	3	0.2
Any other Black background	15	1.2
Indian	4	0.3
Any other ethnic group	15	1.2
Gypsy/Roma	1	0.1
Traveller of Irish heritage	0	0
White - Irish	6	0.5