

Equality Numbers in the Academy

Developing the Plan

Maple Court Academy used the following process to assist them in identifying some of the barriers to their pupils in accessing education provision.

Stage 1: Understanding Our Academy Community – Students

What is the Academy profile?

- How many children are on roll at the Academy?
- What information on pupils is collected by protected characteristics?

471

Using Academy data the following information was available:

Ethnicity and Asylum Status Categories							
WBRI White British	407	MWBC White & Black Caribbean	4	BAFR Black African	8	BOTH Any Other Black Background	7
BCAB Black Caribbean	3	MWAS White & Asian	2	APKN Pakistani	0	NOTB Info Not Obtained	2
WOTH Any other white background	17	MWBA White & Black African	8	ABAN Bangladeshi	0	CHIN Chinese	0
WIRI White & Irish	0	MOTH Any Other Mixed Background	9	AOTH Any other Asian background	0	OOTH Any Other Ethnic Group	4
WROM Gypsy/Roma	0	AIND Indian	0	BRCB Black Caribbean	0		

Disability Categories			
Not Collected		Needs Medication	2
No disability	469	Problems with ASD / Aspergers	2
Problems with Sensory & Physical & Mobility	2	Problems with Communication	1

Special Educational Needs (SEN)	Percentage (%)	Actual No.
No Specified Special Educational Need	65.1	307
All SEN	21.6	102
SEN Support	1.48	95
Education, Health and Care Plan		7

Religion & Belief					
Anglican	0	Church of England	0	Sikh	
Baptist	0	Hindu	0	No Religion	297
Buddhist	1	Jewish	0	Other Religion	5
Catholic	11	Methodist	2	Unknown	47
Christian	97	Muslim	11		

Gender	
Girls	249
Boys	222

Equality Action Plan January 2017- January 2020

No information was available on the following protected characteristics:

- Gender Reassignment - The Academy did not have any information on whether any of the children on roll had reassigned their gender. The Academy agreed to seek further support and guidance on how and when to monitor.
- Sexual Identity - The Academy did not have information on whether any of the pupils on roll identified as Lesbian, Gay, Bisexual or Transgender (LGBT) as the question had never been asked. The Academy agreed to seek further advice and guidance from local and national specialists on how and when to ask pupils this question and how to use the data sensitively when collected.

Stage 2: Understanding the Information Gathered

Using the monitoring information gathered, the Academy looked at the following to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- Admissions
- Attainment
- Attendance
- Engagement in Academy activities
- Exclusions
- Prejudice related incidents
- Rewards and sanctions
- Representation on Academy bodies e.g. Discovery Parliament

Admissions

The Academy collects very limited diversity data during the admission process which relates to protected characteristics. These are gender, SEN and some information on religion. This makes it difficult to assess whether or not children are under-represented at the point of admission.

Development Priority – Equality and Diversity

Success Criteria – Equality Objectives

- **To increase staff’s understanding of equality and its implications on a day to day basis**, so that by July 17 all staff are aware of equality and diversity and its impact on learning as shown in a staff survey.
- **To increase the level of pupil voice by extending our Academy council**; student voice and Academy student leadership to include a fair representation of all pupils in school, and in this way to foster good relationships in the school between those who have protected characteristics and those who do not as shown in a student survey.
- **To increase the membership of vulnerable pupils in out-of-school clubs/activities and homework**
- **To develop health and support services to support the achievement of those with protected characteristics as listed in the equality Act 2010** so that 90% of staff feel confident reporting incidents and 100% of students have had their needs met as evidenced on ‘My Concern’.
- **To develop support strategies for EAL student’s transition into mainstream education** so students in all years are making expected and better than expected progress and the gap between EAL and non EAL remains closed.
- **To develop health and support services** to support the achievement of those with protected characteristics as listed in the equality Act 2010 so that 90% of staff feel confident reporting incidents and 100% of students have had their needs met as evidenced on ‘My Concern’.

Tasks/Actions	Persons Responsible	Timeframe	RAG	
1.	Equality Objective - To increase staff’s understanding of equality and diversity and its implications on a day to day basis , so that by July 17 all staff are aware of equality and diversity and its impact on learning as shown in a staff survey.			
1.1	Publish and promote the Equality Plan through the Academy website, newsletter and staff meetings.	Lesley Guard	Jan 17	
1.2	Monitor and analyse student achievement by gender and disability and act on any trends or patterns in the data that require	Mikaela Clews	Ongoing-termly	
1.3	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Sam Cooper	July 17	
1.4	Action plan to be on staff shared drive on the computer	Lesley Guard	Jan 17	
1.5	To establish mechanism for collecting data on students, staff and parents who may have disabilities by: SENCO and academy data manager prepare and disseminate	Lesley Guard	Jan 17	

	Appropriate info to class teachers and all learning providers in the Academy Ensure all new staff and students fill in a medical form on entry to the Academy			
1.6	Work through the Accessibility plan to ensure we are meeting the needs of those with a disability	Lesley Guard	ongoing	
1.7	Class rooms are optimally organised to promote the participation and independence of all students, including the incorporation of appropriate colour schemes when using IWB.	Lesley Guard	Sept 16	
2.	Equality objective - To increase the level of pupil voice by extending our school council; school leadership and student voice to include a fair representation of all pupils in school, and in this way to foster good relationships in the school between those who have protected characteristics and those who do not as shown in a student survey.			
2.1	Ensure all students are given the opportunity to make a positive contribution to the life of the Academy e.g. through involvement in the Academy Government by election), class assemblies, fund raising etc.	Sam Cooper	Ongoing	
2.2	Identify which groups are under-represented in the Academy Council and/or student voice processes within the Academy	Sam Cooper	Ongoing	
2.3	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the Academy's diversity in terms of race, gender and disability.	Sam Cooper Class teachers	Ongoing	
3.	Equality Objective - To increase the membership of vulnerable pupils in out-of-school clubs/ activities, and homework			
3.1	Ensure vulnerable pupils are given the same opportunities to attend extra-curricular activities alongside their peers	Aimi Brown	Ongoing	
3.2	Identify barriers to participation for vulnerable children and take reasonable steps to reduce those barriers.	Aimi Brown Lesley Guard	Ongoing	
4.	Equality Objective – To develop health and support services to support the achievement of those with protected characteristics as listed in the equality Act 2010 so that 90% of staff feel confident reporting incidents and 100% of students have had their needs met as evidenced on 'My Concern'.			
4.1	Increase social and emotional skills for students with Social, Emotional and Mental difficulties by training the learning mentor to deliver small group work sessions	Lesley Guard	Sept 16-ongoing	
4.2	Review and update existing behaviour policies and practice relating to bullying to include reference to the protected characteristics	Sam Cooper	SEPT 16-ongoing	
4.3	Roll out the My Concern software to all staff to ensure all pupils are safe and concerns are reported and actioned in a timely manner.	Lesley Guard Sharon Gwilt	Nov 16	

		Hayley Jackson		
6.	Equality Objective - To develop support strategies for EAL students transition into mainstream education so students in all years are making expected and better than expected progress and the gap between EAL and non EAL remains closed.			
6.1	Assess EAL pupils' needs on entry and ensure support is provided as needed	Lesley Guard	Ongoing	
6.2	Investigate and invest in a programme to support EAL students in School e.g. Lexia.	Lesley Guard	July 17	
6.3	EAL students to be represented on Student Voice.	Sam Cooper	Ongoing	