

**TRINITY ACADEMY  
ACADEMY**

**Equality Information and Objectives**

**Reviewed by the Curriculum Committee – July 2016  
On behalf of the Governing Body  
Next Review Date – July 2017**

# Academy policy statement on equality and community cohesion

Our Academy is committed to equality both as an employer and a service-provider.

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our Academy is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our Academy Council.
- We aim to make sure that no-one experiences less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

Under the Equality Act 2010 we welcome our general duty to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our Academy population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- Pupils from certain cultural and ethnic backgrounds.
- Pupils who belong to low-income households and pupils known to be eligible for free Academy meals.
- Pupils who are disabled.
- Pupils who have special educational needs.
- Boys in certain subjects, and girls in certain other subjects.

For more information please contact: Chief Executive Officer  
(Member of staff with responsibility for equality issues)  
Tel: 0191 2986950 Email: admin.central@trinity.newcastle.sch.uk

Sharron Hodgson (Member of governing body with responsibility for equality issues).

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

**Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010.

**Advance equality of opportunity** between people who share a protected characteristic and people who do not share it.

**Foster good relations** between people who share a protected characteristic and people who do not share it.

## Information about the pupil population

Number of pupils on roll at the Academy (May 2016 Census date) **170**.

Number of Post 16 Learners at the Academy May 2016 **115**

### Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

#### Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.

## Pupils on roll with SEN provision

SEN Code	SEN Status	Number of Pupils
<b>K</b>	SEN support	43
<b>E</b>	Education, Health & Care Plan	28
<b>S</b>	Statement	112
<b>Total number of pupils with SEN</b>		<b>183</b>

### Pupils' first language

Language code	Language	Number of pupils
<b>CZE</b>	Czech	1
<b>ENG</b>	English	179
<b>FRN</b>	French	1
<b>SLO</b>	Slovak	1

**POR**

Portuguese 1

---

<b>Age as at 31 August 2014</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
<b>19 or over</b>			
<b>18</b>	<b>6</b>	<b>1</b>	<b>7</b>
<b>17</b>	<b>3</b>	<b>2</b>	<b>5</b>
<b>16</b>	<b>0</b>	<b>1</b>	<b>1</b>
<b>15</b>	<b>26</b>	<b>1</b>	<b>27</b>
<b>14</b>	<b>25</b>	<b>1</b>	<b>26</b>
<b>13</b>	<b>26</b>	<b>2</b>	<b>28</b>
<b>12</b>	<b>22</b>	<b>3</b>	<b>25</b>
<b>11</b>	<b>19</b>	<b>2</b>	<b>21</b>
<b>10</b>	<b>14</b>	<b>2</b>	<b>16</b>
<b>9</b>	<b>10</b>	<b>1</b>	<b>11</b>
<b>8</b>	<b>5</b>	<b>0</b>	<b>5</b>
<b>7</b>	<b>8</b>	<b>1</b>	<b>9</b>
<b>6</b>	<b>2</b>	<b>0</b>	<b>2</b>
<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>2 or under</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total</b>	<b>166</b>	<b>17</b>	<b>183</b>
<b>Aged 16 and over</b>	<b>9</b>	<b>4</b>	<b>13</b>
<b>Aged 11 to 15</b>	<b>118</b>	<b>9</b>	<b>127</b>
<b>Aged 5 to 10</b>	<b>39</b>	<b>4</b>	<b>43</b>
<b>Aged under 5</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total</b>	<b>166</b>	<b>17</b>	<b>183</b>

### **Our main equality challenges**

This is a summary of the issues that we are most concerned about.

We are already developing strategies and activities to address some of these concerns.

For some of these issues we have also set and published equality objectives. Details of these are in Part 6 of this document.

- Advance equality of opportunity
- To improve the attainment and progression rates of particular groups of pupils.
- Foster good relations
- To promote understanding and positive attitudes through a curriculum which prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the Academy.
- 

### **How we have due regard for equality**

The information provided here aims to show that we give careful consideration to equality issues in everything that we do in the Academy.

Academies are required to have due regard to the need to **eliminate discrimination** and other conduct that is prohibited by the Equality Act 2010. The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our Academy policies.

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- We have an Academy behaviour policy that works towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It challenges discrimination and bullying and promotes equality and diversity.
- We have an Academy anti-bullying policy that ensures we deal promptly with all incidents and complaints of bullying and harassment.
- We have an Inclusion policy that outlines the provision the Academy makes for pupils with special educational needs.
- Our complaints procedure sets out how we deal with any complaints relating to the Academy.
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practice.
- We have procedures for addressing staff discipline, conduct and grievances.
- We have a staff code of conduct that promotes equality and values diversity.
- We keep a record of the following protected characteristics of our pupils – age, gender, disability, ethnicity and religion/belief.
- We keep a record of the following protected characteristics of our employees- age, gender, disability, marriage/civil partnership.

Under the Equality Act 2010, we are also required to have due regard to the need to advance **equality of opportunity and foster good relations**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

### **Disability**

We are committed to working for the equality of people with and without disabilities.

### **Summary information**

(including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils).

- End of year data will be analysed and intervention plans will be set up to support the learning of all our vulnerable pupils who are not making adequate progress.

### **How we advance equality of opportunity:**

- Monitoring the attainment and progress of all our pupils by SEN, FSM, gender and ethnicity.
- Setting targets to improve the attainment and progression rates of particular groups of pupils.
- Identifying and addressing barriers to the participation of particular groups in learning and other activities.
- Involving parents, carers and families in improving outcomes for pupils.
- Linking with groups and organisations in the local community.

### **How we foster good relations and promote community cohesion:**

- Developing a curriculum which promotes the spiritual, moral, social and cultural development of all pupils.
- Developing a curriculum that supports all pupils to understand, respect and value difference and diversity.
- The Academy counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors.
- The Academy has a clear, agreed procedure for dealing with prejudice related bullying incidents.
- We encourage all our pupils to participate in all activities in Academy including sports.

### **What has been the impact of our activities? What do we plan to do next?**

- Monitoring and analysing pupil achievement on a termly basis means that support, intervention and groupings of pupils can be put in place quickly. We will continue to try and close the gaps between different groups of pupils.
- Our behaviour policy ensures that any unacceptable behaviour is dealt with effectively by all members of staff.
- Our anti-bullying policy ensures that there is rarely any bullying and if there is any it is dealt with effectively.

### **Ethnicity and race (including EAL learners); Religion and belief**

We are committed to working for the equality of all ethnic groups.

#### **Summary information**

(including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils).

- End of year data will be analysed and intervention plans will be set up to support the learning of all our vulnerable pupils who are not making adequate progress.

### **How we advance equality of opportunity:**

- Monitoring the attainment and progress of all our pupils by SEN, FSM, gender and ethnicity.
- Setting targets to improve the attainment and progression rates of particular groups of pupils.
- Identifying and addressing barriers to the participation of particular groups in learning and other activities.
- Involving parents, carers and families in improving outcomes for pupils.
- Linking with groups and organisations in the local community.

### **How we foster good relations and promote community cohesion:**

- Developing a curriculum that supports all pupils to understand, respect and value difference and diversity.

- Providing all pupils the opportunity to learn about the experiences and achievements of different communities and cultures.
- Organising celebrations and special events such as international day.
- Taking part in events such as World War II History month.
- The Academy counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors.
- The Academy has a clear, agreed procedure for dealing with prejudice related bullying incidents.

### **What has been the impact of our activities? What do we plan to do next?**

- Monitoring and analysing pupil achievement on a termly basis means that support, intervention and groupings of pupils can be put in place quickly. We will continue to try and close the gaps between different groups of pupils.
- Our behaviour policy ensures that any unacceptable behaviour is dealt with effectively by all members of staff.

### **Gender**

We are committed to working for the equality of women and men.

### **Summary information**

(including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

- There is not a significant gap in the way boys and girls perform.

### **How we advance equality of opportunity:**

- Monitor the attainment and progress of boys and girls.
- Setting individual targets to improve the attainment and progress of boys and girls.
- Identifying and addressing barriers to learning that is affecting the attainment and progression of our girls and boys.
- Involving parents, carers and families in improving outcomes for our boys and girls.
- Girls participate in sporting competitions like football, cricket and tag rugby as we try where possible to always send mixed teams.

### **How we foster good relations and promote community cohesion:**

- Developing a curriculum which excites our pupils and encourages their participation in their lessons.
- Ensuring all pupils are given the opportunity to make a positive contribution to the life of the Academy e.g. school council, class assemblies, fund raising events.
- Providing a wide range of after school clubs opportunities, to ensure participation rates are reflective of the Academy population.



## **What has been the impact of our activities? What do we plan to do next?**

- More pupils engage in our creative curriculum.
- All pupils have the opportunity to become a school councillor and to participate in all activities.
- All clubs encourage the participation of all pupils.

## **Religion and belief**

We are committed to working for equality for people based on their religion, belief and non-belief.

### **Summary information**

(including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils).

- We ensure that we respect the beliefs of all our pupils and do everything in our power to accommodate their needs.
- Through RE and assemblies we celebrate the different festivals of our main religions.

### **How we advance equality of opportunity:**

- We celebrate the diversity of our Academy community by celebrating different festivals, inviting parents to come in and share their experiences and food, to talk about their achievements and their jobs.

### **How we foster good relations and promote community cohesion:**

- We invite parents and different members of the community to our Academy to speak to our pupils on various subjects.
- Our students visit homes for the elderly at Christmas time after collecting throughout the term to make food hampers
- Our community police officers have been to talk to our pupils in assemblies.

## **What has been the impact of our activities? What do we plan to do next?**

- Our pupils are aware that we value the contributions of all members of the community.
- Our pupils value the contributions of the elderly to society and want to give them something in return.
- Our pupils value and appreciate the work of our police service.

We value the impact of the above activities and will continue to build them into our academic year.

**Signed on behalf of the Governing Body:**

*A Calder*

---

**Ann Calder (Chair person of the FGB)**

**Date: 14.7.2016**

**Minute Reference: 14.07.2016**