



SGS Multi Academy Trust
Single Equality Scheme
Annual Review: 2015-16

South Gloucestershire & Stroud Academy Trust

Annual report against Single Equality Objectives

Introduction	3
SGS AT Quality Strategy	5
Single Equality Objectives - Purpose	6
Single Equality – Involving People	7
Single Equality – Monitoring	7
Single Equality – EQUALITY OBJECTIVES	8
The Public sector Equality Duty	10

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SGS AT intends for this to be a source document for SGS AT, to help our staff to fulfil their responsibilities to our diverse communities when designing and delivering our services. The document also provides information for stakeholders, including those from different communities, to inform their engagement with SGS.

Introduction

This report provides an overview of South Gloucestershire and Stroud Academy Trust's (SGS AT) performance and key actions in relation to Equality and Diversity over the year 2015-16. It also provides information on progress and developments that the Trust has made towards achieving its Equality Objectives.

SGS AT is committed to Equality and Diversity and this is evidenced through both the Trust's core and main priorities and its values; values which implicitly and explicitly seek to ensure equality of opportunity for all.

Responsibility for implementing and advancing Equality and Diversity falls to everyone connected to the Trust and is driven and monitored from the most senior levels within the organisation.

This report describes and seeks to show how we actively work to advance Equality and Diversity and eliminate any form of discrimination in line with our Trust Mission, Values, Culture, Policies and Procedures and in compliance with The Single Equality Act 2010.

South Gloucestershire and Stroud Academy Trust is inclusive and the promotion of equality and diversity are core to our priorities. Diversity is celebrated, by the inclusive nature of the curriculum, throughout curriculum delivery, with groups and with individuals, and through each school's programme of events.

The Trust strives to use the principles, ethos and values of Equality and Diversity to underpin and drive the enhancement and improvement of an inclusive, welcoming, inspiring and safe Trust culture whose core purpose is to improve outcomes that raise standards and improves the lives of individuals.

Equality and Diversity is embedded at all levels throughout the Trust. Along with the opening of the Trust's second and third schools in 2017 – 18 academic year, we plan to establish a Health & Safety and Safeguarding, Wellbeing, Equality, and Diversity Group Committee (H&S and SWED Committee), chaired by the Office of the Deputy CEO, which will play a key role in supporting, assessing and monitoring practice as well as in making recommendations for improvement and development in the areas of H&S, Safeguarding, Inclusion and SEND, Wellbeing and E&D across the Trust. The Trust's key delivery mechanism for Equality and Diversity is articulated by the overarching Equality Objectives and implementation plan.

The Trust believes that every individual has the right to education, fair treatment, respect and understanding. We believe that people's ability to achieve their full potential should not be hampered by prejudice or unfair discrimination, and everyone should have an equal opportunity to participate within our community and wider society.

The Trust values the benefits that diversity and difference bring to society and actively promotes these within its communities and beyond. It raises awareness of Equality and Diversity and proactively goes about combating all forms of inequality, disadvantage, prejudice, unfair discrimination and mistreatment within its communities.

The Trust formally assesses the impact that all new or updated policies may have upon staff and students with any of the protected characteristics and look for all opportunities to advance and foster

equality and diversity. We continue to refine our Equality Impact Assessment and Analysis (EqIAA) Toolkit and this is proactively used in examining the Trust's work to ensure that all policies and practices are effective in ensuring equality of opportunity for all.

At South Gloucestershire and Stroud Academy Trust we monitor and analyse statistics in relation to students against the protected characteristics in order to eliminate any potential discrimination and action plan to develop any reasonable improvements in services and close any achievement gaps. As the Trust grows in size, with the addition of the new University Technical College (Berkeley Green UTC) and the all-through Pegasus Free School, systematic analysis and monitoring of statistics in relation to staff against protected characteristics is being implemented.

South Gloucestershire and Stroud Academy Trust proactively seeks to work with staff, students, families, employers and other stakeholders and partners to advance the understanding of equality and diversity, to foster good relationships and consult about our plans, procedures and developments.

We embed the concept of Equality and Diversity deeply within our culture and our activities and procedures for all staff, students, and partners as well as work and external business links, including procurement.

The Trust endeavours to ensure that no person is discriminated against because of their gender, race, disability, sex, gender reassignment, sexual orientation, religion or belief (or none), social disadvantage, or socio-economic group, maternity, paternity or age. This is monitored by the Board of Trustees. Moving forward, these endeavours will be monitored by the (H&S and SWED Committee), reporting to the Board of Trustees, Local Governing Bodies and Senior Leaders within the Trust.

South Gloucestershire and Stroud Trust recognises and celebrates the diversity of individuals within the Trust community of students, staff and other stakeholders. The Trust is totally opposed to any form of discrimination and will take appropriate action should discrimination take place.

SGS Single Equality Scheme and the SGS Quality Strategy

Enshrined within the Group's Quality Assurance and Improvement Strategy is our drive to celebrate diversity, ensure equality of opportunity and stimulate, through inclusive and high quality education, social mobility.



**SGS GROUP
QUALITY IMPROVEMENT
STRATEGY**

5 | Quality Principles to translate outstanding Leadership and Management into outstanding quality across the SGS Group



1 Capitalise on outstanding leadership
At SGS leadership and management is ambitious, innovative and inclusive. We will identify, develop and nurture strong managers to drive improvement in our provision and the services that we offer. In a high quality working and learning environment we will work together to provide learning and development opportunities and successful outcomes for all of our Staff, Learners and the Communities that we serve.

2 Focus on teaching, learning, assessment & support
Using our innovative Learning Excellence Framework (LEF) we will seek to enhance learning in and outside the classroom through Review, Support and Development.
We aim to establish a supportive culture and learning environment of exploration, innovation and continuous improvement where excellence is celebrated; and, where teaching and learning is highly effective at delivering exceptional outcomes. Our inclusive approach to learning provides opportunities to develop skills for full participation in British Society and progression into further and higher study, technical and professional training and employment.

3 Undertake honest, accurate & well-informed self-assessment & evaluation
Self-assessment is at the heart of our Quality Improvement Strategy. We will actively and objectively assess the quality of our provision to ensure that the judgements we make, about our work, are robust, based on meaningful evidence and are externally validated therefore leading to very effective improvement planning and actions that enhance the quality of our provision, the services that we offer and our learning and working environment.

4 Act with impact to secure improvement, maintain high standards & celebrate achievement
We are resolute in our commitment to seek out and tackle poor standards of provision or service. Using Key Performance Indicators and honest self-assessment we will identify outlying provision or poor standards and take decisive action to rapidly improve that learning experience, provision or service through our Quality Improvement Cycle.

5 Listen to and work in partnership with Learners, Customers, our Communities, Employers and Local Enterprise Partnerships
At SGS the views of our Learners, their Parents and Carers, Staff, Customers, Communities & Employers are central to all that we do. Through a culture of open and transparent communication we will seek out and respond to the views of our Learners, Staff, External Partners and Public Bodies to secure high quality teaching, learning, assessment, services & support.

Purpose of the Single Equality report

The following monitoring, assessment and analysis report has been submitted to the Board of Trustees.

In 2014-15, the SGS AT agreed and published its key objectives in relation to the General Duties within the Equality (Specific Duties) regulations 2011. These are: to eliminate discrimination, advance Equality and Diversity and foster good relationships in compliance with The Single Equality Act 2010.

This report satisfies the Specific Duty to publish related and meaningful objectives and action plans. Where appropriate, progress towards our objectives and action plans is reported elsewhere including, but not limited to, school Self Evaluation Forms, and termly Head teachers' reports to Local Governing Bodies and the Trust Board.

South Gloucestershire and Stroud Academy Trust's actions are designed to ensure:

- Compliance with legal requirements and the promotion of equality and diversity through all Trust activities and links with community partners;
- Effective monitoring of the achievements of groups with protected characteristics and how South Gloucestershire and Stroud Academy Trust is narrowing those gaps;
- The promotion of Equality and Diversity to tackle discrimination and the prevention of radicalisation;
- Accurate and effective assessment and monitoring of the impact of policies and processes and action plans to implement recommended improvements;
- Effective monitoring of the impact of staff and student training on social mobility and the understanding of roles and responsibilities in relation to Equality and Diversity;
- Ensuring that Policies are in place to protect staff, students and other stakeholders from harassment, bullying, victimisation and discrimination.
- Suggestions and complaints are analysed by protected characteristics and duly acted upon to identify and eradicate harassment, bullying, victimisation and discrimination

Involving People

The H&S and SWED Committee will consist of members of Local Governing Bodies and Senior Leaders from across the Trust.

Consultations for developments and action plans are carried out at a local level in staff forums and student councils

Schools within the Trust also operate Parents' Forums where parents are consulted on matters relating to the curriculum, inclusion and pupil wellbeing.

Learners are involved in promoting Equality and Diversity through teaching and learning and enrichment activities.

Monitoring

Staff:

- Statistics and metrics are recorded on staff by application, short-listing and recruitment by gender, age, disability and race;
- From 2017-18, statistics on staff progression by gender, age, disability and race will be recorded;
- Where monitoring indicates gaps or potential problems the responsible staff will investigate further and take remedial action as appropriate;
- Training and development reviews will be undertaken annually to identify the training and development needs of Trust staff;
- Equality and Diversity has been enshrined as a crucial part of the Learning Excellence Framework which is utilised across the Trust.

Students:

- Statistics are produced on student progress and attainment by gender, age, disability and ethnicity within each school. Where monitoring indicates wide differences between a school's statistics and the national picture, the Trust will investigate further and take remedial action as appropriate;
- Students are invited to comment on the equality of opportunity through student forum activities and the equipment, software and technical requirements for students with Learning Difficulties or Disabilities is reviewed regularly on an individual basis;
- Students should always be challenged for using inappropriate language or behaving inappropriately. Disciplinary action is monitored for any equality and diversity aspects and appropriate action will be taken. There is also scope within our behaviour for learning policy and procedure to ensure that referrals for support are made where a disability or difficulty may be contributing to inappropriate behaviour.

Single Equality Objectives

Progress updates for the objectives that have been set out in the Trust's Single Equality Plan are shown below.

Objective 1: To ensure that effective management structures are in place with a clear system for managing equality and diversity across the SGS AT.

Progress:

Forest High School is an inclusive school with a range of policies to support this principle. The school invests heavily in the SEND department and has a dedicated facility for pupils with a range of inclusion needs. The outcomes for pupils with SEND are monitored by the Local Governing Body.

Pupil premium is given the highest priority and the school has used some of the funding available to create the position of Pupil Premium Champion. This role is to ensure that all pupil premium activities have an impact upon the pupils it is intended for. Pupil premium outcomes are monitored at every Local Governing Body Meeting. There is a pupil premium plan available on the school website. The progress and attainment gap between disadvantaged pupils and others at the school narrowed at Key Stage 4 in 2015-16.

Staffing structures at Pegasus Free School and Berkeley Green UTC are being developed. Recruitment and enrolment processes will ensure inclusion and wellbeing are promoted for all pupils and staff. All aspects of equality and diversity across the Trust will be monitored by the (H&S and SWED Committee).

Objective 2: To use and embed Impact Assessment and Analysis across the Trust in order to examine policy and practice and proactively address issues emerging.

Progress:

A comprehensive Impact Assessment process is embedded across the development of policies and procedures within across the Trust.

Objective 3: To produce an Equality and Diversity Annual Report as a formal way of assessing and analysing data and identifying improvement and development actions.

Progress:

The progress and attainment gap between disadvantaged pupils and others at Forest High School narrowed at Key Stage 4 in 2015-16. The performance gap between male and female pupils also narrowed at Key Stage 4. The School Improvement Plan, SEND Plan and Pupil Premium Plan outline improvement interventions designed to reduce all progress and achievement gaps at the School. The progress and achievement gap of pupils with SEND did not narrow in 2015-16 and remains a high priority for improvement.

August 2016	% 5 A*-C	% 5 A*-C inc. EM	% English 4+ LoP	% Maths 4+LoP
All	48.5	40.9	11.1	25.4
Girls	55.9	50	12.1	30.3
Boys	40.6	31.3	10	20
PP	32	32	8.3	12.5
SEN	7.7	7.7	9.1	18.2

Objective 4: To enhance and demonstrate that Equality and Diversity is embedded in the curriculum.

Progress:

At Forest High School Equality and diversity is specifically referred to in the curriculum plans for:

- PSHE
- RE
- Sociology
- English

It is also a feature within assemblies and tutorial lessons. The taught curriculum is supplemented by a range of extra-curricular activities such as school visits to: Theatre Visits; GROWS visits to Higher Education settings; Year 7 Residential Trip.

Curriculum planning and delivery plans for the Pegasus Free School and Berkeley Green UTC are under development. The Trust Board and the H&S and SWED Committee will monitor these developments to ensure they align with the Trust's commitment to equality and diversity.

Objective 5: To collect and analyse pupil and staff data in order to proactively identify and address areas for development and enhancement across the staff and pupil experience.

Progress:

At Forest High School staff, pupil and parent surveys are carried out at various times during the school year. A parents' forum, a pupil council and a staff consultative forum are also in place to gather the views of various stakeholders. The findings of these surveys are monitored by the Local Governing Body and the Board of Trustees.

The Public Sector Equality Duty

Section 149 of The Equality Act 2010 details the Public Sector Equality Duty. The General Equality Duty is made up of three aims which state that the College must, in the exercise of its functions, have due regard to the need to:-

Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010;

Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it; by,

- Removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- Taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;
- Encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

Foster good relations between persons who share a protected characteristic and persons who do not share it; by, tackling prejudice and promoting understanding.

A summary of this document can be made available in your language or in another format such as Braille, large print, electronic or audio tape.

This document is published on the Trust's website.

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