

South Gloucestershire and Stroud Academy Trust (SGSAT)

SGS Berkeley Green UTC Equality action plan

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Please contact the SGS-AT Human Resources Department**

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Approved by:	SGS Berkeley Green UTC Local Governing Body
Date:	2 May 2019

Mandatory Initial Equality and Diversity Impact Screening

Main aim and purpose of the policy:		To give employees a guide to the rights and requirements associated with adoption leave and pay			
Is this policy (or its constituent parts) relevant to a general equality duty? (please tick)	This policy development will assist in the elimination of unlawful discrimination and/or harassment of identified Groups?	Implementation of this policy will promote equal opportunities for identified Groups?	Implementation of this policy will promote positive attitudes and participation between Groups?	Implementation of this policy will promote good relations between Groups?	
Age	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Disability	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Gender Reassignment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Race or Ethnicity	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Religion or Belief	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Marriage	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pregnancy/ Adoption	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Sex	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Sexual Orientation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Carers/ Care givers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Persons in care	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Specify any Groups for which there is evidence or reason to believe that some Groups or individuals could be affected differently:					
None					
How much evidence is there:	None	A little	Some	A lot	
Is there any concern that the policy may operate in a discriminatory way?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	None	A little	Some	A lot	
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Assessed relevance to equality (tick one row only)	High	Med	Low	None	Brief reason for this assessment
Age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Gender Reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Race or Ethnicity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Religion or Belief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Marriage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Pregnancy/ Adoption	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Carers/ Care givers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
What is the next step? (tick one only)	What priority level is this policy?			Has the Policy been sent for Full EQIA, or do you believe the policy should have a Full EQIA?	
	High <input type="checkbox"/>	Medium <input checked="" type="checkbox"/>	Low <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
I am satisfied that an initial screening has been carried out on this policy/procedure and a full Impact Assessment is not required					
Completed by:		Position:		Date:	

SGS Berkeley Green UTC – Equality action plan

As part of SGS-AT, SGS Berkeley Green UTC does all it can to provide equal opportunities and avoid discrimination, by following the SGS-AT Equalities Policy. This action plan sits underneath the SGS-AT Equalities Policy outlining how the UTC meets the seven key principles

Roles and Responsibilities

We expect all members of the UTC community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

Governing body

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. The governing body has a watching brief regarding the implementation of this policy.

Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors annually review the Equality Policy and evaluate the success of the school's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys)

Principal and Senior Leadership team

The Principal is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

Teaching and Support Staff

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- support different groups of students in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work.

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure. We will go through the principal expectations and duties of the Equality Act at a whole staff meeting at the start of the school year.

Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in school newsletters to enable them to do this.

Key equality considerations

Behaviour, Exclusions and Attendance

The UTC's Professional Behaviour Policy takes full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for students with a disability. We closely monitor data on exclusions and absence from school for evidence of overrepresentation of different groups and take action promptly to address concerns.

Addressing prejudice and prejudice based bullying

The UTC challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travelers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.

We keep a record of different prejudice-related incidents. We review this data termly and take action to reduce incidents where necessary.

Addressing equality of opportunity between different groups

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our student admissions meetings.
- We collect data and monitor progress and outcomes of different groups of students and use this data to support school improvement. We take action to close any gaps,

- for example, for those making slow progress in acquiring age-appropriate literacy and number skills.

We collect, analyse and share with governors data on:

- the school population by gender and ethnicity;
- the % of students identified as having a special educational need and/or disability and by their principal need or disability;
- the breakdown by year group – in terms of ethnicity, gender and literacy; inequalities of outcome and participation, related to ethnicity, gender and disability and literacy

We ensure equality of access for all students to a broad and balanced curriculum, removing barriers to participation where necessary.

Positive Action

We will take positive and proportionate action to address the disadvantage faced by particular groups of students with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

What we are doing to foster good relations

- We prepare our students for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our students.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE/Citizenship and across the curriculum.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history and that promote positive images of people
- We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events e.g. Black History Month, Anti Bullying Week etc.
- We include Equalities matters in the Newsletter to parents and Carers

Other ways we address equality issues

- We maintain records of all training relating to Equalities
- Our monitoring records include evaluations of aspects of Equalities
- We keep minutes of meetings where equality issues are discussed

- We have a rolling programme for reviewing all of our school policies in relation to equalities and their impact on the progress, safety and wellbeing of our students
- The implications for equalities of new policies and practices are considered before they are introduced.
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In order to continually improve, we

- review relevant feedback from the annual survey and parents' evening feedback
- secure and analyse responses from staff surveys, staff meetings and training events
- review feedback and responses from the students and groups of students, from the school council, PSHE lessons, and the Health Related Questionnaire
- analyse issues raised in Annual Reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support
- ensure that we secure responses and feedback at Governing Body meetings and from the governing body's working groups

Equality Objectives

All public organisations, including schools must publish their Equality objectives at least every four years. These must be specific and measurable. Our objectives are the outcome of a review of and analysis of data and other evidence. They also take into account national and local priorities and issues. We evaluate our success in meeting the Public Service Equality Duties by the extent to which we **achieve improved outcomes** for the different groups.

We analyse student data which then informs our discussions about the Equality Objectives.

Our Equality Objectives for 2017-2021 are:

- To ensure that the progress across the curriculum of disadvantaged students and students who have special educational needs and/or disabilities matches that of other pupils with the same starting points
- To ensure that all groups of students meet or exceed their aspirational target grades.
- To ensure that all students are exceptionally well prepared for the next stage of their education, training or employment and have achieved relevant qualifications.
- To ensure low levels of fixed term exclusions for disadvantaged students
- To ensure high attendance for disadvantaged and SEND students. No groups of pupils are disadvantaged by low attendance

We produce an Equality Action Plan that shows how we will achieve our objectives. This is part of our school development plan. We review and update our equality objectives every four years and report annually to the governing body on progress towards achieving them.

Equality Objectives	Actions	How will the impact of the action be monitored?	Who is responsible	Time Frames	Progress commentary
○ To ensure that the progress across the curriculum of disadvantaged students and students who have special educational needs and/or disabilities matches that of other pupils with the same starting points.	CPD focus on questioning and A4L. Careful ability setting and differentiation. Focused use of LSAs	Termly assessments RAP meetings Academic tracking	SLT Heads of faculty Teaching staff	Termly	Refer to Principal's reports to governors
○ To ensure that all groups of students meet or exceed their aspirational target grades.	Data lead targeted interventions.	Termly assessments RAP meetings Academic tracking	SLT Heads of faculty Teaching staff	Termly	Refer to Principal's reports to governors
○ To ensure that all students are exceptionally well prepared for the next stage of their education, training or employment and have achieved relevant qualifications.	Outstanding CEIAG Relevant PSHE programs Employer projects	Student voice Observations Assessment against CEIAG policy objectives	AP Employer Engagement. PSHE staff	Termly	Refer to Principal's reports to governors
○ To ensure low levels of fixed term exclusions for disadvantaged students	High quality personal tutoring. Restorative justice. Employer lead	Termly reporting Observations	Heads of Company. Team leaders	Termly	Refer to Principal's reports to governors

<p>○ To ensure high attendance for disadvantaged and SEND students. No groups of pupils are disadvantaged by low attendance</p>	<p>Structured, supportive but challenging attendance process</p>	<p>Collaboration between HoC, team leaders, Attendance officer and EWO</p>	<p>HoC, AP Attendance officer</p>	<p>Termly</p>	<p>Refer to Principal's reports to governors</p>
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