



DERBY MOOR
SPENCER ACADEMY

Equalities Objectives

September 2024



SPENCER
ACADEMIES TRUST

1. Aims

Our academy aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it

Protected Characteristics

The Equality Act 2010 states that it is unlawful to discriminate against people with the following protected characteristics. This applies to the whole school community:

- Age (staff)
- Disability
- Gender
- Gender identity and reassignment
- Pregnancy and maternity
- Race (ethnicity)
- Religion and belief
- Sexual Orientation
- Marriage and Civil Partnership (Staff)



2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and Schools.

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The Trust will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the academy, including to staff, pupils and parents;
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years;
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Principal.

The Principal will:

- Promote knowledge and understanding of the equality objectives among staff and pupils;
- Monitor success in achieving the objectives and report back to governors and the Trust.

All academy staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The academy is aware of its obligations under the Equality Act 2010 and complies with non-discriminatory provision.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the academy aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities)

In fulfilling this aspect of the duty, the academy will:

- Share attainment data with governors, each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and share this information with governors
- Make evidence available identifying improvements for specific groups
- Share further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The academy aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, Personal Development and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures

- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising academy trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the academy. For example, our student leadership team has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the academy's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The academy ensures it has due regard to equality considerations whenever significant decisions are made.

The academy always considers the impact of significant decisions on particular groups. For example, when an academy trip or activity is being planned, the academy considers whether the trip:

Cuts across any religious holidays

Is accessible to pupils with disabilities

Has equivalent facilities for boys and girls

The academy keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning academy trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Objective 1

To increase the representation of support staff, teachers and leaders from minority ethnic backgrounds to better reflect the community we serve by increasing the percentage of staff from minority ethnic backgrounds from 29% to 40%.

Why we have chosen this objective:

72% of our students are from minority ethnic groups, However, only 29% of our staff identify as being minority ethnic groups. We believe that the ethnicity of our workforce should be more reflective of the population served in order to provide good role models for our students who may prove to be more relatable for those from ethnic minority groups.

This objective was chosen after consultation with governors.

To achieve this objective, we plan to:

Make all staff appointments and promotions on the basis of merit and ability and in compliance with the law. However, we will

- aim to ensure, wherever possible, that the staffing of the academy reflects the diversity of our community.

- We will ensure that our recruitment evenings and promotional videos include significant contributions from our staff who belong to minority ethnic communities.
- We will aim to use multiple platforms that will reach a more diverse audience when advertising for teaching vacancies
- We will explore options to advertise locally in order to encourage applications from the local community.
- The Principal will ensure that all appointment panels give due regard to the equality information and objectives, so that no-one is discriminated against when it comes to employment or training opportunities.
- We will train all members of staff and governors involved in recruitment on equal opportunities and non-discrimination.

Progress we are making towards this objective:

As of Autumn 2024, 30% of our entire workforce identify as being from an ethnic minority group. This is a small increase over the last academic year. Recruitment data from the last academic year shows 34% of all new appointments were colleagues who identify as being from an ethnic minority group. This is encouraging early data to show that the strategy around recruiting a more diverse workforce may be taking effect.

Objective 2

To close the attainment gap by ensuring there is no significant difference grades achieved by different groups of learners.

Why we have chosen this objective:

The Equality Act 2010 introduced a single Public Sector Duty, which applies to all schools. It requires that the academy must have due regard to the need to eliminate discrimination and other conduct that is prohibited by the act, and to advance equality of opportunity between people who share a protected characteristic and those who do not share it.

Our mission as an academy is to be a catalyst for social mobility and allow all students to achieve, regardless of their starting point or individual circumstance. If we are to achieve this, there must be no difference in attainment between groups.

Approximately 30% of our students qualify for the pupil premium and are likely to be experiencing social disadvantage. To challenge social injustice, we must focus relentlessly on this group to ensure they achieve, regardless of their socio-economic circumstances.

To achieve this objective, we plan to:

We will use Pupil Premium and Catch-Up funding effectively through strategic planning and evaluation of impact.

Have high expectations and clear routines for learning for all staff and students.

Analyse and respond to what data is telling us about the performance of individuals and groups of students.

Strive to ensure every student is a fluent reader through our whole-school approach to reading.

Deliver lessons that scaffold up to ensure the needs of all students are met

Progress we are making towards this objective:

Autumn 2024: The gap in attainment at Key Stage 4 between Pupil Premium students and non-PP students persists but is smaller than that observed nationally. Early indications from unvalidated data suggest that the gap in progress between these two groups has narrowed this academic year. The Pupil Premium strategy and associated activities are embedded and evaluated periodically with the senior team and governors.

With reference to High Expectations, our data shows there are no significant differences in the rewards and sanctions issued between ethnic groups. Pupil Premium students receive rewards in line with their non-PP counterparts but are over-represented in the sanction issued at this stage.

Data is rigorously analysed following data collection points and this triggers actions following weekly RAG meetings, SLT briefings and governor reviews. Resources are allocated intelligently based upon diagnosed need to maximise attainment and progress. The efficacy of intervention is constantly reviewed by the senior team who will reallocate resources as appropriate. This summer's unvalidated data suggests a narrowing of the gap between boy's and girl's attainment, a narrowing of the progress gap between non-PP and PP students and positive progress for SENDK students. There are variations in performance between ethnic groups with students identifying as White British attaining least well which mirrors the national picture.

Our reading strategy has been a focus for further development and has driven investment in staff cpd and recruitment of key colleagues to new roles. This underpins the strategy to improve student fluency and confidence in reading.

Our Teaching and Learning model is embedded to provide consistency in approach to challenging students thinking and application of skills in lessons. The use of consistent language and targeted feedback has been a key focus since the last review and is now evident through climate walks and drop ins.

Objective 3

To ensure participation in extra-curricular activities is representative of our diverse cohort of students.

Why we have chosen this objective:

Approximately 30% of our students qualify for the pupil premium but there are a greater number, estimated at around 55%, who are from low-income families and less likely to be able to fund out of school activities.

We want to ensure that every child at Derby Moor regularly participates in at least one extra-curricular activity.

Research indicates that participating in after-school programmes improves performance on measures of academic achievement. There is also evidence that there are wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers (Education Endowment Foundation).

To achieve this objective, we plan to:

Evaluate the breadth of our Extra-curricular offer and its suitability to our students;

Identify barriers to attendance and employ strategies to remove those barriers.

Use historic data and student voice to identify opportunities for new activities and patterns affecting attendance.

Make links with community groups and sports groups to collaborate and broaden the offer.

Add extra-curricular participation to the rewards scheme and the Derby Moor Award

Actively target groups who are less likely to participate with regular communications and reminders.

Use a proportion of our pupil premium funding to help cover the costs associated with delivering extra-curricular activities

Progress we are making towards this objective:

Autumn 2024: The extra-curricular offer has been reviewed and includes a broad range of activities. This has been compiled based upon student voice and historically popular activities.

Uptake is generally strong with 50% of students taking part in extra-curricular activities in Years 7&8. This decreases as they move through school years with Year 11 taking part the least. This does not include attendance at intervention sessions which may account for the decrease.

There are little differences between participation of boys and girls, however both FSM students and Pakistani students are underrepresented in the data at this stage. Travel arrangements have been cited as a reason for this from some student interviews.

9. Monitoring arrangements

The Principal will update the equality information we publish, at least every year.

This document will be reviewed by the governing board and Principal at least every 4 years.

This document will be approved by the governing board and Principal before adoption.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment