

Equality and community cohesion – Equality Information and Objectives

George Salter Academy is committed to equality both as an employer and a service provider. The Academy endeavours to

- ensure that everyone is treated fairly and with respect
- make sure that our academy is a safe, secure and stimulating place for everyone
- recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same
- recognise that for some students extra support is needed to help them to achieve and be successful e.g. all those that fall within the protected characteristics
- make sure that people from different groups are consulted and involved in more decisions, for example through talking to students and parents/carers, and through our parental engagement strategies
- make sure that no-one experiences harassment, 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 take seriously our general duty under the Equality Act 2010 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.

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

- eliminate unlawful discrimination, harassment, victimization 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.

We also welcome the emphasis in the Ofsted inspection framework on the importance of narrowing

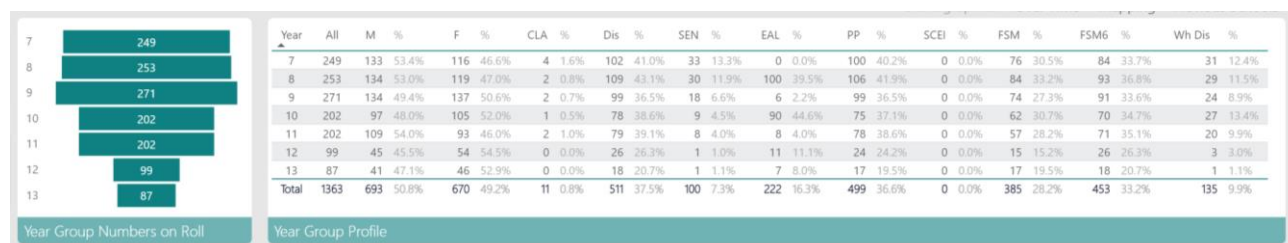
- gaps in achievement which affect, amongst others:
- students from certain cultural and ethnic backgrounds
- students who belong to low-income households and students known to be eligible for free academy meals
- students who are disabled
- students who have special educational needs
- boys in certain subjects, and girls in certain other subjects

Part 1: Information about the student population

Number of students on roll at the academy:

Year 7-11 – 1177

Year 7-13 – 1363



Information on students 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’.

There are students on roll in the academy with different types of disabilities and these include:

Autism

Diabetes

Dyslexia

Mobility issues

Visual impairment

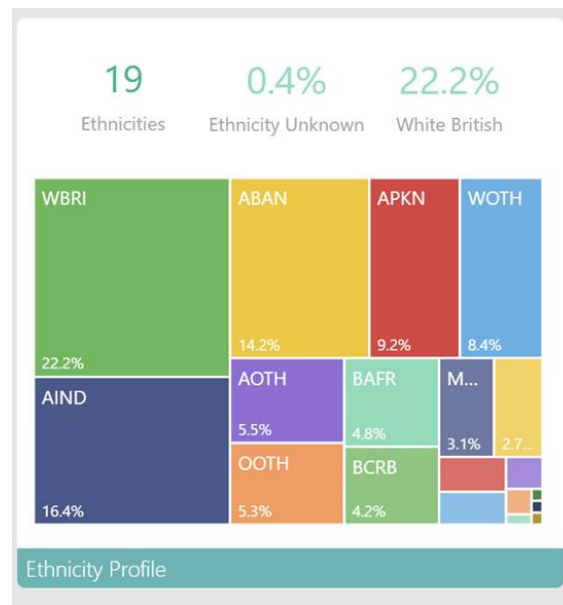
Pupil Special Educational Needs (SEN) Provision

Number at School Support	111	% of whole school at School Support	8.1
Number of EHCPs	20	% of whole school with EHCPs	1.46

PRIMARY NEED							
Communication & interaction		Cognition & Learning		SEMHDifficulties		Sensory and/or Physical Need	
No. of pupils	No. of EHCPs	No. of pupils	No. of EHCPs	No. of pupils	No. of EHCPs	No. of pupils	No. of EHCPs
38	15	54	2	33	3	6	0

ACADEMY SEND PROFILE			
Number on register	131	% of whole school on register	9.6

Ethnicity and Race (Year 7-13)



Religion and Belief

As a multi-faith academy, we present all religions as having equal value, and do not seek to promote one religion as more or less valid as the others. However, as a multi faith academy, we recognise that people of religion and belief may experience discrimination and harassment.

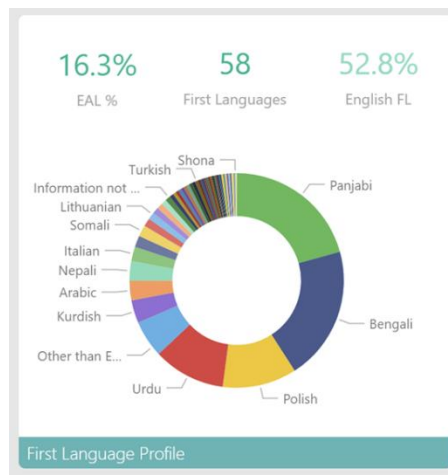
Gender identity or reassignment

We do not collect data on students who are planning to undergo, who are undergoing or who have undergone gender reassignment. However, we recognise that people who are proposing to undergo, who are undergoing or who have undergone a process to reassign their gender may experience discrimination and harassment. Our Safeguarding and Inclusion teams have protocols to follow to support all students who may be planning to undergo, who are undergoing or who have undergone gender reassignment.

Sexual orientation

We do not collect data on the sexual orientation of our students. However, as an Academy we are aware that there may be a number of equality issues for gay, lesbian and bisexual students.

Students with English as an additional language (EAL) Year 7-11



Information on other groups of students

Ofsted inspections look at how academies help "all students to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

Students with English as an additional language (EAL) Year 7-11

Number of EAL students ?

Number of students at early stage of English acquisition

Competent ?

Developing competence ?

Early acquisition ?

Fluent ?

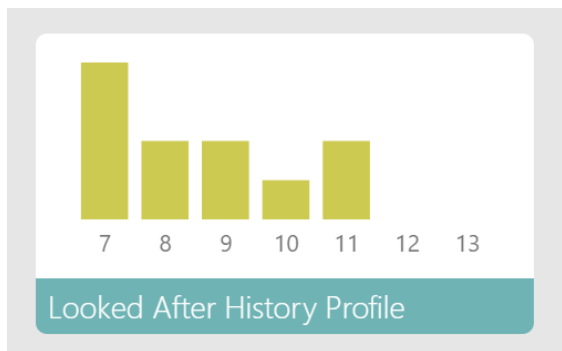
Total ?

Students from low-income backgrounds

Year	All	M	%	F	%	CLA	%	Dis	%	SEN	%	EAL	%	PP	%	SCEI	%	FSM	%	FSM6	%	Wh Dis	%
7	249	133	53.4%	116	46.6%	4	1.6%	102	41.0%	33	13.3%	0	0.0%	100	40.2%	0	0.0%	76	30.5%	84	33.7%	31	12.4%
8	253	134	53.0%	119	47.0%	2	0.8%	109	43.1%	30	11.9%	100	39.5%	106	41.9%	0	0.0%	84	33.2%	93	36.8%	29	11.5%
9	271	134	49.4%	137	50.6%	2	0.7%	99	36.5%	18	6.6%	6	2.2%	99	36.5%	0	0.0%	74	27.3%	91	33.6%	24	8.9%
10	202	97	48.0%	105	52.0%	1	0.5%	78	38.6%	9	4.5%	90	44.6%	75	37.1%	0	0.0%	62	30.7%	70	34.7%	27	13.4%
11	202	109	54.0%	93	46.0%	2	1.0%	79	39.1%	8	4.0%	8	4.0%	78	38.6%	0	0.0%	57	28.2%	71	35.1%	20	9.9%
12	99	45	45.5%	54	54.5%	0	0.0%	26	26.3%	1	1.0%	11	11.1%	24	24.2%	0	0.0%	15	15.2%	26	26.3%	3	3.0%
13	87	41	47.1%	46	52.9%	0	0.0%	18	20.7%	1	1.1%	7	8.0%	17	19.5%	0	0.0%	17	19.5%	18	20.7%	1	1.1%
Total	1363	693	50.8%	670	49.2%	11	0.8%	511	37.5%	100	7.3%	222	16.3%	499	36.6%	0	0.0%	385	28.2%	453	33.2%	135	9.9%

Year Group Profile

Looked After Children (LAC)



Part 2: Our main equality challenges

This is a summary of the issues that the Academy are most concerned about and are already developing strategies and interventions to tackle some of these concerns;

- to increase attainment of White British Pupil Premium boys
- to further accelerate rates of progress and increase rates of attendance for SEND students
- to reduce the number of PP and SEND students who are persistently absent

Part 3: How we have due regard for equality

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

Academies are required to have due regard to the need to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010.

We are proud to have won the Ormiston Academies Trust 'Be Inclusive' award in 2021.

- Our academy slogan is 'one work in one school', our ethos is inclusive and caring and our core mission to 'defy disadvantage' is understood, shared and alive in all areas of our academy.
- All students have one lesson of RE every week and are encouraged to broaden their understanding of others beliefs, cultures and faiths throughout the curriculum.
- As an Academy, we are aware of the requirements of the Equality Act 2010 and understand that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage
- We try to keep **an accurate record**, when possible and appropriate, of the protected characteristics of our students and employees
- We have a **Staff Code of Conduct** which addresses issues about being respectful and professional behaviour to all staff and students
- We have an **Academy Behaviour Policy** that ensures that all students are both rewarded and sanctioned appropriately, and is viewed fairly and positively by the staff and students alike
- We have an **Anti-Bullying Policy** for students and deal promptly and effectively with all incidents and complaints of bullying that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation.
- We keep a record of all such incidents and notify those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying incidents
- We have a **student leadership team** that have put an Anti-Bullying Charter in place, and support an anti-bullying campaign each year to give it high profile within the academy community. The academy carry out surveys on bullying issues e.g. homophobia.
- The **Salter Scholar** is a unique seven year Character journey to which all students are entitled access. We are proud of our **Character Association Kitemark** recently awarded to the academy in recognition of this programme.
- The **Salter Scholar** programme and **citizenship curriculum provision** delivered through tutor time, assemblies, guest lectures, weekly PSHE lessons that is highly positive, offers memorable experiences and rich opportunities that contribute very well to students' spiritual, moral, social and cultural development.
- Staff work extremely hard to ensure that the academy enrichment offer is guided by student interests and ability rather than any gender, cultural or social stereotypes that students may have.
- We have clear procedures for dealing with **staff discipline**.
- **Restorative justice** happens between the parties involved so that the unacceptable nature of such incidents is made clear and incidents are suitably resolved.
- Our **Grievance Policy** and procedure clearly sets out clear guidance for staff who wish to make formal complaints.
- Our **Staff Equal Opportunity Policy** – covers the academy's employees (permanent, temporary, casual, part time and those on fixed term contracts), job applicants and to

individuals such as agency staff and consultants, and volunteers who are not employees but who work at the academy. We observe and implement the principles of equal opportunities and non-discrimination in our employment practices.

- We comply with the details set in our **Accessibility Policy** with regards to the improving access to the curriculum, physical environment and access to information.
- Our **Admission Policy** adheres to the guidelines as set by the Local Authority and is strictly followed.
- Our **Complaints Procedure** sets out how we deal with any complaints relating to the academy and can be accessed online or obtained at the main reception.
- We have a **Special Educational Needs (SEN)** Policy that outlines the provision the academy makes for students with special educational needs which has been updated in lines of the Government reforms in 2014. All the categories have been amended in September 2016 following the New Code of Practice guidelines.
- The Academy has an **E-Security and E-Safety Policy** that takes all E-safety issues very seriously.
- **“Acceptable- Use”** policies are signed and adhered to by all students and staff.
- Through our Citizenship and PSHE education, we work hard to eliminate discrimination, harassment and victimisation through its broad range of areas of study within its curriculum.
- We have a **comprehensive curriculum** that addresses SMSC, students are encouraged to think about the world in which they live.
- We survey parents regularly. Parents share initiatives and discuss concerns with the Academy via consultations and contact procedures.
- We understand that attendance plays an integral part in students’ achievement at academy and through our Attendance & Punctuality Policy, we investigate any discrepancies that may occur and address inequalities appropriately.
- We have a **vibrant and well-represented student council body** that ensures that students have a direct voice to discuss matters that relate to their concerns and overall well-being in academy and immediate environment. The academy student leadership council is strong and articulate, contributing to whole academy decision making with students.

Disability

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

How we advance equality of opportunity

We support all learners by meeting their individual needs. A **health care plan** is written collaboratively for some students and shared. A **Student Passport** and personalised strategies such as 1:1 withdrawal lessons with specialist learning support staff are also used for some students. Additionally, Individual Programmes of Study may be devised to address students' learning needs and to enable access to mainstream curriculum e.g. through adapted resources, multi-sensory learning programmes for students with specific learning difficulties, highly differentiated work for student at all levels. We take steps (reasonable adjustments) to ensure that students are not put at a disadvantage compared to other students, through our use of **learning support assistants** who support students in class in order to promote access to the curriculum.

We provide additional support for those with disabilities: therapeutic group interventions that are run by trained learning support staff working in the academy's **STEPS** centre. We carry out an accessibility plan for all students e.g. special transition arrangements between lessons and at break/lunchtimes (e.g. students escorted by LSA join the class a few minutes after the lesson starts and leave a few minutes before it finishes to avoid crowded corridors).

We support disabled students' participation in the more physically challenging areas of the curriculum through effective deployment of resources, staffing and curriculum provision.

How we foster good relations and promote community cohesion?

The work that has been done to develop high aspirations and a culture of success in the academy also contributes to students' **SMSC** development. Through the modelling of mutual respect and promotion of strong moral values within the academy community, the staff and governors are working hard to ensure learners receive consistent messages through all aspects of academy life.

Our **curriculum** is inclusive and accessible to all students. There is no nurture group as GSA and all students are expected to master core knowledge with the most appropriate support. We continue to develop a curriculum that supports all students to understand, respect and value difference and diversity through using a variety of training opportunities. eg SENDCo and Asst. SENDCo have delivered training sessions on "Differentiation" and Students Passports. We continue to work closely with all departments to enhance differentiation.

We enable all students to learn about the experiences of disabled people and the discriminatory attitudes those with disabilities may experience, using themes within our **PSHE & Citizenship** programme.

We ensure that the curriculum has positive images of disabled people. eg positive images are displayed.

When appropriate, we use awareness as a tool for tackling bullying or harassment we tackle prejudice and any incidents of bullying based on disability.

Ethnicity and race (including EAL learners)

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

Our aims are to enable our students to;

- understand that forces of globalisation are redefining the world
- understand what being a 'global citizen' means
- give young people the chance to discover their own particular interests and talents
- offer safe, structured leisure time, helping to build resilience and self confidence.
- develop the school as the key gateway for a range of important services from health to child protection
- ensure students have swift and easy referral.
- build a bridge between the classroom and the real world of work, helping students to see how their education is relevant to their future.

How we foster good relations and promote community cohesion?

The academy promotes the spiritual, moral, social and cultural development of all students through an assortment of **learning opportunities and experiences**. All students are provided with the opportunity to learn about the experiences of different communities and cultures through their PSHE, tutor time, assemblies and curriculum.

The **curriculum** is supported by resources which provide positive images reflecting the diverse communities of modern Britain. In History, for instance the Slave Trade module covers the slaves' perspective in depth and themes such as the revolt in Haiti and Toussaint Louverture.

We provide all students with opportunities to learn about the achievements of different communities and cultures e.g. in English, all students learn about different cultures and traditions through a carefully selected **literary canon** and literature of colour programme. The writers we study come from many different backgrounds, and this is reflected in their work.

Our tutor time **Reading Aloud** programme embraces carefully chosen texts of world literature value.

Students are increasingly required to write about the background context in which texts are written and received, meaning there is an increased focus on diverse cultures. We are developing a **curriculum** that supports all students in understanding, respecting and valuing difference and diversity.

Additionally, we regularly challenge the area of racism and stereotypes, and have also worked with outside organizations to explore this issue in depth. The students feel happy to celebrate their own cultural events with their friends and teachers and also learn about others. Our student led '**one world in one school**' **assemblies** give an insight for students to learn about the experiences and achievements of different communities.

Citizenship activities are undertaken within personal tutor time activities to develop student understanding of topics including race, religion, environment, the media and society. Our weekly **Votes 4 Schools programme** sees students engage in local, national and global discussions .

Across the academy, we acknowledge diversity in cultural experience and recognise contributions made by others e.g. Black History Month, sport relief, children in need and Samaritans purse. We have organized numerous and enthusiastically supported celebrations of international music and dance.

Gender

We are committed to working for the equality of women and men. Summary information (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of students) is available on our website.

Gender identity or reassignment

We are committed to ensuring that students and staff who are proposing to undergo, are undergoing or have undergone a process to reassign their sex, are protected from discrimination and harassment.

How we foster good relations and promote community cohesion?

The academy promotes the spiritual, moral, social and cultural development of all students. We ensure the inclusion of positive, non-stereotypical images of women and men, girls and boys in **PSHE, citizenship, assemblies, tutor time and curriculum provision** through careful selection of the materials used to teach a variety of themes. Assemblies promote positive, non-stereotypical images throughout the year.

We work hard to ensure the inclusion of positive, non-stereotypical images of women and men, girls and boys across the curriculum. All departments challenge sexism and negative stereotypes e.g. in History, there are a number of opportunities for students to learn about "Women's History in the UK", for example the increased rights of women in the late nineteenth century, the "Suffragette Movement".

We respond to any sexist bullying or sexual harassment in line with the academy policies. Incidents are recorded and followed up with all parties involved.

Pregnancy and maternity

We understand that students who are pregnant or who have recently had a baby can experience discrimination, and barriers to accessing or continuing their education. At present, we have no students who are pregnant or on maternity. However, we recognise students who are pregnant or on maternity may experience discrimination, and barriers to accessing or continuing their education.

Religion and belief

We are committed to working for equality for people based on their religion, belief and nonbelief. The GCSE specification that we follow is designed to "give all students, of any religious persuasion or none, the opportunity to demonstrate their attainment". The Humanities department have developed a scheme of work which includes reference where possible to religion, belief and non-belief.

Sexual orientation

We are committed to providing a safe environment for all students. We aim to tackle any discrimination faced by students and staff who are lesbian, gay or bisexual.

We do not collect data on the sexual orientation of our students. However, as an academy we are aware that there may be a number of equality issues for gay, lesbian and bisexual students.