

# Equality Policy

North Kesteven Academy  
2022-2023



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**NORTH KESTEVEN ACADEMY EQUALITY POLICY  
FOR STUDENTS, PARENTS, VISITORS AND OTHERS  
COMING INTO CONTACT WITH THE ACADEMY**

**PART 1 – Aims**

This policy aims to set out the Academy’s responsibilities and duties under the Equality Act 2010 and the Public Sector Equality Duty. It aims to promote and advance equality of opportunity for all students with protected characteristics, and sets annual objectives for improvement which are then assessed for progress each year. These objectives are updated each year and republished every four years.

**PART 2 – Legislation and Guidance**

**THE EQUALITY ACT 2010**

The Equality Act 2010 replaced nine major Acts of parliament and almost one hundred sets of regulations which had been introduced over several decades. It provides a single, consolidated source of equality law, covering all types of discrimination, harassment and victimisation that are unlawful. It simplified the law by getting rid of anomalies and inconsistencies that had developed over time, and extended protection against discrimination in several areas.

**THE PROTECTED CHARACTERISTICS**

The Equality Act 2010 makes it is unlawful for the “responsible body” of an Academy to discriminate against (either directly or indirectly) an individual or group of individuals by treating them less favourably because they (or somebody they associate with) have one or more of the following characteristics:

- Sex;
- Race;
- Religion or belief;
- Sexual orientation;
- Gender reassignment;
- Pregnancy and maternity; and
- Disability.

The Equality Act 2010 also makes it unlawful for the “responsible body” of an Academy to discriminate against (either directly or indirectly) an individual or group of individuals who are not the Academy’s students by treating them less favourably because they (or somebody they associate with) have one or more of the above characteristics or the following characteristics:

- Age; and
- Marriage and civil partnership.

Specifically, the “responsible body” of an Academy must not discriminate against a student or group of students because they have a protected characteristic (with the exception of age or marriage and civil partnerships):

- In the arrangements it makes for deciding who is offered admission as a student;
- As to the terms on which it offers to admit a prospective student;
- By not admitting a prospective student;
- In the way it provides education for a student (but not in relation to the contents of the curriculum);
- In the way it affords a student access to a benefit, facility or service;
- By not providing an education for a student;
- By excluding a student;
- By subjecting a student to any other detriment (including the imposition of sanctions);

The Equality Act 2010 also makes it unlawful for the “responsible body” of an Academy to harass or victimise an individual or group of individuals because of some of the protected characteristics, or because of something done in reliance on the Equality Act 2010, as outlined in further detail below.

The “responsible body” in an Academy is its proprietor, namely the Governing Body. In practice, all persons acting on behalf of the Governing Body (including employees of the Academy) are personally responsible for ensuring that their actions or omissions are not discriminatory, and the Governing Body will also be responsible for the actions of the Academy’s employees if it cannot show that it has taken all reasonable steps to prevent the discriminatory actions or omissions being undertaken on their behalf.

The Equality Act 2010 covers discriminatory acts or admissions by the Academy against prospective students, current students and (in some circumstances) former students, as well as against parents (including non-parents with parental responsibility or care of a student), visitors and other people coming into contact with the Academy.

The Equality Act 2010 does not cover discriminatory acts by one student against another student, such as racist bullying (such behaviour by a student will, in any event, be a breach of the Academy’s Behaviour Policy and Anti-Bullying and Conflict Policy and be sanctioned accordingly). However, if the Academy is aware of a discriminatory act by one student against another and does nothing to prevent it, or treats the act less seriously than it would for other acts, this may in itself be a discriminatory act by the Academy.

## **DISCRIMINATION**

The Equality Act 2010 defines two types of discrimination; direct and indirect:

### **Direct Discrimination**

Direct discrimination occurs where an individual or group of individuals are treated less favourably than others because they or somebody they associate with have (or it is mistakenly thought that they have) a protected characteristic.

## **Indirect Discrimination**

Indirect discrimination occurs when a policy, criterion or practice is applied generally to all, which has the indirect effect of discriminating against an individual or group of individuals by putting them at a disadvantage, unless there is a legitimate reason for the policy, criteria or practice and there is no other way to achieve it.

## **Discrimination Arising from Disability**

There are special provisions in the Equality Act 2010 relating to disability discrimination and, in particular, a third type of discrimination called discrimination arising from a disability, as well as failing to make reasonable adjustments for an individual with a disability. The definition of what constitutes disability discrimination is more complex than that for the other protected characteristics, and is set out in further detail under the section relating to disability equality below.

## **HARASSMENT**

The Equality Act 2010 makes it unlawful to harass an individual or group of individuals in relation to certain protected characteristics. Harassment is defined as an unwanted act, related to a relevant protected characteristic, which has the purpose or effect of violating that person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person. Harassment only applies in relation to the following protected characteristics:

- Sex;
- Race;
- Religion or belief (in relation to those who are not students);
- Sexual orientation (in relation to those who are not students);
- Pregnancy or maternity;
- Disability; and
- Age (in relation to those who are not students).

Harassment does not apply to the otherwise protected characteristics of religion or belief, sexual orientation or gender reassignment in relation to students, however any discriminatory acts because of these characteristics are likely to be direct discrimination in any event.

## **VICTIMISATION**

The Equality Act 2010 makes it unlawful to victimise an individual or a group of individuals in certain circumstances. Victimisation is defined as occurring when an individual or group of individuals are treated less favourably as a result of anything they have done in reliance upon the Equality Act 2010, for example by previously making an allegation of discrimination or harassment, even if it was not upheld.

Victimisation will also occur when an individual is treated less favourably as a result of anything their parent, sibling or other person has done in reliance upon the Equality Act 2010, for example where their older sibling has previously made an allegation of discrimination, even if it was not upheld.

## **POSITIVE ACTION**

The Equality Act 2010 allows (but does not require) an Academy to take action to tackle disadvantages suffered by a particular group of students as a result of them having a protected characteristic, known as “positive action”. This does not mean that the Academy can give a particular group of students preferential treatment (which would be positive discrimination and unlawful), it merely allows the Academy to put in place measures which redress the balance between those with the protected characteristic and those without. These measures must be a proportionate means of achieving this aim.

The Equality Act 2010 does, however, allow for the Academy to treat disabled students more favourably than students who are not disabled (positive discrimination). In some cases, Academies are required to treat disabled students more favourably than students who are not disabled, by making reasonable adjustments for their disability and providing auxiliary aids where necessary.

## **SEX EQUALITY**

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against (either directly or indirectly) or harassed because of their sex or the sex of somebody they associate with.

Academies must not treat a student, parent, visitor or other person coming into contact with the Academy (or a group of these people) less favourably than others, including indirectly as a result of the implementation of a general practice or procedure, because of their sex or the sex of somebody they associate with.

## **RACE EQUALITY**

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against (either directly or indirectly) or harassed because of their race or the race of somebody they associate with. Race is defined as including colour, nationality, ethnic or national origins, and would also include travellers whose cultural heritage is traditionally nomadic, for example gypsies and Irish travellers.

Academies must ensure that a student, parent, visitor or other person coming into contact with the Academy (or a group of these people) are not treated less favourably than others, including indirectly as a result of the implementation of a general practice or procedure, because of their race or the race of somebody they associate with. Segregation of students by race will always be unlawful.

## **RELIGION OR BELIEF EQUALITY**

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against (either directly or indirectly) because of their religion or belief or the religion or belief of somebody they associate with. Religion is defined as being any religion, and belief as being any religious or philosophical belief, including a lack of belief in religion (for example, humanism or atheism). Religion will include all of the major faiths, including denomination within the religion. Political beliefs are not included within the definition of religion or belief.

Academies must ensure that a student, parent, visitor or other person coming into contact with the Academy (or a group of these people) are not treated less favourably than others, including indirectly as a result of the implementation of a general practice or procedure, because of their religion or belief or the religion or belief of somebody they associate with.

### **SEXUAL ORIENTATION EQUALITY**

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against (either directly or indirectly) because of their sexual orientation, their parents' sexual orientation or the sexual orientation of somebody they associate with. Sexual orientation includes heterosexuality, homosexuality (gay or lesbian), and bisexuality.

Academies must ensure that a student, parent, visitor or other person coming into contact with the Academy (or a group of these people) are not treated less favourably than others, including indirectly as a result of the implementation of a general practice or procedure, because of their sexual orientation or the sexual orientation of somebody they associate with.

### **GENDER REASSIGNMENT EQUALITY**

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against (either directly or indirectly) because of their gender reassignment. Gender reassignment is defined as applying to anyone who is currently undergoing, has undergone or is proposing to undergo a process or part of a process of reassigning their sex to the opposite sex by changing their physical or other attributes. There is no requirement to undergo, or plan to undergo, a medical procedure – taking steps to live life as the opposite sex, or planning to live life as the opposite sex, is sufficient.

Academies must ensure that a student, parent, visitor or other person coming into contact with the Academy (or a group of these people) are not treated less favourably than others because they, their parents or somebody that they associate with has undergone, is planning to undergo or is in the process of undergoing gender reassignment. Students must be included within a class of the sex that they identify with.

### **PREGNANCY AND MATERNITY EQUALITY**

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against (either directly or indirectly) because of pregnancy or maternity. Maternity is defined as having had a baby within the preceding twenty-six week period, and includes breastfeeding. It is not discriminatory to treat an individual who is pregnant, has recently had a baby or is breastfeeding a baby more favourably than others who are not.

Academies must ensure that a student, parent, visitor or other person coming into contact with the Academy (or a group of these people) are not treated less favourably than another student or group of students because they are pregnant, have recently had a baby or are breastfeeding a baby.

Academies must not take any disciplinary action (including exclusion) against a student because they are pregnant, have recently had a baby or are breastfeeding. Academies should not authorise more than eighteen weeks' absence (or "maternity leave") from Academy to ensure the student's reintegration into education as quickly as possible following the birth of a baby.



## **DISABILITY EQUALITY**

The overriding objective of the Equality Act 2010 is to achieve equality (equal treatment) for all people whether they have a protected characteristic or not. However, the provisions relating to disability are different to those for all of the other protected characteristics, in that it is lawful, and in fact is sometimes a legal requirement, to treat a disabled individual or group of individuals more favourably than an individual or group of individuals without a disability.

### **DEFINITION OF DISABILITY**

The Equality Act 2010 defines disability as being where an individual or group of individuals has a physical or mental impairment which has a substantial and long term adverse effect (lasting or recurring, or likely to last or recur, for at least twelve months) on their ability to carry out normal day to day activities.

Some conditions such as being HIV positive, or having multiple sclerosis or cancer, are automatically deemed to have a disability regardless of their effect or longevity. Severe disfigurement will also come within the definition of disability (disfigurement by tattooing or piercing is excluded). Those that are certified as blind, severely sight impaired, sight impaired or partially sighted by a consultant ophthalmologist are automatically deemed to have a disability.

Others conditions are not deemed to be a disability, such as addiction to alcohol (unless it is a symptom of a psychiatric illness lasting or recurring for at least twelve months), legal or illegal substances (unless medically prescribed as treatment), fire-setting, kleptomania, a tendency towards violence or sexual abuse of others. Hay fever sufferers are not deemed to have a disability; however hay fever may be taken into account where it aggravates the effect of another medical condition.

### **DIRECT DISABILITY DISCRIMINATION**

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be directly discriminated against or harassed because of their disability.

Academies must ensure that a student or group of students are not treated less favourably than another student or group of students, because of their disability, their parents' disability or the disability of somebody they associate with. Academies cannot justify directly discriminating against a student or group of students with a disability by maintaining that their discriminatory act was a proportionate means of achieving a legitimate aim, as was the case under previously disability discrimination legislation.

It is not unlawful for a Academy to treat a disabled student or group of students more favourably than another student or group of students who are not disabled. This is positive disability discrimination and is lawful.

### **INDIRECT DISABILITY DISCRIMINATION**

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be indirectly discriminated against because of their disability, by the implementation of a provision, criterion or practice applied generally to those with or without the disability, unless there is a legitimate reason for the provision, criterion or practice and there is no other way to achieve it.

Academies must ensure that a student or group of students are not put at a disadvantage by the implementation of an Academy provision, criterion or practice which applies to all students because of their disability, unless they can show that it was implemented for a legitimate reason and was proportionate way of achieving the legitimate aim.



## **DISCRIMINATION ARISING FROM DISABILITY**

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against because of something arising in consequence of their disability, unless there is a legitimate reason for a discriminatory act and there is no other way to achieve it, and provided that the discriminator knew, or should have known, about the disability.

Academies must ensure that a student or group of students are not treated less favourably because of something arising in consequence of their disability, unless they can show that there was a legitimate reason for the less favourable treatment and there was no other way of achieving the legitimate aim.

## **REASONABLE ADJUSTMENTS FOR DISABILITY**

The Equality Act 2010 requires “reasonable adjustments” to be made for individuals suffering from a disability.

Academies have the following duties:

- Where a provision, criterion or practice places a disabled student or group of students at a substantial disadvantage compared to students who are not disabled, reasonable steps must be taken to avoid that disadvantage;
- Where a disabled student or group of students would, but for the provision of an auxiliary aid, be placed at a substantial disadvantage compared with students who are not disabled, the Academy must take reasonable steps to provide the auxiliary aid.

An “auxiliary aid” includes equipment and services. The Equality Act 2010 does not provide a definition of “auxiliary aids”, however the dictionary definition includes helpful, supporting, assistant things or persons. Where a piece of equipment is necessary for all aspects of a student’s life rather than being required in an educational context only (for example, hearing aids), it is likely that it would be considered unreasonable for an Academy to be expected to provide these.

Factors which an Academy may consider when considering whether the provision of an auxiliary aid to a disabled student is reasonable include the financial or other resources required, its effectiveness, its affect upon other students and health and safety requirements.

Where a student with Special Educational Needs (SEN) is already being provided with an auxiliary aid as part of their SEN provision, there is no need for the Academy to provide the auxiliary aid as part of their “reasonable adjustment” duty. Academies should not, however, assume that an auxiliary aid is not required under their “reasonable adjustment” duty for a student with SEN simply because it is not being provided under their SEN provision. In addition, where a Academy determines that it is unreasonable to provide an auxiliary aid (perhaps, for example, on the grounds of cost), it is not necessarily reasonable for the local authority to refuse to provide the auxiliary aid.

## **AGE EQUALITY**

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against (either directly or indirectly) or harassed because of their age, unless it can be shown that it is a proportionate means of achieving a legitimate aim. Age is widely defined as being either of a particular age or as being within an age group.

Academies must ensure that a parent, visitor or other person coming into contact with the Academy (or a group of these people) are not treated less favourably than others, including

indirectly as a result of the implementation of a general practice or procedure, because of their age or age group, or the age or age group of somebody they associate with, unless they can show that there was a legitimate reason for treating them less favourably, and there was no other way to achieve it.

Academies are not under a duty not to treat students less favourably because of their age or age group.

### **MARRIAGE AND CIVIL PARTNERSHIP EQUALITY**

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against (either directly or indirectly) or harassed because of they are married or in a civil partnership.

Academies must ensure that a parent, visitor or other person coming into contact with the Academy (or a group of these people) are not treated less favourably than others, including indirectly as a result of the implementation of a general practice or procedure, because of they or somebody they associate with are married or in a civil partnership.

Academies are under a duty not to treat students less favourably because they are married or in a civil partnership.

### **SINGLE SEX CLASSES**

It is not unlawful to have some single sex classes in a mixed sex Academy, provided that it does not give students in such classes an advantage over students of the opposite sex. For example, it would not be unlawful to provide sex education to both sexes of students in single sex classes.

### **SINGLE SEX SPORT**

The Equality Act 2010 contains an exception allowing for single sex sports, games or other activities of a competitive nature, where the physical strength, stamina or physique of the average female student would put her at a disadvantage in competition with the average male student. However, Academies must still allow students of both sexes to have an equal opportunity to participate in the same sporting activities.

### **THE CURRICULUM**

The contents of the Academy curriculum is exempt under the Equality Act 2010 to allow Academies to explore a full range of issues, ideas and materials, to expose its students to thoughts and ideas of all kinds, however controversial, without fear of legal challenge. However, the way in which the Academy delivers the curriculum to its students remains subject to the Equality Act 2010.

### **ACADEMY UNIFORM**

Academies must ensure that the Academy uniform policy does not discriminate against those students who have a protected characteristic. It is, however, lawful for Academies to have a different Academy uniform for male and female students, as long as it is not more expensive or harder to obtain for one sex than the other.

Academies must be flexible in relation to their Academy uniform policy in order to alleviate a disadvantage suffered by students with a protected characteristic, for example by allowing a female student with a skin condition (which may amount to a disability) to wear trousers instead of a skirt, or allowing a Sikh student to wear a turban.

The Academy's Uniform Policy provides details of the Academy uniform to be worn by students, including confirming the Academy's policy in relation to religious clothing and jewellery.

## **RELIGIOUS FREEDOM**

Article 9 of the European Convention on Human Rights and Fundamental Freedoms provides:

1. Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief and freedom, either alone or in community with others and in public or private, to manifest his religion or belief, in worship, teaching, practice and observance.
2. Freedom to manifest one's religion or beliefs shall be subject only to such limitations as are prescribed by law and are necessary in a democratic society in the interests of public safety, for the protection of public order, health or morals, or for the protection of the rights and freedoms of others.

While a student has the right to manifest their religion or belief by, for example, by wearing a specific item of jewellery or clothing, this must be permitted by the Academy where:

- The act is in fact a manifestation of the student's religion or belief (the act does not need to be a requirement of the religion or belief, but there must be a sufficiently close link between the act and the religion or belief);

and;

- If the act is in fact a manifestation of the student's religion or belief, there is no justification in the Academy interfering with the student's right to do so.

In deciding whether the Academy is justified in interfering with a student's right to manifest their religion or belief, for example, by wearing a specific item of jewellery or clothing, the Academy should weigh up how important it is to the student to manifest their religion or belief in this way against the Academy's own considerations, for example the value in a Academy uniform policy being adhered to in encouraging pride in the Academy, enabling students to feel comfortable in the Academy environment, ensuring a sense of cohesion in the Academy, and protecting students from feeling pressure to dress in a certain way, in addition to security and health and safety considerations.

The Academy's Uniform Policy provides details of the Academy uniform to be worn by students, including confirming the Academy's policy in relation to religious clothing and jewellery.

## **THE RELATIONSHIP BETWEEN RELIGION AND SEXUAL ORIENTATION**

Some people may hold personal views in relation to the protected characteristic of sexual orientation because of their own religious beliefs. While it is not necessarily unlawful for a teacher or other employee of an Academy to express their own personal view, in an appropriate way and in an educational context that takes into account guidance on the delivery of Sex and Relationships Education and Religious Education, employees at an Academy must always remember that they are in a very influential position and their acts must still comply with their duty not to discriminate against individuals or groups of individuals because of their sexual orientation under the Equality Act 2010, and not to manifest their religion or belief in contravention of the limitations prescribed under the European Convention on Human Rights and Fundamental Freedoms (see above).

## **BEHAVIOUR AND EXCLUSIONS**

The process for excluding a student must be fair and equitable to students, however in relation to students with a behavioural disability, Academies must keep in mind their duty to make

“reasonable adjustments” for a student with a disability. A “reasonable adjustment” can be a decision to impose a less serious sanction for undesirable behaviour than the sanction which would have been imposed on a student who does not have a behavioural disability, including making a decision not to exclude for behaviour which would usually attract an exclusion.

The Academy’s Respect for Learning Policy sets out the Academy’s expectations in relation to the way its students behave, including the sanctions which will be imposed if the Behaviour Policy is breached.

## **THE ACADEMY AS AN EMPLOYER**

The Academy also has responsibilities to comply with the Equality Act 2010 in its role as an employer, in relation to which separate HR policies apply. This policy applies to students, parents, visitors and other persons coming into contact with the Academy only.

## **PART 3 – THE ACADEMY’S EQUALITY DUTIES**

### **THE PUBLIC SECTOR EQUALITY DUTY**

#### **The General Duty**

The Equality Act 2010 makes provision for a single “public sector equality duty” which extends to all protected characteristics. As a result of this provision, Academies are required to have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010;
- and;
- Advance equality of opportunity between those who share a relevant protected characteristic and those who do not, by having regard to the need to:
    - remove or minimise disadvantages connected to a relevant protected characteristic;
    - and
    - take steps to meet the different needs of those sharing a relevant protected characteristic;
    - encourage those who share a relevant protected characteristic to participate in Academy life and activities in which participation is disproportionately low;
- and;
- Foster good relations between those who share a relevant protected characteristic and those who do not, by having regard to the need to:
    - tackle prejudice; and
    - promote understanding;

The above duty is often referred to as the General Duty.

The reference to “relevant protected characteristics” includes the protected characteristics of sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy and maternity and age (except that the public sector equality duty does not apply to age where it

relates to the provision of education to students in Academies, or the provision of benefits, facilities or services to students in Academies).

Having “due regard” means giving relevant and proportionate consideration to the public sector equality duty.

DfE guidance on what this means in practice sets out the following:

- Decision makers in Academies must be aware of the duty to have “due regard” when making a decision or taking an action and must assess whether it may have particular implications for people with particular protected characteristics;
- Academies should consider equality implications before and at the time that they develop policy and take decisions, not as an afterthought, and they need to keep them under review on a continuing basis;
- The public sector equality duty has to be integrated into the carrying out of the Academy’s functions, and the analysis necessary to comply with the duty has to be carried out seriously, rigorously and with an open mind – it is not just a question of ticking boxes or following a particular process;
- Academies cannot delegate responsibility for carrying out the duty to anyone else.

The duty to have “due regard” means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications. The significance of those implications and the amount of thought that needs to be devoted to them will vary depending on the nature of the decision.

It is good practice for Academies to keep a written record to show that they have actively considered their equality duties and asked themselves relevant questions. There is no legal requirement to produce a formal equality impact assessment document, although for key decisions this might be a helpful tool.

If a Academy does not record its consideration of the general equality duty when making a decision or carrying out a particular function, this does not automatically mean that the duty to have “due regard” has not been met. However, if challenged, it will be easier for a Academy to demonstrate that the duty has been met if a record has been made at the time. The duty only needs to be implemented in a light-touch way, proportionate to the issue being considered.

### **The Specific Duty**

Academies have a Specific Duty to:

- Publish information to demonstrate how the Academy is complying with its public sector equality duty, which must be updated at least annually, and re-published at least once every four years;
- Prepare and publish their Equality Objectives.

The Specific Duty exists to assist Academies fulfil their obligations under the General Duty.

DfE guidance confirms that the purpose of the specific duty is to help Academies fulfil their obligations under the general duty. It is designed to be flexible, light-touch and proportionate rather than being bureaucratic or a “tick-box” exercise. The emphasis is on transparency, namely making information available so that the Academy’s local community can see how the Academy is advancing equality in line with the public sector equality duty, and what objectives it is using to make this happen.

Academies must publish information relating to persons who share a relevant protected characteristic who are affected by their policies and practices. Broadly speaking, Academies must ensure that individuals are not able to be identified through the publication of data. The government is clear that the duty should not be overly burdensome on Academies.

Academies will not be required to collect any statistical data which they do not already collect routinely. A large amount of data is already collected by Academies which presents performance data for individual Academies broken down by a number of relevant characteristics (sex, race and also special educational needs which can be seen as a rough proxy for disability) and which includes comparative analysis with national statistics and with comparable Academies, will be a particularly useful source.

It is also important to note that the published information does not necessarily have to be statistical data. Many other kinds of information can be used to show how the Academy is promoting equality, such as publishing its policies online, or publishing minutes of Governing Body meetings.

### **THE ACCESSIBILITY PLAN**

Academies are legally required to prepare a written Accessibility Plan to:

- Increase the extent to which disabled students can participate in the curriculum;
- Improve the physical environment of the Academy to increase the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the Academy; and
- Improve the delivery to disabled students of information readily accessible to students who are not disabled, within a reasonable time and in ways which are determined after taking into account the students' disabilities and any preferences expressed by them or their parents.

Academies must keep their Accessibility Plan under review throughout the period to which it relates and revise it if necessary. Academies must ensure that they implement their Accessibility Plan, and that they have adequate resources to implement it. An Academy inspector can ask to see the Accessibility Plan and may consider the preparation, publication, review, revision and implementation of it.

## **PART 4 – COMPLIANCE WITH THE GENERAL DUTY**

The Academy has in place the following policies and procedures in order to comply with its general duty to eliminate discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010, advance equality of opportunity between those who share a relevant protected characteristic and those who do not, and foster good relations between those who share a relevant protected characteristic and those who do not.

### **Sex**

All members of staff are given guidance on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We have an Academy Behaviour Policy and Anti-Bullying and Conflict Policy, which is reviewed annually with staff, governors and pupils.

We deal promptly and effectively with all incidents and complaints of prejudice based bullying relating to gender and sexual orientation. We record incidents and action is taken as and where appropriate.

Curriculum planning reflects a commitment to equality and there will be opportunities in the curriculum to explore concepts and issues related to gender equality, identity and equality.

We promote attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs. Materials and resources will promote gender equality.

We teach diversity and difference through a broad and balanced curriculum and discussion of the impact of stereotyping, prejudice and discrimination.

We will use images and materials, which positively reflect a range of cultures, identities and lifestyles.

We will challenge all types of discriminatory behaviour and this is made clear to staff, students, parents and governors.

As a Academy we know our Academy population well and analyse data to set targets, identify under performance of specific groups and drive standards.

We provide pupils with opportunities to listen and discuss a range of opinions and empathise with different experiences.

We promote positive messages about gender through display, assemblies, visitors, whole Academy events and specific weeks .

We have a rolling programme for reviewing all our Academy policies to ensure they impact on progress, well-being and safety.

We include the contribution of different genders to world history and that promote positive images of people.

All staff appointments and promotions are made on the basis of merit and ability in compliance with the law.

Minutes of meetings are kept to show equality issues and actions.

## **Race**

We keep a record of different prejudice-related incidents and provide a report to the governors termly on our exclusion data.

We review this data termly and take action to reduce incidents.

We promote attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs. Materials and resources will promote and explore racial equality.

We teach diversity and difference through a broad and balanced curriculum and discussion of the impact of stereotyping, prejudice and discrimination.



We will use images and materials, which positively reflect a range of cultures, identities and lifestyles.

We will challenge all types of discriminatory behaviour and this is made clear to staff, pupils, governors and parents.

As a Academy we know our Academy population well and analyse data to set targets, identify under performance of specific groups and drive standards.

We provide pupils with opportunities to listen and discuss a range of opinions and empathise with different experiences.

We promote positive messages about race through display, assemblies, visitors, whole Academy events and specific weeks e.g. Black History month.

We have a rolling programme for reviewing all our Academy policies to ensure they impact on progress, well-being and safety.

We include the contribution of different races to world history and that promote positive images of people.

All staff appointments and promotions are made on the basis of merit and ability in compliance with the law.

Minutes of meetings are kept to show equality issues and actions.

### **Religion or belief**

We keep a record of different prejudice-related incidents and provide a report to the governors termly on our exclusion data.

We review this data regularly and take action to reduce incidents.

We promote attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs. Materials and resources will promote and explore religion and belief.

We teach diversity and difference through a broad and balanced curriculum that covers the impact of stereotyping, prejudice and discrimination.

We will use images and materials, which positively reflect a range of religious beliefs, identities and lifestyles.

We will challenge all types of discriminatory behaviour and this is made clear to staff, pupils, governors and parents.

As a Academy we know our Academy population well and analyse data to set targets, identify under performance of specific groups and drive standards.

We provide pupils with opportunities to listen and discuss a range of opinions and empathise with different experiences.

We promote positive messages about religion and belief through display, assemblies, visitors, and whole Academy events.

We have a rolling programme for reviewing all our Academy policies to ensure they impact on progress, well-being and safety.

We include the contribution of different religious faiths to world history and that promote positive images of people.

All staff appointments and promotions are made on the basis of merit and ability in compliance with the law.

Minutes of meetings are kept to show equality issues and actions.

### **Sexual orientation**

All members of staff are given guidance on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We have an Behaviour Policy and Anti-Bullying and Conflict Policy, which is reviewed annually with staff, governors and pupils.

We deal promptly and effectively with all incidents and complaints of prejudice based bullying relating to gender and sexual orientation. We record incidents and action is taken as and where appropriate.

Curriculum planning reflects a commitment to equality and there will be opportunities in the curriculum to explore concepts and issues related to sexual orientation equality, identity and equality.

We promote attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs. Materials and resources will promote sexual orientation equality.

We teach diversity and difference through a broad and balanced curriculum and the impact of stereotyping, prejudice and discrimination.

We will use images and materials, which positively reflect a range of cultures, identities and lifestyles.

We will challenge all types of discriminatory behaviour and this is made clear to staff, students, parents and governors.

As an Academy we know our Academy population well and analyse data to set targets, identify under performance of specific groups and drive standards.

We provide pupils with opportunities to listen and discuss a range of opinions and empathise with different experiences.

We promote positive messages about sexual orientation through display, assemblies, visitors, whole Academy events.

We have a rolling programme for reviewing all our Academy policies to ensure they impact on progress, well-being and safety.

We include the contribution of people of different sexual orientations to world history and that promote positive images of people.

All staff appointments and promotions are made on the basis of merit and ability in compliance with the law.

Minutes of meetings are kept to show equality issues and actions.

## **Gender reassignment**

All members of staff are given guidance on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We have an Academy Behaviour Policy and Anti-Bullying and Conflict Policy, which is reviewed annually with staff, governors and pupils.

We deal promptly and effectively with all incidents and complaints of prejudice based bullying relating to gender and gender reassignment. We record incidents and action is taken as and where appropriate.

Curriculum planning reflects a commitment to equality and there will be opportunities in the curriculum to explore concepts and issues related to gender reassignment equality, identity and equality.

We promote attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs. Materials and resources will promote gender reassignment equality.

We teach diversity and difference through a broad and balanced curriculum and the impact of stereotyping, prejudice and discrimination.

We will use images and materials, which positively reflect a range of cultures, identities and lifestyles.

We will challenge all types of discriminatory behaviour and this is made clear to staff, students, parents and governors.

As an Academy we know our Academy population well and analyse data to set targets, identify under performance of specific groups and drive standards.

We provide pupils with opportunities to listen and discuss a range of opinions and empathise with different experiences.

We promote positive messages about gender and gender reassignment through display, assemblies, visitors, whole Academy events.

We have a rolling programme for reviewing all our Academy policies to ensure they impact on progress, well-being and safety.

We include the contribution of people who have reassigned gender to world history and that promote positive images of people.

All staff appointments and promotions are made on the basis of merit and ability in compliance with the law.

Minutes of meetings are kept to show equality issues and actions.

## **Pregnancy and maternity**

Staff at North Kesteven Academy are covered separately by the staff Equality Policy and the Academy's maternity, paternity, and shared leave policies.

All staff appointments and promotions are made on the basis of merit and ability in compliance with the law.

Minutes of meetings are kept to show equality issues and actions.

In relation to students who are pregnant during their time at the Academy we:

- deal promptly with any incidents of bullying, including on social media, that is related to their pregnancy;
- challenge all types of discriminatory behaviour and this is made clear to staff, students, parents and governors;
- have an Academy Behaviour Policy and Anti-Bullying and Conflict Policy, which is reviewed annually with staff, governors and pupils;
- ensure appropriate adjustments are in place to ensure that students who are pregnant can access the full curriculum and are not disadvantaged in any way by their pregnancy.

## **Disability**

All members of staff are given guidance on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We have an Academy Behaviour Policy and Anti-Bullying and Conflict Policy, which is reviewed annually with staff, governors and pupils.

We deal promptly and effectively with all incidents and complaints of prejudice based bullying relating to disability. We record incidents and action is taken as and where appropriate.

Curriculum planning reflects a commitment to equality and there will be opportunities in the curriculum to explore concepts and issues related to disability, identity and equality

We promote attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs. Materials and resources will promote disability equality

We teach diversity and difference through a broad and balanced curriculum and analysis of the impact of stereotyping, prejudice and discrimination.

We will use images and materials, which positively reflect a range of abilities, cultures, identities and lifestyles.

We will challenge all types of discriminatory behaviour and this is made clear to staff, students, parents and governors.

As an Academy we know our Academy population well and analyse data to set targets, identify under performance of specific groups and drive standards.

We provide pupils with opportunities to listen and discuss a range of opinions and empathise with different experiences.

We promote positive messages about disability through display, assemblies, visitors, whole Academy events and specific weeks .

We have a rolling programme for reviewing all our Academy policies to ensure they impact on progress, well-being and safety.

We include the contribution of people with different abilities to world history and that promote positive images of people.

All staff appointments and promotions are made on the basis of merit and ability in compliance with the law.

Minutes of meetings are kept to show equality issues and actions.

### **Age (in relation to those other than students)**

Staff at North Kesteven Academy are covered separately by the staff Equality Policy and the Academy's Human Resources Policies.

All staff appointments and promotions are made on the basis of merit and ability in compliance with the law.

Minutes of meetings are kept to show equality issues and actions.

### **Marriage and civil partnership (in relation to those other than students)**

Staff at North Kesteven Academy are covered separately by the staff Equality Policy and the Academy's Human Resources Policies.

All staff appointments and promotions are made on the basis of merit and ability in compliance with the law.

Minutes of meetings are kept to show equality issues and actions.

## **PART 5 – COMPLIANCE WITH THE SPECIFIC DUTY**

THE ACADEMY PUBLISHES THE FOLLOWING INFORMATION IN COMPLIANCE WITH ITS SPECIFIC DUTY TO PUBLISH INFORMATION TO DEMONSTRATE HOW THE ACADEMY IS COMPLYING WITH ITS PUBLIC SECTOR EQUALITY DUTY, AND PUBLISH ITS EQUALITY OBJECTIVES.

THE ACADEMY WILL UPDATE THE INFORMATION CONTAINED IN THIS PART AT LEAST ANNUALLY AND REPUBLISH IT AT LEAST ONCE EVERY FOUR YEARS.

### **THE DUTY TO ELIMINATE DISCRIMINATION, HARASSMENT, VICTIMISATION AND OTHER PROHIBITED CONDUCT**

Listed below is evidence that the Academy is aware of the requirements of the Equality Act 2010 and determined to comply with the non-discrimination provisions.

#### **Sex;**

- Academy Equality Policies;
- Academy Behaviour Policy and Anti-Bullying and Conflict Policy;
- PSHE Curriculum;
- Diversity projects as part of Learning for Life days;
- Human Rights education as part of Learning for Life days;
- Academy Admissions Policy;
- Academy Bullying & Conflict Resolution Policy.

#### **Race;**

- Academy Equality Policies;

- Academy Behaviour Policy and Anti-Bullying and Conflict Policy;
- PSHE Curriculum;
- Diversity projects as part of Learning for Life days;
- Human Rights education as part of Learning for Life days and the History curriculum. Social justice, prejudice, discrimination, slavery including Christian attitudes and the abolitionists, civil rights in the USA. Ethnic imbalances in society (poverty, disproportional prison population in the USA);
- Academy Admissions Policy;
- Academy Bullying & Conflict Resolution Policy;
- Anti bullying work as part of Learning for Life days, including cyber bullying;
- Race education as part of Learning for Life days;
- Immigration study as part of GCSE Geography curriculum;
- Study of the slave trade within the KS3 History curriculum including origins of racism in Europe and the USA. Empire and colonialism, the persecution of minorities in Nazi Germany including the Holocaust.

#### **Religion or belief;**

- Academy Equality Policies;
- Academy Behaviour Policy and Anti-Bullying and Conflict Policy;
- PSHE Curriculum;
- Diversity projects as part of Learning for Life days;
- Human Rights education as part of Learning for Life days;
- Academy Admissions Policy;
- Academy Bullying & Conflict Resolution Policy;
- Anti bullying work as part of Learning for Life days, including cyber bullying;
- Anti-terrorism and Islamophobia as part of Learning for Life days;
- Study of world religions as part of the REP curriculum. Islam and it's stereotypes;
- Study of immigration as part of GCSE Geography curriculum;
- Study of the slave trade within the KS3 History curriculum including origins of racism in Europe and the US. Empire and colonialism, the persecution of minorities in Nazi Germany including the Holocaust.

#### **Sexual orientation;**

- Academy Equality Policies;
- Academy Behaviour Policy and Anti-Bullying and Conflict Policy;
- PSHE Curriculum;
- Diversity projects as part of Learning for Life days;
- Human Rights education as part of Learning for Life days;
- Academy Admissions Policy;
- Academy Bullying & Conflict Resolution Policy;
- Anti bullying work as part of Learning for Life days, including cyber bullying;
- Study of homophobia and homophobic bullying as part of Learning for Life days. Attitudes towards homosexuality, including terms of abuse;
- Marriage and civil partnerships as part of the GCSE REP curriculum.

#### **Gender reassignment;**

- Academy Equality Policies;
- Academy Behaviour Policy and Anti-Bullying and Conflict Policy;

- PSHE Curriculum;
- Diversity projects as part of Learning for Life days;
- Human Rights education as part of Learning for Life days;
- Academy Admissions Policy;
- Academy Bullying & Conflict Resolution Policy;
- Anti bullying work as part of Learning for Life days, including cyber bullying.

#### **Pregnancy and maternity;**

- Academy Equality Policies;
- Academy Behaviour Policy and Anti-Bullying and Conflict Policy;
- PSHE Curriculum;
- Relationships and Sex Education Policy;
- Diversity projects as part of Learning for Life days;
- Human Rights education as part of Learning for Life days;
- Academy Admissions Policy;
- Academy Bullying & Conflict Resolution Policy;
- Anti bullying work as part of Learning for Life days, including cyber bullying.

#### **Disability;**

- Academy Equality Policies;
- Academy Behaviour Policy and Anti-Bullying and Conflict Policy;
- PSHE Curriculum;
- Attendance Policy;
- SEND Policy;
- Health and Safety Policy;
- Diversity projects as part of Learning for Life days;
- Human Rights education as part of Learning for Life days;
- Academy Admissions Policy;
- Academy Bullying & Conflict Resolution Policy;
- Anti bullying work as part of Learning for Life days, including cyber bullying;
- Study of disabilities, both mental and physical as part of Learning for Life Days;
- Study of physical disability, focused on Paralympians as part of Learning for Life Days.

#### **Age;**

- Academy Equality Policies;
- Academy Behaviour Policy and Anti-Bullying and Conflict Policy;
- PSHE Curriculum;
- Relationships and Sex Education Policy;
- Diversity projects as part of Learning for Life days;
- Human Rights education as part of Learning for Life days;
- Academy Admissions Policy;
- Academy Bullying & Conflict Resolution Policy;
- Anti bullying work as part of Learning for Life days, including cyber bullying.

### **THE DUTY TO ADVANCE EQUALITY OF OPPORTUNITY BETWEEN THOSE WHO SHARE A PROTECTED CHARACTERISTIC AND THOSE WHO DO NOT**

DfE guidance states that attainment data which shows how students with different protected characteristics are performing will obviously be relevant here, in particular in helping to identify



whether there are areas of inequality which may need to be addressed. Academies will also need to include information about the steps they have taken in response to their analysis of the available data. This does not need to be complicated, as most of the information will already be contained in easily available documents such as reports to the Governing Body.

For some protected characteristics, for example religion and belief and particularly sexual orientation, statistical data about students is less likely to be available, and it may not be considered appropriate to try to obtain it. More general data about the issues associated with these particular protected characteristics, from which Academies should be able to identify possible issues which may affect their own students, will be easily available however.

Group data for the following is not analysed as it is either not statistically significant (there are too few students to make the data meaningful as a group), or it is not appropriate/not necessarily known whether students fall into a certain category:

- Sexual orientation;
- Gender reassignment;
- Pregnancy and maternity;
- Disability;

Where students do fall into the above categories (and we are aware of it), their data is monitored on an individual basis to monitor progress.

### **THE DUTY TO FOSTER GOOD RELATIONS BETWEEN THOSE WHO SHARE A PROTECTED CHARACTERISTIC AND THOSE WHO DO NOT**

Listed below is evidence that the Academy is aware of the requirements of the Equality Act 2010 and determined to comply with the requirement to foster good relations provision.

#### **Sex;**

- Academy Equality Policies;
- Academy Behaviour Policy and Anti-Bullying and Conflict Policy;
- PSHE Curriculum;
- Diversity projects as part of Learning for Life days;
- Human Rights education as part of Learning for Life days;
- Academy Admissions Policy;
- Academy Bullying & Conflict Resolution Policy.

#### **Race;**

- Academy Equality Policies;
- Academy Behaviour Policy and Anti-Bullying and Conflict Policy;
- PSHE Curriculum;
- Diversity projects as part of Learning for Life days;
- Human Rights education as part of Learning for Life days. Social justice, prejudice, discrimination, slavery including Christian attitudes and the abolitionists, civil rights in the USA. Ethnic imbalances in society (poverty, disproportional prison population in the USA);
- Academy Admissions Policy;
- Academy Bullying & Conflict Resolution Policy;

- Anti bullying work as part of Learning for Life days, including cyber bullying;
- Race education as part of Learning for Life days;
- Immigration study as part of GCSE Geography curriculum;
- Study of the slave trade within the KS3 History curriculum including origins of racism in Europe and the USA. Empire and colonialism, the persecution of minorities in Nazi Germany including the Holocaust.

#### **Religion or belief;**

- Academy Equality Policies;
- Academy Behaviour Policy and Anti-Bullying and Conflict Policy;
- PSHE Curriculum;
- Diversity projects as part of Learning for Life days;
- Human Rights education as part of Learning for Life days;
- Academy Admissions Policy;
- Academy Bullying & Conflict Resolution Policy;
- Anti bullying work as part of Learning for Life days, including cyber bullying;
- Anti-terrorism and Islamophobia as part of Learning for Life days;
- Study of world religions as part of the REP curriculum. Islam and it's stereotypes;
- Study of immigration as part of GCSE Geography curriculum;
- Study of the slave trade within the KS3 History curriculum including origins of racism in Europe and the US. Empire and colonialism, the persecution of minorities in Nazi Germany including the Holocaust.

#### **Sexual orientation;**

- Academy Equality Policies;
- Academy Behaviour Policy and Anti-Bullying and Conflict Policy;
- PSHE Curriculum;
- Diversity projects as part of Learning for Life days;
- Human Rights education as part of Learning for Life days;
- Academy Admissions Policy;
- Academy Bullying & Conflict Resolution Policy;
- Anti bullying work as part of Learning for Life days, including cyber bullying;
- Study of homophobia and homophobic bullying as part of Learning for Life days. Attitudes towards homosexuality, including terms of abuse;
- Marriage and civil partnerships as part of the GCSE REP curriculum.

#### **Gender reassignment;**

- Academy Equality Policies;
- Academy Behaviour Policy and Anti-Bullying and Conflict Policy;
- PSHE Curriculum;
- Diversity projects as part of Learning for Life days;
- Human Rights education as part of Learning for Life days;
- Academy Admissions Policy;
- Academy Bullying & Conflict Resolution Policy;
- Anti bullying work as part of Learning for Life days, including cyber bullying.

#### **Pregnancy and maternity;**

- Academy Equality Policies;

- Academy Behaviour Policy and Anti-Bullying and Conflict Policy;
- PSHE Curriculum;
- Relationships and Sex Education Policy;
- Diversity projects as part of Learning for Life days;
- Human Rights education as part of Learning for Life days;
- Academy Admissions Policy;
- Academy Bullying & Conflict Resolution Policy;
- Anti bullying work as part of Learning for Life days, including cyber bullying

#### **Disability;**

- Academy Equality Policies;
- Academy Behaviour Policy and Anti-Bullying and Conflict Policy;
- PSHE Curriculum;
- Attendance Policy;
- SEND Policy;
- Health and Safety Policy;
- Diversity projects as part of Learning for Life days;
- Human Rights education as part of Learning for Life days;
- Academy Admissions Policy;
- Academy Bullying & Conflict Resolution Policy;
- Anti bullying work as part of Learning for Life days, including cyber bullying;
- Study of disabilities, both mental and physical as part of Learning for Life Days;
- Study of physical disability, focused on Paralympians as part of Learning for Life Days.

#### **Age;**

- Academy Equality Policies;
- Academy Behaviour Policy and Anti-Bullying and Conflict Policy;
- PSHE Policy;
- Relationships and Sex Education Policy;
- Diversity projects as part of Learning for Life days;
- Human Rights education as part of Learning for Life days;
- Academy Admissions Policy;
- Academy Bullying & Conflict Resolution Policy;
- Anti bullying work as part of Learning for Life days, including cyber bullying.

### **THE ACADEMY'S EQUALITY OBJECTIVES AND PROGRESS FOR 2020-21**

The Academy identified the following priorities in respect of our Equality Objectives for 2020 - 2021. These were formulated by an analysis of attainment gaps within the student base and we believe best suit our individual circumstances and contribute to the welfare of their students and the Academy community. Our objectives are specific and measurable. The Headteacher is responsible for progress against these objectives.

- to narrow the gap in the performance of disadvantaged and SEND students;
- to reduce exclusion rates for boys;
- to raise academic attainment for boys;
- to improve the recruitment of BAME students and staff and consequently to increase the diversity of the student population and staff body within the Academy.

## **Progress made against these objectives**

Publication of information in future years will include evidence of the steps being taken and progress made towards meeting the equality objectives that the Academy has already set itself. The Academy's progress against its specific equality objectives for each protected characteristic are set out below:

### **Disadvantaged and SEND students:**

In the academic year 2020-21, the P8 score for disadvantaged students was -0.3. This has improved from -0.6 in 2019-21 and -0.9 in 2018-19. The performance of disadvantaged students has improved in English and Maths with 57.80% of disadvantaged students achieving a grade 4+, compared to 38.10% in 2019-20 and 32.60% in 2018-19. This is a similar picture in the number of disadvantaged students achieving a grade 5+ in English and Maths, with 20.00% in 2020-21, compared to 11.60% in 2018-19. Whilst there has been some progress in terms of improving the progress and outcomes for disadvantaged students, this remains a priority to ensure the progress and attainment of disadvantaged students is at least in line with all students nationally.

In the academic year 2020-21, the Progress 8 score for SEND students (K) was -0.5. This has improved from -0.7 in 2019-20 and from -1.1. Those students with an EHCP achieved +1.6 in 2020-21 compared to +0.6 in 2019-20 (these figures are not statistically significant due to cohort size).

It appears some progress has been made to close the gap between students with SEND and their peers. However due to the small cohort size and lack of external validation of results this remains a priority to ensure the progress and attainment of students with SEND improves. Strategies that we have employed to support learners with SEND include providing specialist teaching assistants to support teachers in English and Maths. All learners with SEND have been allocated a key worker to ensure that there is a clear route of communication with school and home to ensure the correct support can be given. Key workers review learner profiles with the students and their parent/carer twice a year and more if needed. This allows for the voice of the student in particular to be heard and any specific reasonable adjustment can be made if required to ensure we maximise progress and attainment for all students with SEND.

### **Sex:**

In the academic year 2020-21 62% of fixed term exclusions were issued to boys (69 from a total of 111). This represents a full academic year and shows a continued trend of a fall in the percentage of boys excluded in comparison to girls (the figure for 2019/20 stood at 73% of FTEs issued to boys). Our objective is to reduce the number of fixed term exclusions year on year which we have done over the past three years. Within this overall objective is to bring key groups in line with each other. This includes boys vs girls and disadvantaged vs non-disadvantaged students. We will continue to scrutinise our exclusions data on a regular basis, analysing patterns and focusing on support for students at risk of exclusion.

Boys' performance has improved since 2018-19 with a Progress 8 score of -0.5 in 2020-21 from -1.2 in 2018-19. In 2020-21, 53.2% of boys achieved a grade 4+ in English and Maths which was an improvement from 2018-19, where 32.6% of boys achieved this measure. This, however is not the case with 5+ in English and Maths with 14.5% having achieved a 5+ in English and Maths in 2020-21 compared to 15.7% in 2018-19.

The gap between boys and girls in all areas remains significant, with girls and boys having achieved +0.4 and -0.5 respectively in 2020-21 resulting in almost a full grade's difference between the two. This therefore remains a key focus for the academy moving forwards.

#### **Race:**

As with the previous academic year, the Academy has become no more diverse than in previous years. It remains the case that the lack of diversity is reflective of the local community, however we are aware of increasing levels of diversity across the Lincoln area and it remains a priority for us to recruit from different backgrounds, with regards to both students and staff.

Our student number in terms of ethnicity is remaining roughly in line with cohorts in previous years, and although there has been no direct campaign to increase applications from these sectors, we have worked hard to attract students from a range of different communities. This will need to continue into future years.

With regard to staff recruitment, opportunities have been limited due to the very small number of vacancies advertised in the academic year. However recruitment materials have been revised to hopefully attract candidates from different areas and backgrounds going forwards.

### **ACADEMY EQUALITY OBJECTIVES FOR 2022-23**

The academy is not satisfied that sufficient progress has been made in the areas identified and these therefore remain as:

- to narrow the gap in the performance of disadvantaged (SEND) students;
- to reduce exclusion rates for boys;
- to raise academic attainment for boys;
- to improve the recruitment of BAME students and staff and consequently to increase the diversity of the student population and staff body within the Academy

### **PART 6 – ACCESSIBILITY PLAN**

The Academy has prepared and will implement the following accessibility plan to increase the extent to which disabled students can participate in the curriculum, improve the physical environment of the Academy to increase the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the Academy, and improve the delivery to disabled students of information readily accessible to students who are not disabled, within a reasonable time and in ways which are determined after taking into account the students' disabilities and any preferences expressed by them or their parents.

The Academy will keep the Accessibility Plan under continual review and revise it as necessary.

### **THE ACADEMY'S ACCESSIBILITY PLAN 2020-2023**

Under the Equality Act 2010 Academies should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "Academys cannot unlawfully discriminate against

pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and;
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for Academies. The Plan will be reviewed every 3 years or where operational needs dictate and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At North Kesteven Academy the Plan will be monitored by the Headteacher and evaluated by the Finance Committee. The current Plan will be appended to this document.

At North Kesteven Academy we are committed to working together to raise aspirations for all students. We aim to achieve excellence in everything we do, and encourage all students to set high expectations for themselves and others. We believe that students should feel happy, safe and valued.

### **Aims:**

Our Aims remain:

- Increase access to the curriculum for pupils with a disability, medical condition or other access needs;
- improve the physical environment of the Academy;
- Improve communication with pupils, staff, parents/carers and other members of the Academy community.

The Accessibility Plan has been developed and drawn up based upon information supplied by parents and carers, and consultations with pupils, parents, staff and governors of the Academy. The document will be used to advise other Academy planning documents and policies and will be reported upon annually in respect of progress and outcomes.

The Accessibility Plan is structured to complement and support the Academy's Equality Objectives, and will similarly be published on the Academy website. The Accessibility Plan will be monitored by the Headteacher and the Full Governing Body. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

North Kesteven Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to adhering to the principles of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the Academy.

The North Kesteven Academy Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the Academy within a given timeframe and anticipates the need to make reasonable adjustments to accommodate their needs where practicable.

The North Kesteven Academy Accessibility Plan relates to the key aspects of physical environment, curriculum and written information:

- Increase access to the curriculum for pupils with a disability, adapting the curriculum as necessary. This includes teaching and learning and the wider curriculum of the Academy



such as participation in after-Academy clubs, leisure and cultural activities or Academy visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- Improve and maintain access to the physical environment of the Academy, adding specialist facilities as necessary – this covers improvements to the physical environment of the Academy and physical aids to access education within a reasonable timeframe;
- Where needed, adapt the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include adaptations to hand-outs, timetables, textbooks and information about the Academy and Academy events; the information should be made available in various preferred formats within a reasonable timeframe.

Whole Academy training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following Academy policies, strategies and documents:

- Health & Safety Policy;
- Special Educational Needs Policy ;
- Supporting Children with Medical Conditions and Administration of Medicines Policy;
- Trips and Visits Policy;

The Accessibility Plan for physical accessibility relates to the Access Audit of the Academy, which remains the responsibility of the governing body. It may not be feasible to undertake improvement works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the Academy prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when Academy policies are reviewed.

### **Current good practice**

We gather information about any disability or health condition in early communications with parents and carers of children who are new to Academy. For parents and carers of children already at the Academy, we ask parents to keep the Academy informed of any changes to the information they have provided.

### **Physical Environment**

There are no areas of the Academy to which disabled pupils have limited or no access at the moment. However due to the need to use lifts in some areas of the Academy, students with disabilities are timetabled to be downstairs whenever operationally possible. This arrangement is carried out discreetly and with no public reference to any individual. Disabled pupils are able to participate in extra-curricular activities. Some aspects of extracurricular activities present particular challenges, for example lunch and break times for pupils with social/interaction impairments, after-Academy clubs for pupils with physical impairments and Academy trips for pupils with medical needs, however all reasonable adjustments are made to support as full an involvement as possible.



## **Curriculum**

Through planning for individual need, we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible. We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

## **Information**

Different forms of communication are made available as needs are identified to enable all disabled pupils to express their views and to hear the views of others. Access to information is provided in a range of different formats available for disabled pupils, parents and staff as needed.

## **Access Audit**

The Academy is housed in several one and two storey buildings. All entrances to the Academy are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby. Whilst we acknowledge that the size of the Academy site could potentially present challenges when moving between buildings, we make reasonable adjustments as the need arises. The Academy has designated disabled parking and suitable arrangements for disabled visitors are made when appropriate. There are disabled toilet facilities available in several of our buildings. These are fitted with a handrail and a pull emergency cord. The Academy has internal emergency signage and escape routes are clearly marked. Personalised evacuation plans are put in place as required.

## **Management, coordination and implementation and review**

We consult with other professionals and services when new situations regarding pupils with disabilities are experienced.

We work closely with parents to consider their children's needs.

The policy is reviewed annually and/or as children's needs change and is shared with staff.

We make links with other Academics to share best practice through regular SENCo network meetings and other communications as needed.

## **Complaints**

The Academy works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to the provision for pupils with access needs these will be dealt with through the Academy's Complaints Procedure.

### **NORTH KESTEVEN ACADEMY ACCESSIBILITY ACTION PLAN 2020-23**

Target	Strategies	Timescale	Responsibility	Success criteria
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<p><b>Aim 1: to increase the extent to which disabled students can participate in the curriculum</b></p> <p>To liaise with our feeder primary schools to prepare for the new intake in year 7 each September</p>	To identify students who may need adapted or additional provision	May to July annually	Headteacher SENDCo	Provisions in place for when students arrive
To liaise with other secondary schools in terms of mid-year transfers to NK	To identify students who may need adapted or additional provision	As required	Headteacher SENDCo	Provisions in place for when students arrive
To review policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	SLT and Governors SENDCo	All policies clearly reflect inclusive practice and procedure
To establish and maintain close collaboration with parents	To ensure information is shared between the Academy and families	Ongoing	Form tutors Heads of Year SENDCo	There are clear collaborative approaches, including regular meetings, provision reviews and action planning
To establish and maintain close liaison with outside agencies for students with additional needs	To ensure collaboration between all key personnel	Ongoing	SLT SENDCo	There are clear collaborative approaches, including regular meetings, provision reviews and action planning
To include students with disabilities, medical	Create personalised risk assessments and	Ongoing	Headteacher SENDCo Teaching staff	Evidence that appropriate considerations and reasonable

conditions or other access needs as fully as possible in the wider curriculum including trips and visits and extra-curricular activities	access plans for individual students. To liaise with external agencies where appropriate. To ensure that actions, including PEEPS, are clear and that staff are capable of carrying them out			adjustments have been made
<b>Aim 2: to improve the physical environment of the Academy to improve the extent to which students with a disability, medical condition, or other access needs can access education and associated services</b>	The Academy will take account of the needs of students with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises. This might include improved access, lighting, signage, and more accessible fixtures and fittings	Ongoing	Governors Headteacher Director of Operations	Evidence that appropriate considerations have been made whenever physical Academy improvements are carried out
Ensure that reasonable adjustments are made for students with a disability, medical condition or other access need	Create personalised risk assessments and access plans for individual students. To liaise with external agencies where appropriate. To ensure that	Ongoing	Headteacher SENDCo Teaching staff	Evidence that appropriate considerations and reasonable adjustments have been made

	actions, including PEEPS, are clear and that staff are capable of carrying them out			
<b>Aim 3: to improve communication with students, staff, parents/carers and other members of the Academy community</b>  To enable improved access to information for students, parents and visitors	Create and offer information in alternative formats.  Access arrangements are considered and put into place for statutory testing	Ongoing	Headteacher SENDCo	Evidence that communication with all stakeholders is regular and meaningful
To ensure that reasonable adjustments are made for parents/carers with a disability, medical condition or other access need so they can support their child's education	Adopt a proactive approach to identifying the access needs of parents and make reasonable adjustments where possible	Ongoing	Whole school	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education

## NORTH KESTEVEN ACADEMY EQUALITY STATEMENT 2022-23 (STAFF)

North Kesteven Academy is committed to encouraging equality and diversity among our workforce, and eliminating unlawful discrimination.

The aim is for our workforce to be truly representative of all sections of society and our students, and for each employee to feel respected and able to give their best.

The organisation - in providing services and facilities - is also committed against unlawful discrimination of customers or the public

The policy's purpose is to:

- provide equality, fairness and respect for all in our employment, whether temporary, part-time or full-time
- not unlawfully discriminate because of the Equality Act 2010 protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (including colour, nationality, and ethnic or national origin), religion or belief, sex (gender) and sexual orientation
- oppose and avoid all forms of unlawful discrimination. This includes in pay and benefits, terms and conditions of employment, dealing with grievances and discipline, dismissal, redundancy, leave for parents, requests for flexible working, and selection for employment, promotion, training or other developmental opportunities

The Academy commits to:

- encourage equality and diversity in the workplace as they are good practice and make business sense
- create a working environment free of bullying, harassment, victimisation and unlawful discrimination, promoting dignity and respect for all, and where individual differences and the contributions of all staff are recognised and valued

This commitment includes training managers and all other employees about their rights and responsibilities under the equality policy. Responsibilities include staff conducting themselves to help the organisation provide equal opportunities in employment, and prevent bullying, harassment, victimisation and unlawful discrimination

All staff should understand they, as well as their employer, can be held liable for acts of bullying, harassment, victimisation and unlawful discrimination, in the course of their employment, against fellow employees, customers, suppliers and the public

- take seriously complaints of bullying, harassment, victimisation and unlawful discrimination by fellow employees, customers, suppliers, visitors, the public and any others in the course of the organisation's work activities

Such acts will be dealt with as misconduct under the organisation's grievance and/or disciplinary procedures, and any appropriate action will be taken. Particularly serious complaints could amount to gross misconduct and lead to dismissal without notice

Further, sexual harassment may amount to both an employment rights matter and a criminal matter, such as in sexual assault allegations. In addition, harassment under the Protection from Harassment Act 1997 – which is not limited to circumstances where harassment relates to a protected characteristic – is a criminal offence

- make opportunities for training, development and progress available to all staff, who will be helped and encouraged to develop their full potential, so their talents and resources can be fully utilised to maximise the efficiency of the organisation
- decisions concerning staff being based on merit (apart from in any necessary and limited exemptions and exceptions allowed under the Equality Act)
- review employment practices and procedures when necessary to ensure fairness, and also update them and the policy to take account of changes in the law
- monitor the make-up of the workforce regarding information such as age, gender, ethnic background, sexual orientation, religion or belief, and disability in encouraging equality and diversity, and in meeting the aims and commitments set out in the equality policy

Monitoring will also include assessing how the equality policy, and any supporting action plan, are working in practice, reviewing them annually, and considering and taking action to address any issues

The equality policy is fully supported by Governors and the Senior Leadership Team.

Details of the organisation's grievance and disciplinary policies and procedures can be found on the p drive or on request from the HR department. This includes with whom an employee should raise a grievance – usually their line manager, or alternatively any member of the SLT.

Use of the organisation's grievance and/or disciplinary procedures does not affect an employee's right to make a claim to an employment tribunal within three months of the alleged discrimination.