

## Equality Objectives

### Equality Objectives and EDIMs (Equality and Diversity Impact Measures)

The Equality Act requires public bodies to set Equality Objectives at least every four years, and they have to be 'stretching'. These are measures through the setting of EDIMs to accompany them. The Objectives and EDIMs for Wreake Valley Academy will be:

#### **Equality Objective 1:**

To ensure that Wreake Valley Academy is compliant with its duties under the Equality Act. EDIMs:

- Specific duties met by required date
- Equality Analysis put in place
- Equality Analysis carried out as part of monitoring and evaluation of data and school improvement and action plans

#### **Equality Objective 2:**

To narrow the gaps in achievement between the various groups at the Academy. EDIMs:

- Reduce the gender gap in GCSE English results to below 1.0 (currently 1.25)
- Maintain the current gender parity in GCSE Maths

#### **Equality Objective 3:**

To ensure that the Academy is a safe and inclusive environment for all EDIMs:

- Increase the numbers of students who feel safe in the Academy to 100%
- Increase the numbers of students who feel that bullying, including homophobic bullying, is tackled effectively to 100%
- Increase the numbers of parents who feel that their child is safe at the Academy to 100%
- ☑ Increase the numbers of parents who feel that bullying, including homophobic bullying, is tackled effectively to 100%
- Ensure that all staff feel included in all aspects of school life
- Reduce fixed term exclusions by 25%
- Retain the number of permanent exclusions at zero
- Ensure that any students or staff who consider that they are LGBT are able to comfortably learn and work in the school environment without fear of harassment

#### **Equality Objective 4**

To continue to ensure that the diversity of the workforce and management profile of Wreake Valley Academy reflects the learner population and society as a whole. EDIMs:

- Continue to ensure that all Academy recruitment procedures are followed (these are in line with Bradgate Education Partnership)

## **Equality Duty Statement**

This document describes how the Local Advisory Board of Wreake Valley Academy intends to fulfil its responsibilities under the Public Sector Equality Duty with regard to its workforce.

We will have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and those who do not share it.

We will collect and use equality information to help us to:

- Identify key issues.
- Understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby plan them more effectively.
- Assess whether we are discriminating unlawfully when carrying out any of our functions.
- Identify what the key equality issues are for our organisation.

## **Assess performance**

- Benchmark our performance and processes against those of similar organisations, nationally or locally.

## **Take action**

- Consider taking steps to meet the needs of staff who share relevant protected characteristics.
- Identify if there are any actions we can take to avoid discrimination and harassment, advance equality of opportunity or foster good relations.
- Make informed decisions about policies and practices which are based on evidence about the impact of our activities on equality.
- Develop equality objectives to meet the specific duties.
- Have due regard to the aims of the general equality duty by ensuring that staff have appropriate information for decision-making.

We have an equality profile of staff (Appendix 1) to help us to understand key equality issues in our workforce, including any evidence of pay gaps or 'occupational segregation' i.e. staff with certain protected characteristics being over-represented in particular roles or at certain grades

## **Publication of Equality Information**

We will publish relevant, proportionate information which is broad enough to give a full picture of performance across our school. We will demonstrate how we have used this information to have due regard to all three aims of the duty, for all relevant protected characteristics.

Our information will usually fall into two main categories:

- Information to identify equality issues. Examples of this include equality monitoring information about employees, information about the effect of our activities on people with different protected characteristics or any engagement we may have carried out.
- Information about steps taken to have due regard to the aims of the general equality duty.

We note the listed information that the Equalities and Human Rights Commission would normally expect to see in the published staffing information analysis.

## Appendix 1

### Staffing information Analysis

- Staffing complement of the school for the year 2018/19:

#### Full time

Ethnic Group	Male	Female	Total	Registered Disability
White British	22	30	52	1
Any other white background	1	2	3	0
Asian or Asian British	2	2	4	0
Black or Black British	0	1	1	0
Chinese	0	0	0	0
Any other ethnic background	0	0	0	0

#### Part time

Ethnic Group	Male	Female	Total	Registered Disability
White British	5	36	41	0
Any other white background	0	1	1	0
Asian or Asian British	1	3	4	0
Black or Black British	0	0	0	0
Chinese	0	0	0	0
Any other ethnic background	0	0	0	0

- Salary by Gender, Race and Disability

	<£19k	£20-£29k	£30-£39k	£40-£49k	£50-£59k	>£60k
<b>Gender</b>						
Male	6	8	5	8	0	4
Female	40	11	9	14	0	1
<b>TOTAL</b>	46	19	14	22	0	5
<b>Race</b>						
White British	44	17	11	19	0	4
Any other white background	1	0	0	3	0	0
Asian or Asian British	3	2	1	0	0	0
Black or Black British	0	0	1	0	0	0
Chinese	0	0	0	0	0	0
Any other Ethnic background	0	0	0	0	0	0
Registered Disability	0	1	0	0	0	0

- Grievances and Disciplinary action and complaints of harassment – Number of cases in the last 3 years:

<b>Ethnic Group</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Registered disability</b>
White British	1	0	1	0
Any other white background	0	0	0	0
Asian or Asian British	0	0	0	0
Black or Black British	0	0	0	0
Chinese	0	0	0	0
Any other Ethnic background	0	0	0	0
Registered Disability	0	0	0	0

**4. Pregnancy, Maternity and Paternity Leave and Family Issues – Number of disputes arising in last 3 years: **NONE****

The school will continue to monitor the effectiveness of its Equality policy throughout the year and will publish equality data annually.