



Our Equality Objectives

- Approved by the Trust Board on 22 April 2015
- Published on the Trust's website as part of our commitment to the Public Sector Equality Duty.
- To be reviewed annually (see page 2).

1 – Each academy will produce a plan setting out the actions that they intend to advance equality, diversity & inclusion during the forthcoming academic year. The plan will be communicated to the academy's stakeholders. Completion of the actions will be monitored by the local governing body, and by the Education Director as part of wider school improvement reviews. A report will be provided by the Headteacher / Principal, on request annually, to enable Trust-wide reporting.

2 – The Trust will work with its academies to move towards a common approach to recording and reporting equalities data across the Trust, to ensure that it provides a robust basis for future equalities actions to ensure that we meet our Public Sector Equality Duty. This will include securing more robust information on staff with a disability, and the recording of equalities data for Governors.

3 – Each academy will monitor and analyse pupil achievement and progress by ethnicity, gender and disability, and act on any trends or patterns in this data which identify the need for additional support for pupils with the aim of narrowing the gap for equality groups.

4 – The Trust will research and make recommendations to its academies around equal opportunities in staff recruitment, to attempt to move the profile of our staff population closer to that of our pupil/student population over following next 4 years (September 2019). *It is acknowledged that there are limitations with staff turnover, and that positive discrimination is neither legal nor desirable and that academies must appoint the best person for the job.*

Equality Review 2017

Our Equality Objectives were initially approved by the Trust Board in April 2015 and published on the Trust's website as part of our commitment to the Public Sector Equality Duty.

A review of progress was completed in Spring 2016, and reported to the Trust Board (April 2016).

This document was presented to the Trust Board in July 2017, and has been produced as part of our annual equality review, and also as part of our commitment to meet the general equality duty by:

- publishing information to demonstrate how we are complying with the equality duty, and
- preparing and publishing one or more specific and measurable equality objective.

Objective 1 - Each academy is expected to produce a plan which sets out the equality work / actions that they intend to take for that academic year, to communicate this to its stakeholders, and to review progress at an appropriate sub-committee of the local governing body.

Particularly given the diverse communities where our academies are located, advancing equality and inclusion is integral to what we do on a day-to-day basis. The following examples from across the Trust are intended to provide a flavour from the 2016/17 academic year.

Pupils & Students

Co-op Academy Stoke was the West Midlands winner of the Department for Education Character Award 2016, which seek to identify, recognise and celebrate all those who are leading the way in character education to ensure students leave school ready for life in modern Britain. Mr Lowry, Principal, said "A brilliant education is more than just great exam results. Character education helps students become well-rounded individuals; it is part of a deeply engrained moral purpose that runs through the academy, aimed at genuinely improving the life chances of the young people who attend the school." Mr Lowry is keen to spread this educational approach across the city. "We need an approach to education in this city that doesn't rely on other people. We know our communities more than anyone, we know what makes them tick and it is up to us as educational leaders to establish a secure and successful system that encourages the development of academic and character achievement."

At the Manchester Creative & Media Academy, student voice has been used to ensure that all groups of students have had a voice and that they can have impact in specific areas e.g. SEND and barriers in year 11. Staff have monitored and analysed pupil data across all areas of the school life by key groups including gender and SEND and actions have been put in place to close gaps.

The school has a programme of form activities and assemblies to promote equality, and has offered sessions through an external organisation to any pupil exploring their sexual orientation. They have worked hard to ensure inclusion at sporting events and other trips e.g. theatre, and participation in extra-curricular activities is tracked by key groups to ensure that all students are participating and gaps are closing. Girls' teams now exist in areas such as football where there had been lacking in the past.

At Brownhill & Woodlands Primary Academies school dinners are offered that meet the requirements of their population (vegetarian, halal), and they actively seek opportunities to celebrate diversity (refugee week, Eid, families). The behaviour policy has been reviewed and updated to ensure staff are aware and challenge all forms of bullying including homophobic, biphobic and transphobic. Brownhill has volunteered to be part of DfE funded project on LGBT with Sheffield Hallam University, and staff have carried out a baseline survey which they will repeat after three sessions of training. External psychological support is provided to pupils if required.

The EAL team at Nightingale Primary Academy work hard to support the large number of new to English children, ensuring smooth transition into school life and providing extra support where necessary. Through their determination, drive, caring ethos and commitment, in what can be challenging circumstances for all, the pupils flourish rapidly. More broadly, the school has worked hard to develop understanding of the co-operative values. The pupils have excelled in their understanding of the virtues of character, and are aware of character traits like resilience and perseverance and use these to help succeed at school. This is celebrated in the classroom and commented on by staff to encourage these features.

At Oakwood Primary Academy there is an active Global Committee, and the school has been awarded the British Council's prestigious International School Award (ISA). Adding an international dimension to the children's education ensures that they are truly global citizens and helps prepare them for successful future careers in an increasingly global economy.

At Co-op Academy Manchester they have established a new Family System which deliberately represents the diverse global population (and academy population). The Family Assembly and Extended Tutorial planning and execution incorporates a range of cultures and religions, promoting understanding of race, gender, ability and identity. This has included a PSHE session and assemblies during LGBT History Month in February, 'Celebrating Diversity' activities during an anti-bullying campaign and celebrating International Women's Day. This has also been promoted through Twitter and Facebook.

They are also a Stonewall Champion School and are applying for the Stonewall Bronze Award this academic year. They have been careful to maintain gender-neutral student toilets, as well as designated either male/female, so that other, non-binary or transitioning students are catered for. A recent Flexible Learning Day included specific sessions for whole year groups on gender identity (run by Stonewall) which were really well received by students.

Incidents of bullying are now being tracked and documented through the protected characteristics on the ClassCharts System, which also sends alerts to ensure Learning Support Officers and Tutors can put in place in one to one student interventions when necessary (to allow finer granularity of monitoring).

In addition, particularly with the Manchester terror attack being so close to home, our academies have worked hard to support the children and create an environment where openness, trust and respect are at the forefront. For example, Manchester Creative and Media Academy encouraged students to talk about the events in a safe and open way, helping to keep the conversation thoughtful, calm and rational. Through discussion, students have been able to make sense of things, including coming to terms with the arrest of an individual in a block of flats close to the academy. The thoughts of the students were captured well by an ITV News crew.

And students at Co-op Academy Manchester channelled their thoughts and feelings into a 'Wall of Hope', taking the time to write poems expressing how they feel.



Staff

The Trust has established a process for collecting, analysing and reporting on equality of opportunity in all recruitment campaigns taking place across the Trust. An annual report is provided to each academy, and if any concerns are identified these are followed-up. Similarly, equalities data for teachers' pay progression is monitored across the Trust, and reported on to the Trust Board and trade unions via the JCNC.

At the start of this academic year, the Trust appointed an external consultant to support LGBT work across the Trust; this has provided support for and strengthened the work done by network of LGBT Champions.

At Manchester Creative & Media Academy staff have been able to provide detailed feedback through the facilitated sessions following the Foretell survey, which has enabled all staff to have a voice and resulted in clear improvements for the academy. CPD for all staff has been significantly strengthened and has included SEND in the classroom, promoting autism and dyslexia friendly classrooms.

Co-op Academy Manchester both co-operative values and LGBT Awareness have a 3 year vision plan, which is tracked and monitored by ALT. All staff have received training on how to tackle and record issues of LGBT bullying, and have been provided with a script to ensure a consistency of approach. A staff LGBT steering group has been established, including teaching and support staff, and three key members of staff have received specific LGBT training from Stonewall, Co-op Academies Trust and The Proud Trust. Staff have also received training on Prevent and Female Genital Mutilation (and the cultural awareness around this)

Brownhill & Woodlands have an LGBT Champion, and awareness training booked for 2017/18.

Community

Co-op Academy Leeds have been chosen as the beacon school for Karma Nirvana, the charity against forced marriages. A member of staff recently went down to the House of Lords in relation to this, and the Principal will be speaking at their next conference.

Inclusion was recently recognised by Ofsted as a real strength at Nightingale Primary Academy, which has a large number of pupils from families who are new to the UK. The school has undertaken workshops and meetings with parents – including hosting a coffee morning specifically for the Romanian community with a member of staff who could translate available to add to the communication.

Brownhill and Woodlands Primary academies both offer ESOL classes for parents / carers and use a translation service for 1:1 conversations with those who require it.

Oakwood Primary Academy held a Diversity Week, a yearly celebration of its vibrant school community. They held a 'Give the world a hug' event where students created a large art installation representing the world, and made clay hearts to put round it – each one decorated with a flag representing the 40 nationalities at the academy. Families also made dishes from their home countries, including Pakistani pakoras and Sudanese buns. The event showed what can happen when communities come together, willing to share their stories, history and culture and welcome others.



Co-operative Academy Manchester has issued contact numbers and website addresses of support lines that parents / carers can access outside of school hours. They ensure that advertising promotes the diverse school community and does not contain gender related titles. The Community Governors Committee have received an LGBT awareness session. They try to use local charities wherever possible during Flexible Learning Days to deliver sessions to their young people.

Year 11 students at Co-op Academy Stoke displayed our ethos of Equality, Responsibility and Respect by organising a collection for people suffering in Syria. The students asked each Community Group to fill in a bag of goods that could be sent across to Syria, and also did some other fundraising activities, including a sponsored silence to raise money.

At the Manchester Creative & Media Academy a Parent Forum on a range of topics has provided all parents with the opportunity to share their views; the parent/carers attending are representative of the overall cohort. The academy has raised awareness of a variety of areas across the academy and in the local community for example work with Fairtrade, charity fund raising for the George House Trust etc. The school works with parents to improve attendance and behaviour, to ensure that attendance gaps close so that no group is significantly disadvantaged due to non-attendance greater than another group. Hardship funding to support parents who have financial difficulties in order that nobody is disadvantaged.

Objective 2 - The Trust will work with its academies to move towards a common approach to recording and reporting equalities data, to ensure that it provides a robust basis for future equalities work.

During 2015/16 a preliminary discussion took place with our recognised trade unions at the JCNC, who have confirmed that they would support the Trust in asking staff to supply / refresh equalities information. This work has not been progressed as yet due to the lack of a suitable electronic system to confidentially store and easily collate the data.

At present some information is held in the payroll system and some information is held in SIMS, and – for more recently recruited staff – some information is held on paper in an individual's personnel file. Only age, gender and ethnicity can be confidently reported on at present.

The Trust is committed to progressing this work, and has recently started to use School View: this new tool enables a central view of some information held in SIMS to be taken. Although this does not currently include equalities data, we are hopeful that this function will be added in due course.

The Trust has established a robust approach to recording and analysing equalities data during recruitment processes across its academies, and also to reviewing equalities data in relation to pay progression for teachers. As these approaches have now been in place for a number of years, we can start to look at trends and patterns going forward.

For the first time in 2017, the Trust's staff engagement survey asked staff to give equality data. This has enabled the Trust to compare staff engagement across the Trust according to length of service, gender, age, religion, sexual orientation and ethnicity.

Objective 3 - Each academy will monitor and analyse pupil achievement and progress by ethnicity, gender and disability, and act on any trends or patterns in this data which identify the need for additional support for pupils with the aim of narrowing the gap for equality groups.

This is a responsibility of each academy, with Headteachers / Principals subject to challenge by their Governing Body and Education Director. Some examples of actions taken as a result are included above.

Support for academies is provided via the Trust's academy improvement offer.

Objective 4 - The Trust will research and make recommendations to its academies around equal opportunities in staff recruitment, to attempt to move the profile of our staff population closer to that of our pupil/student population over following next 4 years (September 2019).

It is acknowledged that there are limitations with staff turnover, and that positive discrimination is neither legal nor desirable and that academies must appoint the best person for the job.

Initial work focused on ensuring that equalities data is being routinely collected during recruitment – there were some initial challenges with embedding this approach, which have now been resolved.

Given the diverse communities in which the Trust works (2016 data indicated that only 37.6% of pupils/students describe themselves as "White British") reflecting on ways in which we might increase the proportion of BME staff has been an initial focus. In 2016, 83.6% of staff described themselves as "White British" – although this is lower than the national average [87.5% of teachers, 86.6% of teaching assistants and 87.2% of non-classroom support staff described themselves as White British in the 2014 Workforce Census].

This is still work in progress – our HR Officer has conducted some research on measures that we might take, and the Head of HR has had discussions with a national representative of the National Union of Teachers, who are piloting some work in this field.