



Equality review 2018-19

Introduction

This document has been produced as part of our annual equality review, and as part of our commitment to meet the general equality duty by:

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

Objective 1 – pupil data

Objective – 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 the responsibility of each academy, with Headteachers / Principals subject to challenge by their Governing Body and Education Director.

Objective 2 – equality work at academy level

Objective - Each academy will publish a statement setting out the actions they intend taking to advance equality, diversity & inclusion during the forthcoming academic year (or from their date of joining the Trust). A report will be provided by the Headteacher / Principal, on request annually, to enable Trust-wide reporting.

The following examples from across the Trust are intended to provide a flavour from the 2018/19 academic year.

Pupils & Students

At **Co-op Academy North Manchester** there were a number of workshops for students to raise awareness of equality and diversity, such as Diversity Role Models workshops for all year 7 groups that provided opportunities to raise awareness about tolerance and LGBT+. The academy also worked with Chameleon Dance Company to deliver contemporary dance workshops.

As part of their Mental Health awareness students were able to produce a video with the Co-op foundation to promote marginalised conditions such as ME. Students in Year 7 and 8 benefitted from



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being part of the Peer Mentoring Scheme and have spoken about their achievements at the Anna Freud foundation.

The Stephen Lawrence Group at **Co-op Academy Leeds**, composed of students from Year 9, were part of a funded project through Envision which sought to implement a special social-action initiative. The group focussed on seeking solutions to and raising awareness of the increasing scourge of mental health issues, specifically amongst young people. They were part of a Trust-wide competition to provide the most innovative ways of implementing their project and were crowned joint winners of the Envision project, beating off competition from 5 other secondary academies in the Trust. They also managed to raise more than £500 towards mental health charities locally.

The academy also saw a successful launch of its Ambassadors group, which seeks to inform students and staff about the issues faced by members of the LGBTQI+ community.

The group comprises a large number of students, some of whom identify as LGBT, but others who do not and are simply supportive of the struggles some of the LGBT peers can face within the wider community. They held a series of events, including a Stonewall anniversary afternoon, and there are plans for a full "Pride" event over the course of 2019-20.

Co-op Academy Priesthorpe has established a Lesbian, Gay, Bisexual, Transgender and Questioning allies group in which students have been given a forum to support, discuss and take action on key issues surrounding LGBTQ+. The group have attended workshops in Manchester, met with Stop Hate UK to quality assure their next campaign and made steps to organise a Pride for next year. The academy has been selected to become a 'beacon school' and share good practice with other schools in the city.

Students across the school have taken part in workshops delivered by Stop Hate UK, Prevent and The Campaign for Nuclear Disarmament as part of their personal development days.

The academy's Equality and Diversity Committee delivered assemblies to KS3 students on discrimination, became an official 'WeMovement' school and played a vital role in restorative practices with students who have been involved in racist/homophobic incidents.

At **Co-op Academy Oakwood** they used the 'My Health My School Survey' to address the views and experiences of their older students, particularly around bullying, and utilised the school Council in order to cascade the information and any actions required to the rest of the school.

Co-op Academy Bebington runs an extensive Personal, Social, Health and Citizenship programme for students from Years 7-13. The academy uses a myriad of external professionals to support the programme and students have experienced workshops, throughout the year on topics such as : LGBGT, Female Genital Mutilation, Drugs Awareness, Addiction, Financial Literacy, Sexual Health, Keeping Safe on Social Media, Disability Awareness, Racism, Bullying. Students were also visited by former prisoners who have discussed how they 'slipped' into crime and the impact of that. These sessions have been well received and evaluations show that students have valued what they have learned.

The academy also subscribes to 'Toot Toot' an anonymous platform which allows students to disclose if they are being bullied, and 'Votes for Schools' which encourages forms to discuss topical and relevant



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issues, vote on them and then see how their vote compares with all the schools nationally who are discussing that issue. It gives a real sense of national debate which the students have enjoyed and it develops the skills of debate and social awareness.

Staff

At Co-op Academy Priesthorpe LGBTQ+ training has been delivered to a group of staff in partnership with Barnardos. They also plan to set up an Equality and Diversity group for staff to help consider ways to make the academy more inclusive to everyone.

Co-op Academy North Manchester staff have raised awareness of promoting Mental Health through Time to Talk, initiatives such as peer mentoring working alongside Manchester Mind.

Co-op Academy Oakwood introduced a new PSHE/ SRE curriculum which has addressed LGBT issues using stories at an age appropriate level. The academy is a Stonewall Champion school and use them as a point of contact for advice on any issues arising in school and have developed links with other supportive agencies. They are also advocates for Stonewall's 'Different Families, same love'.

The academy is working towards becoming a Peace Mala school recognising many different religions which share the same peace message- 'Treat others as you wish them to treat you.' They strongly believe that respect for others and their beliefs are the core to being a strong and inclusive school and community. 'Peace Mala encourages everyone to learn that diversity is to be celebrated.'

Connell Co-op College created an EDI calendar where each month is dedicated to a different EDI focus. Teachers volunteer to lead a month and promote that focus to the wider college. For example, in LGBTQ+ month, rainbow bunting was put up in 'the street', displays with useful information and signposts created for students, LGBT screensavers displayed and a tutorial session delivered. In addition, badges were created, including designs from students, which were offered to students and staff for a minimum donation of 20p. Over £50 was raised and donated to 42nd Street's Q support, which works with young people with issues relating to gender and sexuality.

Another example was International Women's Month which helped to raise awareness and money for the Red Box Project.

EDI months were added to schemes of learning to ensure subject specific references to the themes and each classroom had an EDI poster displayed.

In addition, staff had training in Quality First Teaching. Thus, 96% of staff demonstrated they had embedded or secure use of equality, diversity and inclusion strategies in their classroom, based in the developmental observation, with no targets set in this area. Learner voice demonstrated that the school offered an inclusive learning environment with 87% of students feeling confident to express their opinions in front of their teacher and other students.



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Finally the organisation and structure of the college facilitates high levels of equality, diversity and inclusion. For example gender neutral toilets whilst retaining gender separate toilets to cater for all, one main social area so that students are not able to segregate themselves easily and by having such a diverse cohort ensures students socialise and learn together.

Community

Co-op Academy Leeds held its second annual RomaFest this year, and managed to attract more families and community members than at its inaugural event in 2018. Over 75 people attended the festival of Roma culture, which included solo artists, groups and dancers, many of whom performed contemporary musical pieces alongside traditional examples of Roma-heritage arts. A full buffet provided and prepared by the students was a most welcome addition to the afternoon's festivities.

At **Co-op Academy Priesthorpe** their Equality and Diversity Committee presented at the academy's annual Community Day and spoke to parents, staff and students about their successes and future goals.

Co-op Academy Oakwood are in the process of setting up a Parent Forum group, in which will discuss education around equality and diversity including SRE and LGBT issues. They aim to promote understanding around the new Government guidelines, address any misconceptions, and develop good practice. It is hoped that this good practice will spread to the wider community.

Co-op Academy Bebington has its own school farm on which they rear rare breeds. Their farm club includes all students but in particular is used to support the most vulnerable young people who enjoy the tranquillity offered by the farm.

The farm is well known across The Wirral and it is open to the public. It is used extensively by local brownie and scout groups and thousands of primary school children visit every year, where they learn about animal welfare, husbandry and conservation. The school has benefitted from the Co-op's 'Meet a Farmer' programme and now have national links with farmers as a result of this.

Co-op Academy North Manchester saw the successful launch of its 'Parents Maths Course' to enable parents to support their child in Maths and Numeracy.

At **Co-op Academy Failsworth** the support offered to parents out of school hours has been improved, with links provided to a number of support networks for common issues faced by parents during adolescence. The academy is also expanding their parent library to include literature on "how to support your child with common issues".



Objective 3 – staff equalities data

Objective – The Trust will ensure, as it adopts a Trust-wide HR information system, that this incorporates the ability to provide robust reporting on and monitoring of equalities data.

The Trust has established a robust approach to recording and analysing equalities data during recruitment processes across its academies and any new academies that have joined the Trust have been supported to adopt this approach. In April 2019, this was consolidated further with the introduction of a central online data system which allowed each Academy to input their own recruitment data. This will enable us to view and analyse data centrally, creating an understanding of who is applying for roles across the Trust.

We continue to recognise that there needs to be a common approach to the reporting of equalities data, and work has started towards the implementation of an integrated HR and Payroll system (HRIS) across the Trust. Confidential collection and storage of more comprehensive equality information will form part of this project. At present some equalities data is held in the payroll system, some information is held in SIMS and some information is held on paper in an individual's file. Only age, gender and ethnicity can be confidently reported on across the whole staffing base at present.

HRIS will help us to make progress in capturing reliable workforce diversity data for all new employees, as well as for existing staff. Employee data will be held on a centralised payroll system, which records the gender and age of all our staff as mandatory fields. The information system will also help provide a breakdown of new starters and leavers by protected characteristics. The system will not only allow more meaningful diversity data analysis, but also better inform our strategic decision-making in recruitment, retention and resourcing.

The Trust continues to review equalities data in relation to pay progression for teachers on an annual basis.

Objective 4 – gender pay gap reporting

Objective – The Trust will further develop reporting on its gender pay gap and – in future – other pay gaps e.g. ethnicity. It will take positive action to reduce these gaps where possible.

The Trust has continued to produce its annual gender pay gap report in line with the Equality Act 2010. The information was collated using existing payroll records and following the approach set out in government guidance. The results were used to assess the levels of gender equality in the Trust, in relation to pay, and the balance of male and female employees at different levels.

There have been two annual reports to date, but as new academies have continued to join the Trust, increasing colleague numbers, this needs to be taken into account when making year-to-year comparisons.



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It is our belief that men and women are paid equally for doing equivalent jobs across the Trust. We use pay scales based on the School Teachers Pay & Conditions Document, and for support staff each academy follows the job evaluation/grading process adopted in its local authority area, all of which use the pay scales set by the NJC.

The Trust has undertaken further analysis to understand its gender pay gap. It reviewed the Government Equalities Office recommendations and implemented a number of actions.

Autumn 2018, saw the development and launch of our Work and Families policies suite to ensure consistency of approach. The policies were implemented across the Trust with effect from December 2018 and include Adoption Leave, Maternity Leave, Parental Leave, Paternity Leave and Shared Parental Leave.

In addition to this, data was reviewed on the progression of teachers from the main pay scale to the upper pay scale and no gender bias was identified.

Objective 5 – recruitment

Objective – The Trust will take steps to address the risk of “unconscious bias”, initially by raising awareness of this facet of equality and diversity through leadership training, and by introducing ‘blind recruitment’ for all roles across the Trust.

The Trust is keen to ensure that there is no unconscious bias based on either ethnicity or gender in its recruitment processes, and following the successful pilot of “blind recruitment” in a few of its academies, this approach was implemented across the Trust as good practice and to help promote diversity. It helps to ensure equal opportunities and reduce the chance of intentional discrimination, by removing names and other identifying information from application forms prior to shortlisting.