



## Equality review 2018

### Introduction

This document was presented to the Trust Board in July 2018, 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 – equality work at academy level

**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.**

The following examples from across the Trust are intended to provide a flavour from the 2017/18 academic year.

### Pupils & Students

**Co-op Academy Leeds** have tackled issues such as terrorism, period poverty, forced marriages and honour based abuse through their assemblies and coaching programmes. The academy received a number of external visitors to reinforce Co-op values; for example, the brother of a victim murdered by ISIS visited the Academy to spread his message of “love, not hate”. Co-op Academy Leeds had also appeared on BBC and ITV news, and highlighted good practice in dealing with many controversial and current issues such as low numbers of ethnic minority women in the police force and on issues of homosexuality and diversity.

**Co-op Academy Nightingale** had engaged with the Bell foundation to devise skills, techniques in their teaching and learning to support students with EAL. In addition the academy had re-launched their Personal, Health and Social Education (PHSE) curriculum with a key emphasis on acceptance of diversity.

**Co-op Academy Oakwood** had recently participated in the Roma Festival led by Co-op Academy Leeds. Roma students sang and performed dances and Roma parents were invited to celebrate.

At **Co-op Academy Failsworth**, pupils study a wide range of lessons in the areas of equality, diversity and inclusion. Due to the academy’s spiral curriculum, as pupils move through school these lessons become more powerful. Pupils begin in year 7 by exploring the idea of diversity and



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considering their own identity, pupils are introduced to the idea of community cohesion and are asked to think about when Britain became a multicultural country. In year 8 pupils look at the idea of stereotyping based on race. In year 9 there is a consideration of the British values with an emphasis on prejudice and discrimination, pupils also study the Oldham race riots and think about how events like these can be prevented in the future. In year 9 pupils are also introduced to the Equality Act and consider what the protected characteristics are. In year 10 pupils study cases of extreme hatred for example; Sophie Lancaster and Stephen Lawrence. Finally in year 11 pupils consider how the media can impact on their views on matters of diversity.

Within the Personal Social Health, Citizenship and Economic Education (PSHCEE) curriculum framework at **Co-op Academy Priesthorpe** the range of units of work offered to pupils under the core themes of "Living in the Wider World and Relationships" reflects the breadth of opportunity to develop the overarching concept of 'diversity and equality' and their particular focus:

- to respect equality and be a productive member of diverse communities
- about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy.

In addition to the PSHCEE sessions, students participate in three Personal Development Days, which underpin the PSHCEE programme of study and aims to enhance, broaden and enrich the quality of provision. PSHCEE enables students to make a valuable contribution to school initiatives such as the School Council, Restorative Practitioners and Peer Mentors.

**Co-op Academy Swinton** hosted Lesbian, Gay, Bisexual and Transgender (LGBT) peer facilitator training for pupils in July 2018, which were carried out by The Proud Trust. From September 2018 the academy plans to have a LGBT student group in place. Also the academy has carried out assemblies on equality and diversity for each year group and during the Islamic holy month of Ramadan, the academy set up a quiet place for those pupils observing Ramadan in order to support their fasting.

In October 2017, pupils in year 10 at **Co-op Academy Stoke-on-Trent** participated in a day of learning about Human Rights and Social Justice, organised by the Religious Education department. During the day, students learnt about the UN Declaration of Human Rights and the importance of creating equality, celebrating diversity and the inclusion of refugees into society. Students took part in sessions organised by the Red Cross to reflect on the plight of refugees coming from war-torn countries such as Syria. Students were encouraged to act upon their empathy for others by writing a letter in solidarity with prisoners of conscience, using Amnesty International resources. Letters were sent to prisoners themselves from the students to provide encouragement and to governments keeping them imprisoned and to call for the prisoners' release.

At **Co-op Academy Brownhill** and **Co-op Academy Woodlands** a MYHEALTH survey was used to gather Year 5 pupil views on a range of PSE topics which then informed the curriculum. The academies had also set up 'Cool and Calm' as well as weekly 'Care to talk' sessions where issues are addressed within the class. Both academies' curriculum was redesigned to incorporate meaningful links to the Co-op values and to local links to ensure the curriculum met the needs of its pupils.

**Co-op Academy Beckfield** successfully ran the Stonewall different families, same love, program in school and have continued to support this throughout the school. The materials from the programme



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provide an excellent starting point for pupils to discuss different families and to think about the different families that make up the academy and community. This initiative had resulted in a dramatic drop in the use of homophobic language across the academy.

**Manchester Creative and Media Academy** have put on a number of workshops for the pupils to raise awareness of equality and diversity, such as Brook workshops for all year groups that provides sexual health and relationship advice. The academy had also provided LGBT training for pupils which was carried out by The Proud Trust, and African dance workshops were held by Chameleon Dance Company. The academy had put on “hate crime” workshops for any pupils who had been involved in a racist/homophobic incident. The workshop enabled students to discuss about the comments they had made and for the academy to look at strategies with the pupil for re-education of their beliefs.

**Co-op Academy Manchester** introduced gender neutral items of P.E kit and ensured that its uniform could be adopted in a non-binary/gender way. In addition the academy provided workshops with students in order to support a Transgender student to integrate into the academy. This helped students to raise awareness of transgender identities and engage in learning about gender diversity. The academy offers a culturally rich and diverse curriculum in which the study of all major religions is encouraged and respected, through their Flexible Learning Days. The academy are recognised as a Stonewall Champion, and are involved in The Proud Trust and Stonewall which recognises cultural and social diversity.

## Staff

**Co-op Academy Failsworth** have gained the rainbow flag skilled teacher award. All staff had been trained in preventing Homophobic, Biphobic and Transphobic (HBT) bullying in schools and are all confident in using the correct terminology with pupils and parents. An agreed set of institutional responses to HBT bullying had been created. This helped staff feel more confident in dealing with HBT bullying. In addition the pastoral team have been trained by The Proud Trust, with an emphasis on providing support to pupils who are questioning their gender identity or sexuality. A staff LGBT group had also been created to mirror the pupil group. This group considers ways to make the academy more inclusive to everyone.

At **Co-op Academy Brownhill** and **Co-op Academy Woodlands** all staff have received LGBT awareness training and they have appointed three LGBT Ambassadors for their academy (Staff, Governor and Senior Leader). Staff at both academies have also received training on the psychological impact of early trauma and brain development to help support pupils who had experienced such trauma.

**Co-op Academy Priesthorpe** are currently working with Banardos to become a Lesbian, Gay, Bisexual, Transgender, Queer or Questioning (LGBTQ) partner. The academy have plans to deliver LGBT training to all of its staff.

**Manchester Creative and Media Academy** have recently launched mandarin teaching in its academy. This raised awareness of the Chinese culture through a range of events and activities.



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**Co-op Academy Manchester** hosted The Proud Trust to deliver a Continued Professional Development (CPD) session with its staff on equality and diversity. In addition the academy delivered a CPD session for its staff on supporting transgender students to integrate into the academy/society.

## Community

**Co-op Academy Stoke-on-Trent** took part in “The People’s Project” alongside Feral Spaces (a community based project that works with disadvantaged urban communities to create new narratives re-imagining disused green spaces as sites of creative possibilities, adventure and play). Feral Spaces empowers communities to reclaim their public spaces and develop nurturing relationships with the natural environment. The location of the project was Burslem Port in Stoke-on-Trent; a disused section of canal alongside a demolished factory transformed, through neglect, into a natural wilderness. 15 of the academy’s students played a major part in redeveloping this space along with staff and parents.

The regeneration of the derelict site was captured on film with the children painting, cutting down vegetation, defining spaces, manipulating materials and sharing thoughts, feelings and ideas. One visitor from the YMCA charity exclaimed “It’s like a children’s wonderland” and was in awe at the joy of a disused ex-industrial wasteland and what it had provided for young people.

From **Co-op Academy Brownhill** and **Co-op Academy Woodlands** a senior leader is part of the local Neighbourhood Core Team helping to develop an integrated approach to tackling poverty and inequality in the local community. In addition academy newsletters promote local events and signpost support for families. The academies have links with Project Hope who work to support and resource families in need.

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 2 – staff equalities data

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

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



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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.

The Trust continues to recognise that there needs to be a common approach to the reporting of equalities data, and initial scoping work is taking place regarding the possibility of adopting an integrated HR system across the Trust in the future. Confidential collection and storage of more comprehensive equality information will form part of this project.

## Objective 3 – 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. Support for academies has been provided via the Trust's Data Manager.

## Objective 4 – recruitment

**Objective – 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 the following next 4 years (September 2019).**

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

The Trust works in the diverse communities with June 2018 data indicating that only 45.3% of current pupils/students describe themselves as "White British", whilst in contrast around 84% of staff describe themselves as such. And whilst the gender of pupils/students is roughly 50:50, our staff are 75% female.

The recruitment equality monitoring indicates no cause for concern with regards to discrimination against Black & Minority Ethnic (BAME) applicants, as 15% of job applicants were BAME and 16% of posts were offered to BAME in 2016/17. Similarly, 33% of applicants were male and 34% of posts were offered to men.

However, the Trust is keen to ensure that there is no unconscious bias based on either ethnicity or gender, and during the spring and summer term the Trust piloted the process of "blind recruitment" in a few of its academies. This was recommended by the Trust HR Officer based on research that was undertaken since the last Equality Review in 2017. It helps to ensure equal opportunities and reduce the chance of intentional discrimination, by removing names and other identifying information from



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application forms prior to shortlisting. From September 2018 the Trust plans to introduce blind recruitment across all its academies to help promote diversity.

Separately:

- In November 2017 equality was a key theme for the annual governor conference. An equality and diversity workshop was led by the Head of HR, and provided governors with an understanding of the gender and ethnicity balance of the Trust's workforce and its comparison to other schools in England and to the Trust's pupils/student population. It also made Governors aware of the key points in the Governance Handbook (2017) in relation to equality and diversity, and reminded them of the academy-level responsibilities set out in the Trust's Equality, Diversity and Inclusion Policy.
- In December 2017 the Trust Board approved a paper on Equality and Diversity where the Trust would work to ensure the Board, governing bodies, leadership and teams are filled with diverse talented people who can use the knowledge and experience they bring to deliver the vision for the Trust. The Trust Board had set out an action plan for the first year in order to deliver the commitment above and for a review to take place in April 2019.