

Academy Equality Objectives

Hull Trinity House Academy Equality and Diversity Statement

Hull Trinity House Academy is committed to achieving a working and learning environment which provides equality of opportunity and freedom from unlawful discrimination. This ambition is firmly embedded with the Equality and Diversity Policy of the School Partnership Trust Academies (SPTA).

Hull Trinity House Commitment to Staff

As an educational institution it is our duty to ensure equality of opportunity between people from different groups and foster good relations between people from different groups. And, we are bound to ensure that recruitment, promotion, training, development, assessment, benefits, pay, terms and conditions of employment, redundancy and disciplinary are determined on the basis of capability, qualifications, experience, skills and productivity.

Under the Equality Act 2010, the categories of age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, marriage and civil partnership and pregnancy and maternity are now known as 'protected characteristics'.

It is unlawful to discriminate against any employee or student, directly or indirectly in because of any of the 'protected characteristics'.

Discrimination is unequal or differential treatment which leads to one person being treated more or less favourably than others are, or would be, treated in the same or similar circumstances on the grounds of a protected characteristic.

Hull Trinity House Academy Pledge to Students

All students, regardless of any 'protected characteristics', will be equally and fairly monitored and supported to ensure that they make progress and fulfil their potential.

All students, regardless of any 'protected characteristics', will be equally valued and have equal and fair access to all of the opportunities that the academy has available.

All students, regardless of any 'protected characteristics', will have equal access to the curriculum, options, specialist support and independent advice to ensure that all decisions made about curriculum choices are in the best interest of every individual student.

Through assemblies, SMSC, RE, and PSHE, all students will learn about and develop an understanding of different faiths from around the world.

Through assemblies, SMSC, RE, and PSHE, all students will learn about and develop an understanding of British Values and what it means to be a citizen living in modern Britain.

Equality Objectives

Equality Objective 1 : ensure that all children gain the knowledge they need to prepare them for adult life, through robust academic and vocational qualifications.

We will be looking in particular for evidence of attainment of children and young people with special educational needs, and those from minority ethnic communities that are currently under-achieving.

We will support students to make informed choices, not limited by stereotypical thinking, by ensuring that all students get independent careers guidance to information all students of the full range of education and training options.

Equality Objective 2 : strive to close the achievement gap between student who receive Free School Meals and non-free school meal students.

Work on narrowing the achievement gap for our students, including children in care, by ensuring increased opportunities and improved outcomes.

We will monitor the attainment of disadvantaged children and ensure that pupil premium priority funding will be used to directly support disadvantaged students.

We will use our Admissions Policy to ensure equality of access to our academy of all boys, regardless of race, religion, ability or family background.

Equality Objective 3 : help children to fulfil their full potential, by supporting families and focusing support on improving the lives of the most vulnerable children, including those who experience bullying or exclusion.

We will work to prevent and challenge any and all forms of bullying.

All staff will be expected to take a strong stand against all bullying – particularly prejudice-based racist, sexist and homophobic bullying.

We will carefully monitor all forms of exclusion and ensure that the appropriate support is put in place for students and their families.

We will also monitor the use of exclusion for different groups, including those groups with a disproportionately high rate of exclusion.

Definitions

1. Equality and Diversity : Under the Equality Act 2010, it is unlawful to discriminate against any employee or student, directly or indirectly in because of any of the 'protected characteristics', which are age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, marriage and civil partnership and pregnancy and maternity
2. SMSC – Spiritual, Moral, Social and Cultural Education.
3. PSHE – Personal, Social and Health Education
4. RE – Religious Education
5. British Values – encourage pupils to respect the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
6. Groups – 'All Difference Groups as defined by the DfE' that are used when evaluating data about schools.
 - **FSM** – Free School Meals – were referred to as Pupil Premium students but are now defined as 'Disadvantaged'
 - **Non-FSM** – students not on free school meals are now defined at 'Other'
 - **More Able** – Students who enter KS3 with Level 5 from KS2
 - **EAL** – English as an Additional Language - students for whom English is not the first language spoken at home
 - **SEN** – Special Educational Needs
 - **SEND** – Special Educational Needs and Disabilities

FSM and SEND are often referred to as 'vulnerable students'

Equality Objectives Numbers

	2014	2015	2016	National 16	Target 16
Disadvantaged	18	13	17		
Best 8 VA	945	982	1008	976	1000
FTE as a % of pupil group ¹	35.3	22	17.9	18.8 ²	20
Attendance % sessions missed ¹	6.7	7.7	7.1	7.2	6
3 Levels of Progress - English	72	79	77	57	80
3 Levels of Progress - Maths	71	29	53	49	80
SEN with a statement	1	0	3		
Best 8 VA	868	-	1006	968	1000
FTE as a % of pupil group	16.7	33.3	75	22.3 ²	10
Attendance % sessions missed	5.6	7.7	9.9	7.3	5
3 Levels of Progress - English	0	-	67	27	33
3 Levels of Progress - Maths	0	-	33	19	33
SEN without a statement	9	7	4		
Best 8 VA	972	1042	994	972	1000
FTE as a % of pupil group	36.5	34	25.6	19.4 ²	25
Attendance % sessions missed	7.5	7.0	7.5	7.4	7
3 Levels of Progress - English	44	86	75	54	75
3 Levels of Progress - Maths	44	86	50	42	75
EAL	3	2	6		
Best 8 VA	984	979	1025	1029	1020
FTE as a % of pupil group	3.7	3.2	2.7	4.6 ²	3.0
Attendance % sessions missed	4.7	3.8	5.4	4.4	4.4
3 Levels of Progress - English	100	100	83	75	80
3 Levels of Progress - Maths	67	100	50	72	80

¹ This data is for FSM students

² 2015 national data as this is published one year in arrears