

Nightingale Community Academy
Equality and Diversity
Equality Statement and Reporting

Nightingale Community Academy Equality and Diversity

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Nightingale Equality Statement

Our Equality Statement and Objectives show how our school ensures it meets our Specific Equalities Duties. The Public Sector Equality Duty requires our school to publish information about Equalities. The Equality Act 2010 clearly states that the following groups must be taken into account. People identified in the following groups are considered to have a **protected characteristic**.

Protected Characteristics

Age	Disability
Sex (gender)	Race (ethnicity)
Pregnancy and Maternity	Religion and Belief
Sexual Orientation	Transgender
Marriage and Civil Partnership	

The information we publish and analyse must be clearly linked to the three aims (General Duties) of the Public Sector Equality Duty.

General Duties are the things that schools aim to achieve.

General Duties

The three aims of the Equality Duty are to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

Specific Duties

The two specific duties of the Public Sector Equality Duty are intended to help schools meet the general duty. They are to:

- Publish information
- Provide information about our school community
- Our Equality Objectives have been set to enable us to set out how we plan to carry out the three aims of the Equality Duty.

Objective	Aspect of duty	Success Criteria & Outcomes	Lead	Resources	Monitoring activity and evidence	Evaluation
<p>TEACHING AND LEARNING</p> <p>To further develop teaching and learning to ensure that all groups of learners make expected progress regardless of ethnicity, additional educational needs, disability, or socio-economic background</p>	<p>Eliminate discrimination</p> <p>Promote Equality</p> <p>Support equality of access to education</p>	<p>Teaching across the school is differentiated to meet individual Learners' needs and enables all learners to access the curriculum.</p> <p>Resources and planning reflect and respect learner differences and experiences.</p> <p>Data shows that all groups of learners are making expected progress and where this is not the case, underachievement is addressed.</p>	HT	<p>Training on SEN; disability; equality awareness</p> <p>Range of teaching materials available to address learner needs</p> <p>Additional support provided to address underperformance where it is identified</p> <p>Curriculum and Teaching & Learning meeting cycle</p>	<p>TES</p> <p>Targeted learning walks</p> <p>Review of resources and displays</p> <p>Analysis of data according to ethnicity; Learner Premium; SEN</p>	<p>Access & Inclusion team</p> <p>Curriculum scrutiny</p> <p>Governor Portfolio meetings</p> <p>CPD feedback</p>
<p>LEARNER PROGRESS</p> <p>For all learners to make at least good progress to their targets irrespective of their ethnicity; additional educational needs; disability or socio economic background</p>	<p>Eliminate discrimination</p> <p>Promote equality</p> <p>Support equality of access to education</p>	<p>Data shows that there are no anomalies in the achievement of different groups of learners that evidence under-performance or under-achievement in one particular group.</p>	HT/ AHT/ KSCo	<p>Collection of robust data, including baselines</p> <p>Time to analyse data on a regular basis</p> <p>Access & Inclusion/ Curriculum meeting cycle</p>	<p>Regular and robust assessment of literacy and numeracy</p> <p>Regular analysis of progress data with clear targets set and interventions planned where data shows underperformance</p> <p>Regular tracking of the performance of different groups of learners to identify under-achievement in any particular group</p>	<p>Access & Inclusion team</p> <p>Curriculum scrutiny</p> <p>Governor Portfolio</p> <p>School Progress Data</p>

<p>BEHAVIOUR AND SAFETY</p> <p>For Nightingale to be a safe and supportive environment for all its learners and staff regardless of their race, gender, disability, sexual orientation, religious beliefs, married status, pregnancy or maternity</p> <p>To actively promote safe behaviour, tolerance and respect for others</p> <p>To actively promote a culture where all members of the school community are equally valued and respected</p>	<p>Eliminate discrimination</p> <p>Promote equality</p> <p>Support equality of access to education</p> <p>Foster good relations between those who have a protected characteristic and those that do not</p>	<p>Reporting on behaviour and data on exclusions evidences a reduction in the incidences of bullying including racist, sexist or homophobic bullying.</p> <p>Data evidences that all instances of challenging behaviour are investigated and dealt with according to the circumstances and in line with our ethos, policy and procedures.</p>	<p>AHT</p>	<p>Training Anti-Bullying; Restorative Justice; Reflective Practice; Positive Handling;</p> <p>SIMS reporting mechanism, and time to enter data</p> <p>Access and Inclusion Planning</p> <p>School Assemblies</p>	<p>Clear procedures in place for learners and staff to report incidents</p> <p>Racist, sexist or homophobic bullying is explicitly reported</p> <p>Learners found to be bullied or bullying others are supported to understand their actions and remediate behaviour through learner contracts and parent agreement</p> <p>Policies and procedures are regularly reviewed and disseminated</p> <p>SIMS behaviour reports are completed in a thorough and timely manner</p>	<p>H&S team</p> <p>Governor Portfolio</p> <p>Behaviour reporting data</p> <p>DSL</p> <p>OHCAT Safeguarding</p>
<p>LEADERSHIP & MANAGEMENT – Staffing and finance</p> <p>To maintain high standards of equality in the recruitment,</p>	<p>Eliminate discrimination</p> <p>Promote equality</p>	<p>All recruitment and staff development activities are carried out with due regard to the appropriate practices and consideration of equal</p>	<p>HT</p>	<p>Cost of advertising</p> <p>Staffing costs</p> <p>Training/CPD</p>	<p>Recruitment records (interview scores, shortlisting results etc.)</p>	<p>SDP/SEF</p> <p>Governor Portfolio</p>

<p>deployment and development of staff</p>	<p>Foster good staff relations</p>	<p>opportunities as set out in OHCAT guidance</p> <p>Performance management processes are carried out fairly and are consistent with the Performance Management Policy</p> <p>Staff development needs are identified through Performance Management and met through induction, training and continuing professional development</p>		<p>Blue Wave Swift</p>	<p>Performance management objectives and reviews</p> <p>Blue Wave Swift Staff training records</p>	
<p>LEADERSHIP AND MANAGEMENT</p> <p>Goods and Services</p> <p>To ensure that goods and services provided from outside agencies provide the same high standards in recruitment of their staff as NCA</p> <p>Services provided for learners take into account their SEN needs, religious and dietary needs.</p>	<p>Advance equality of opportunity</p> <p>Support equality of access to education</p> <p>Support good relationships between all groups of staff and learners</p>	<p>Goods and services purchased best meet the needs of all learners in the school</p> <p>Supply staff understand and follow school policies and commitment to equal opportunities</p> <p>Any reasonable adjustments needed to meet the needs of learners are factored into ordering of goods and services</p> <p>Learners' religious and dietary needs are considered and catered for in ordering food (including school meals)</p>	<p>SBM</p>	<p>OHCAT Finance</p> <p>Office administrative support</p>	<p>Records of purchases</p> <p>Agreements with Agencies Procurement process records</p> <p>Communication with catering company</p>	<p>OHCAT Finance</p>

Links to policies:

- [Teaching & Learning Policy](#)
- [Positive Behaviour Policy](#)
- [Marking and response Policy](#)
- [Equality and Diversity Policy](#)
- [Safer Recruitment](#)