

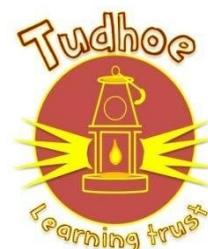
Victoria Lane Academy



Equality Information and Equality Objectives 2021- 2022



A Member of the Tudhoe Learning Trust



**Equality Information and Equality Objectives
For Victoria Lane Academy**

Equality Act 2010

Victoria Lane Academy Schools' provision of the public sector equality duty

Date: 8/2/21

We at Victoria Lane Academy are committed to equality. We aim for every pupil to fulfil their potential no matter what his/her background or personal circumstances.

We maintain the aim of embedding principles of fairness and equality across our entire curriculum, in assemblies and acts of collective worship, in break and lunchtimes, in pastoral support and in before and after school activities.

We must under the general duty of public sector equality duty, in the exercise of our functions, have due regard to the need to:

Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.

Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;

Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This will apply to all pupils, staff and others using the facilities. We will give relevant and proportionate consideration to the public sector equality duty.

The protected characteristics for the school's provisions are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Age (only applicable to staff, not pupils)
- Marriage and Civil Partnerships (only applicable to staff, not pupils)

Age and marriage and civil partnership are NOT protected characteristics for the school's provisions for pupils.

We will have **due regard** to advancing equality of opportunity including making serious consideration of the need to

- remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- take steps to meet the needs of persons who share a protected characteristic that are different from the needs of persons who do not share it;
- encourage persons who share a relevant protected characteristic to participate in public life or in any activity in which participation by such persons is disproportionately low.

We will consider the six Brown principles of 'due regard'

- **awareness** – all staff know and understand what the law requires
- **timeliness** – implications considered before they are implemented
- **rigour** – open-minded and rigorous analysis, including parent/pupil voice
- **non-delegation** – the PSED cannot be delegated
- **continuous** – ongoing all academic year
- **record-keeping** – keep notes and records of decisions & meetings

We welcome the opportunity to be transparent and accountable. To this end we fulfil the specific duties of the Act by:

- publishing our equality information
- publishing our equality objectives

We aim to make the information accessible, easy to read and easy to find.

Equality Information:

We maintain confidentiality and work to data protection principles. Please refer to our GDPR policy. We publish information in a way so that no pupil or staff member can be identified.

Staff and Governors

Age	Staff are not discriminated against according to age and all age ranges are welcome.
Disability	100% of staff and governors gave information. 0% recorded a disability. We would ensure reasonable adjustments are made where appropriate.
Gender reassignment	We will support any staff and governors towards gender reassignment.
Pregnancy and maternity	We comply with our equality duty and employment regulations regarding pregnancy and maternity.
'Race' / ethnicity	100% of staff and governors gave information. Our staff and governor profile comprise: White British and Irish.
EAL (English as an Additional Language)	0% EAL The languages spoken within our profile are English.
Religion and Belief / no belief	Staff and governors have not expressed or brought to our attention information regarding their religious beliefs.

Sex – male/female	96% female 4% male
Sexual orientation	We support all staff and governors regardless of sexual orientation

Pupils

Age	We have pupils aged from 3 to 11 years old in our school.
Disability	100% pupil gave information. 0% of pupils recorded a disability on the word recorded. We ensure reasonable adjustments are made where appropriate.
Gender reassignment	We support any pupil towards gender reassignment.
Pregnancy and maternity	We comply with our equality duty and have planned to deliver education on site if and when required, or offer a place at the Young Parent Group run by the SEND & Inclusion Service.
'Race' / ethnicity	100% pupil gave information Our pupil profile comprises: White British, Caribbean, Indian and Polish
EAL (English as an Additional Language)	0.51% EAL Polish The languages spoken within our pupil profile are: English
Religion and Belief / no belief	96% pupil gave information Our pupil profile comprises: Christian, Church of England, Muslim and No religion recorded.
SEND	21% of pupils identified with a Special Educational Need.
Sex – male/female	54.8% female 45.2% male
Sexual orientation	We support all pupils regardless of sexual orientation
Pupil Premium	50% pupils eligible for Pupil Premium

We will update our equality information at least annually

Equality Objectives

Our equality objectives are:

1. Ensure that the school's environment reflects the school's commitment to equality.
2. Curriculum to include 'Celebrating Difference' unit for all pupils.
3. Explore equality issues through age appropriate literature.

We will update our equality objectives annually and will also publish progress on them annually in our equality information

We adopt a whole school approach to equality and consider it important for pupils to learn about equality and human rights. We adhere to the Equality and Human Rights Commission (EHCR) statement:

'To reap the full benefits of equality and human rights education, it is essential to teach topics in an environment which respects the rights and differences of both students and teachers. Without an equality and human rights culture within the classroom and school as a whole, learning about these topics can at best appear irrelevant, and at worst, hypocritical. The respect and tolerance it teaches will help staff and students create a healthier, happier, fairer school culture, and could lead to reductions in bullying and other negative behaviour, and improvements in attainment and aspirations.'

Though the Act refers to 'race', the use of ethnic/ cultural origin, background or heritage is often more appropriate

Headteacher:

J Richardson

Chair of Governors:

D Bowes

Date: September 5th 2016

Last Review Date: February 2021

Next Review Date: February 2022