



ASPIRATIONS

EQUALITY INFORMATION AND OBJECTIVES (2020-24)

Magna Academy Poole

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1. Introduction and aims

This document has been prepared and published in accordance with requirements of the [The Equality Act 2010](#) and [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#) to demonstrate how Magna Academy Poole complies with the public sector duty set out in paragraph 149 of the Act to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

In preparing this document, consideration has also been given to Department for Education (DfE) guidance: [The Equality Act 2010 and academies](#).

This document also complies with the Academy's funding agreement and the articles of association of the Aspirations Academies Trust.

2. Roles and responsibilities

The Regional CEO and Regional Board will:

- Ensure that the equality information and objectives referred to in this statement are published and communicated throughout the academy, including to staff, students and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are updated at least every 4 years
- Delegate to the Principal the responsibility for the day to day monitoring of performance towards the objectives

In fulfilling these responsibilities the Regional CEO and, as appropriate, any member of the Regional Board given delegated responsibilities for Equality will:

- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Periodically meet with the Principal and other relevant staff members to discuss any relevant issues and how these are being addressed
- Report back to the full regional board regarding any significant issues

The Principal and staff to whom the Principal designates relevant responsibilities will:

- Promote knowledge and understanding of the equality objectives amongst staff and students
- Identify any staff training needs, and deliver training as necessary
- Meet with the Regional CEO (or relevant Regional Board member) periodically to raise and discuss any relevant issues
- Monitor success in achieving the objectives and report back to the Regional CEO and Regional Board

All the Academy's staff are expected to have regard to this document and to work to achieve the objectives as set out in appendix 1.

3. Fulfilling our responsibilities under the Equality Act

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It helps us in tackling issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

- All learners are of equal value
- We recognise and respect difference
- We foster positive attitudes and relationships and a shared sense of cohesion and belonging
- We observe good equalities practice in staff recruitment, retention and development

- We aim to reduce and remove inequalities and barriers that already exist
- We have the highest expectations of all our children

Set out in subsections (a) to (c) are key measures taken by the Academy to fulfil the public sector duty set out in paragraph 149 of [The Equality Act 2010](#).

The following measures are considered instrumental to the achievement of all aspects of the duty:

- Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.
- New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

3(a). Eliminating discrimination

In complying with the provisions of the Equality Act 2010 relating to the elimination of discrimination, the following are key measures taken by the Academy:

- Where relevant, the Academy's policies include reference to the importance of avoiding discrimination and other prohibited conduct. For example, the Behaviour Policy sets out that discriminatory behaviours such as prejudicial bullying are not acceptable and identifies how such behaviours will be addressed.
- Relevant incidents, e.g. racist incidents, are recorded, responded to and monitored. Summary information is reported at Regional Board meetings and used to measure the effectiveness of the Academy's policies and practice inform further development of these.
- Curriculum content is regularly reviewed to ensure it is appropriate in the context of the responsibility to eliminate discrimination, e.g. by avoiding negative stereotyping.

3(b). Advance equality of opportunity

As set out in the DfE guidance on the Equality Act, the Academy aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. students with disabilities, or students who identify as gay who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim students to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students to be involved in the full range of academy societies)

In fulfilling this aspect of the duty, the Academy will:

- Provide teaching of the highest quality to ensure children reach their potential and all students are given equal entitlement to success
- Regularly monitor the curriculum to ensure that it meets the needs of all students
- Use information gathered about students' progress to identify underachieving groups or individuals and plan targeted interventions
- Ensure that all students have the opportunity to access extra-curricular provision

- Publish attainment data each academic year showing how students with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying performance against key equality indicators
- Listen to and monitor views and experiences of students and adults to evaluate the effectiveness of the Academy's policies and procedures.

3(c). Fostering good relations

The academy aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance (acceptance), friendship and understanding of a range of religions and cultures through different aspects of the curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education as part of the Personal Development curriculum, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, students will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Students will be encouraged to take a lead in such assemblies and external speakers will be invited to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising academy trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of students within the Academy. For example, the Student Leadership Team has representatives from different year groups and is formed of students from a range of backgrounds. All students are encouraged to participate in the academy's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

4. Equality considerations in decision making

The Academy always considers the impact of significant decisions on particular groups. For example, when a academy trip or activity is being planned, consideration is given to whether the trip:

- Cuts across any religious holidays
- Is accessible to students with disabilities
- Has equivalent facilities for boys and girls

Equality impact assessments will be made when undertaking activities, and developing policies and procedures that may have an effect on a group with protected characteristics. This is recorded on trips forms and meeting minutes (for example, SLT).

5. Monitoring arrangements

This document will be approved by the Regional Board.

The Regional CEO will ensure that the Academy's published equality information, particularly as set out in section 3(a) to 3(c) of this document, is reviewed at least every year and that in conjunction with the review, further information is appended for the purpose of reporting on progress towards the objectives set out in appendix 1.

A full review will be undertaken of the objectives set out in appendix 1 no later than 4 years following the date of them being established and new objectives will be established at that time. The undertaking of the review and establishment of new objectives will be subject to approval of the Regional Board with reference to Trust policy.

Appendix 1

Specific and measurable equality objectives for period from September 2020 to July 2024

As a result of regular reviews of Academy performance and various data indicators, our Academy is currently working on the following objectives:

1. By September 2024, the percentage of girls opting for STEM subjects at KS4 (focus on engineering) and KS5 (focus on physics) and partaking in extra-curricular activities will increase significantly.
2. To reduce gaps in attainment and progress between SEND students and non-SEND students, with English and Maths as a priority.
3. To narrow the gap in attainment between year 11 boys' and girls' GCSE achievement and decrease the gap in P8 annually, with a focus on English.
4. To promote cultural development, respect and understanding through a rich range of experiences both in and beyond the curriculum.

Further information regarding rationale and specific actions can be found in our Equalities Improvement Plan:

<https://drive.google.com/file/d/1WgieLy6j1hdWHtu2U6bEc3L30wnERskI/view?usp=sharing>

Appendix 2

Report of July 2022 on progress towards the Academy's equality objectives

- 1. By September 2024, the percentage of girls opting for STEM subjects at KS4 (focus on engineering) and KS5 (focus on physics) and partaking in extra-curricular activities will increase significantly.**

Within the academy, there has been a trend of low numbers of girls opting for STEM subjects at KS4 and 5. The picture is similar nationally, with only 22% of the UK's STEM workforce being women (HESA 2018). In 2020, only 4% of those who had chosen KS4 Engineering were girls - this number has now increased to 21%. Likewise, we have seen an increase in girls choosing KS4 Product Design, which has gone from 15% to 19%. At KS5, Physics was first offered as an option in September 2021 and 5 students were recruited for this subject: 3 males and 2 females (40%), unfortunately the 2 females will not continue to course into Y13 due to the need to focus on a smaller number of subjects. Disappointingly, of the 11 students that have opted to study Physics from September 2022, all are male. Both teachers of the course are female and therefore excellent role models, but clearly further work needs to be done to attract more female students to study this subject. However, the Y12 Maths group for 2022-23 has 12 students signed up, with 42% being girls.

A whole academy STEM policy has been written and embedded, with a dedicated lead member of staff in place to drive this initiative. The profile of STEM has been raised significantly this year, with more girls taking part in extracurricular activities, some highlights include:

- 9 out of 13 students signed up for the STEM Poole Harbour Commissioners Challenge were girls (year 8)
- 49% of the 126 students who participated in the physics intermediate challenge were girls (year 11)
- 1 girl and 1 boy were offered a place on the Imperial College London STEM Potential Programme (year 10)
- 1 girl and 3 boys took part in Senior Astro Challenge (year 12)
- 2 girls and 3 boys took part in the Intermediate Physics Olympiad (year 12)
- 6 out of 14 students who participated in the Junior Astro Challenge were girls (year 9-11)
- 38 out of the 80 students who signed up for the Winchester Science Centre trip were girls (all students attending this trip were also PP and/or SEND)
- 7 out of the 16 students signed up for Geneva (to visit CERN, Natural and Science history museums, Botanical Gardens and Palace of Nations) are female
- 3 out of 7 students regularly attending STEM club are girls

Next Steps:

- New STEM lead to assertively promote STEM clubs
- Organise external speakers, focus on females
- Drive to recruit females onto KS5 STEM courses - KBE

- 2. To reduce gaps in attainment and progress between SEND students and non-SEND students, with English and Maths as a priority.**

We have identified a trend of non-SEND students outperforming SEND students in English and Maths in particular. This is also reflected nationally, with an average P8 gap of 0.7 (DfE SEND 2020). The academy's most recent internal data for the outgoing Y11 cohort (mock projections 2022) indicates that the gap is projected to increase this year, despite a number of interventions and strategies being implemented for

these students. We must recognise the detrimental impact that the Covid-19 lockdown has had on this cohort's education, as well as prolonged absence through illness, despite high quality remote learning being in place it is likely to have been more difficult for SEND students to access.

Measure	2019	2020	2021	2022 (Projections)
4 + EM Gap	32%	32%	30%	42%
5+ EM Gap	36%	24%	30%	24%
P8 Eng Gap	0.62	0.56	0.50	0.64
P8 Ma Gap	0.3	0.4	0.19	0.26

The Assistant Principal (Inclusion) reports each unit on the progress of SEND students and any areas of concern are identified with plans put in place to address. Subject leaders also complete a progress review after each assessment point for all year groups, which includes a breakdown of all groups of students and ensures that teams are focused on identifying and addressing any gaps. In addition, the academy effective revision strategy was launched in 2020, and further work has been undertaken to ensure this is embedded across all areas, with a range of strategies for SEND students to support the retention of knowledge. Staff have received regular SEND updates with quality first teaching strategies to implement in the classroom. Middle leaders also had SEND in the curriculum training this year. The Assistant Principal (Inclusion) has also made a number of EHCP applications in order to ensure the right support can be provided so that students make good progress.

This year the Y9 options process was reviewed and the data was used to identify students for the ASDAN pathway. In addition, any Y11 students identified as being at risk of not achieving a GCSE qualification in Maths have had extra tutoring provision put in place (either 1:1 or small group).

Next steps:

- Use NTP provision to target students in English and Maths who are unlikely to achieve their target GCSE qualification
- Explore the use of Read Write Inc in exams (this will allow students to use the reader function in English Language)
- Further training for middle leaders to ensure the curriculum meets the needs of our learners
- Target TA support in English and Maths

3. To narrow the gap in attainment between year 11 boys' and girls' GCSE achievement and decrease the gap in P8 annually, with a focus on English.

Girls outperform boys in English, which is also a national trend (DfE Key stage 4 performance 2019). The academy's most recent data (mock projections 2022) indicates that the gap is narrowing over time, and this year is projected to reduce significantly, for both attainment and progress.

The English department has improved their tracking systems and this year has completed Assessment Point reviews which focus on detailed analysis of groups and actions to address any gaps identified. Boys' engagement has been a whole-academy focus, and as part of our CPD programme this year two groups of staff focused on strategies to improve engagement/progress amongst boys. The Head of English led one of these groups and researched classroom strategies and discussed best practice with other curriculum areas - strategies include: skill pairing, bite size chunks of learning - building blocks, discussions around gender equality in key texts, dice of destiny - group work. The English team has ensured that that content is adapted to make it relevant to both boys and girls. The team also found that boys prefer to be active and so they trialled different approaches to help them settle and engage quicker at the start of lessons, for example by handing them a Do Now task on the door (rather than on the board), which resulted in a smoother start to the lesson.

Measure	2019	2020	2021	2022 (Projections)
4+ Eng Gap	23.2%	31%	17%	5%
5+ Eng Gap	22.6%	22%	18%	8%
P8 Gap	1.16	1.17	0.57	0.53

Next steps:

- Continued CPD on strategies for boys' engagement/progress
- Forensic analysis of 2022 summer results
- Analyse impact of intervention and adapt accordingly

4. To promote cultural development, respect and understanding through a rich range of experiences both in and beyond the curriculum.

In order for our students to be well-rounded citizens that contribute positively to society, it is important that we promote cultural development through a range of experiences. Poole counts only 8.1% of its population as BAME (2011 census, ONS), and therefore this is relevant to our local context and community. This year subject leaders have carried out a robust curriculum review to ensure equity of content and diversity representation. Further work on the Personal Development curriculum has been undertaken, with a high quality comprehensive intent in place for all year groups. Significant work on the Aspirations framework has also been undertaken, in order to promote the Aspirations 3 Guiding Principles, and in particular a sense of belonging. This year we have been able to hold face to face assemblies, with staff delivering on a range of themes including Black History Month, Ramadan and Islamophobia, the Holocaust and anti-semitism, the Christian celebration of Easter, Diwali and women in STEM. British Values has also been promoted more widely, including through displays and plasma screens around the academy. With the easing of lockdown, there has been an increase in the number of trips/learning outside the classroom opportunities, which has been more rigorously coordinated and monitored by an assistant principal. With 28 trips/visits organised this year ranging from theatre visits to food festivals, Shakespeare plays to science museums, cultural opportunities have been diverse and readily available to many.

All students have learnt about LGBTQ+ through personal development. Students have learnt about different identities and the impact of homophobic and transphobic bullying. Students in years 7-10 and year 12 have had an assembly on these themes from Spaced Youth who support Dorset families and young people who identify as LGBTQ+. All tutor groups are displaying information about the Spaced Youth Support Groups as signposted support.

Next steps:

- Heads of House - development of identity, sense of belonging
- Develop extra-curricular activities (meeting schedule), trips - planned for the year (ACL)
- Further work on Aspirations Framework (ACL)
- To build on awareness of religious communities and beliefs with the support of local faith based groups.
- A reading list of fiction and non fiction in the academy library that education and helps to raise awareness and acceptance of those who identify as LGBTQ+
- To start a 'rainbow' group for support for those in the academy who identify as LGBTQ+
- Staff training on LGBTQ+ awareness and how to promote equality, acceptance and inclusion with students in PD lessons and as a whole academy approach
- Training of LGBTQ+ allies in the academy

All staff equalities refresher session to take place in September 2022.

