



Reviewed: January 2022

Reviewer: L Gambier

Next Review Date: September 2023

Objectives

Penrice Academy aims to provide caring and high quality education to all our students. We hope that our students will leave us with confidence, positive memories and value their time here.

Our aims are:

- To provide a secure, caring and stimulating environment in which Penrice Academy works in partnership with parents and carers, and in which all children will be encouraged to:
 - Develop their potential as unique individuals;
 - Develop awareness of their own self-worth in order that they might become responsible and self-disciplined members of society;
 - Become active and independent participants in the learning process;
 - Develop self-motivation and pride in their work
- To provide education in line with national legislation and local authority guidelines.
- To plan and deliver a broad and balanced curriculum to enable all our pupils to develop their social, intellectual and physical potential.
- To provide equal opportunities for all our children to develop and extend their social, intellectual and physical potential.
- To provide equal opportunities for all our children to develop and extend their moral and cultural capacities, whilst fostering an awareness of, and respect for, the beliefs and practices of other communities.
- For every student to feel valued for who they are, so they can grow and flourish into confident, successful adults
- For every student to have no barriers to opportunity, achievement, success or enjoyment
- For all our families to feel valued and their diversity recognised and celebrated
- That our wider community benefits from the work of the school, building on the values of community cohesion

The Equality Act 2010 was brought into effect in April 2011. The general duty requires all public bodies to have due regard to the need to:

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

The Act further explains that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low

Showing Compliance

We publish the following information on our website to demonstrate our compliance with the Equality Duty:

- Admission policy
- Behaviour policy
- Concerns and Complaints policy
- Anti-bullying policy

- Equality and Diversity policy
- Accessibility policy

We annually report to our Governors and Academy Trust:

- The progress of different groups of students using data from RAISEONLINE
- Attendance and behaviour information for students with protected characteristics
- A workforce profile
- Complaints and concerns
- Information on incidents of reported bullying by protected characteristics
- Single equalities Action plan

This ensures we consider how our actions affect students and staff with different protected characteristics.

Equality Objectives

In line with the Equality Act we are also required to define one or more equality objectives that support the aims of the general duty. We must ensure the objectives are specific and measurable and publish the objectives so that they are accessible to the public.

Our main aim as a school is to drive up standards and this includes narrowing gaps between identified groups. We have therefore set the following specific, measurable equality Academy objectives:

- To raise the progress and attainment of boys above national averages
- To raise the progress and attainment of girls above national averages
- To narrow the gap in progress and attainment between pupil premium students and non- pupil premium students.
- To narrow the gap in progress and attainment between SEND students and non- SEND students
- To ensure that more able students make as much progress as other students.

Penrice Academy is located on the southern edge of St Austell and draws from the town's population plus rural villages to the west and to the north coast. As a popular and over- subscribed Academy, it also draws students from a wider area.

Diversity of the School Population

Gender (September 2021)

	Total Students	Male		Female	
		Number	%	Number	%
Year 7	289	158	54.7	131	45.3
Year 8	290	158	54.5	132	45.5
Year 9	284	150	52.8	134	47.2
Year 10	279	154	55.2	125	44.8
Year 11	285	133	46.7	152	53.3
Totals	1427	753	52.8	674	47.2

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Ethnicity (September 2021)

	Any other ethnic background		Any other mixed		Any other white		Black African		Chinese		Indian		Info not yet obtained		Other White British		Refused		White - Cornish		White - Irish		White and Asian		White and Black Caribbean	
		%		%		%		%		%		%		%		%		%		%		%		%		%
Year 7	2	0.69	3	1.04	4	1.38	1	0.35	0	0	1	0.35	7	2.42	211	73	8	2.77	51	17.65	0	0	0	0	1	0.35
Year 8	3	1.03	2	0.69	6	2.07	0	0	0	0	0	0	1	0.34	190	65.5	2	0.69	84	28.97	0	0	1	0.34	1	0.34
Year 9	7	2.46	2	0.7	20	7.04	1	0.35	1	0.35	0	0	13	4.58	82	28.87	1	0.35	153	53.87	0	0	2	0.7	2	0.7
Year 10	6	2.15	0	0	7	2.51	0	0	1	0.36	0	0	1	0.36	118	42.29	3	1.08	140	50.18	0	0	1	0.36	2	0.72
Year 11	2	0.7	0	0	6	2.11	0	0	1	0.35	0	0	3	1.05	124	43.51	0	0	147	51.58	0	0	0	0	2	0.7
Totals	20	1.4	7	0.49	43	3.01	2	0.14	3	0.21	1	0.07	25	1.75	725	50.8	14	0.98	575	40.29	0	0	4	0.28	8	0.56

Work Force Profile (September 2021)

The profile of our current staff and Governors (January 2022) is represented in the table below:

Staff group	Male Total (%)	Female Total (%)	Ethnic minority (not white) (% total)	Registered disabled (% total)
Teaching staff (98)	41 (42%)	57 (58%)	4 (4%)	0 (0%)
Support staff (78)	19 (24%)	59 (76%)	0 (0%)	0 (0%)
Governors (8)	5 (62%)	3 (38%)	0 (0%)	0 (0%)
Total (184)	65 (35%)	119 (65%)	4 (2%)	0 (0%)

Age	20-24	25-44	45-59	60-64	65-79	80+
	4 (2.2%)	90 (48.9%)	66 (35.8%)	14 (7.6%)	9 (4.9%)	1 (0.5%)

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1. The Legal Framework

The Equality and Diversity Policy of Penrice Academy has been developed in line with the following legal framework:

- UN Convention on the Rights of the Child
- UN Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs (Information) Regulations 1999
- Education and Inspections Act 2006
- Equality Act 2010
- Specific Duties Regulations 2011

2. Roles and Responsibilities

2.1 The Governing Body will:

- 2.1.1 Ensure that Penrice Academy complies with the appropriate equality legislation and regulations.
- 2.1.2 Ensure that Penrice Academy's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- 2.1.3 Ensure that the recording and reporting of equality and diversity data is sufficiently scrutinised.
- 2.1.4 Ensure that Penrice Academy's Admissions Policy does not discriminate in any way.
- 2.1.5 Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the Governing Body.
- 2.1.6 Maintain commitment to recruit high-quality applicants from under-represented groups.
- 2.1.7 Provide information in appropriate and accessible formats.
- 2.1.8 Ensure that the necessary disciplinary measures are in place to enforce this Policy.

2.2 The Headteacher will:

- 2.2.1 Implement the Policy and its procedures.
- 2.2.2 Ensure that all staff members receive the appropriate equality and diversity training as part of their HR induction and continuous professional development.
- 2.2.3 Ensure that all parents, visitors and contractors are aware of and are in compliance with the provisions of this Policy.
- 2.2.4 Actively challenge and take appropriate action in any case of discriminatory practice.
- 2.2.5 Address any reported incidents of harassment or bullying in line with DfE guidance.

2.3 Employees will:

- 2.3.1 Be mindful of any incidence of harassment or bullying in Penrice Academy.
- 2.3.2 Address any minor issues of harassment or bullying in Penrice Academy. and report any major breaches of the Policy to the Headteacher.
- 2.3.3 Identify and challenge bias and stereotyping within the curriculum and Penrice Academy's culture.
- 2.3.4 Promote equality and good relations, and not harass or discriminate in any way.
- 2.3.5 Monitor students' progress and academic needs to ensure the appropriate support is in place.
- 2.3.6 Keep up-to-date with equality legislation and its application by attending the appropriate training.

2.4 Students will:

- 2.4.1 Not discriminate or harass any other pupil or staff member

2.4.2 Actively encourage equality and diversity in Penrice Academy by celebrating students' cultural experiences and values.

2.4.3 Report any incidences of bullying or harassment, whether to themselves or to others, to their line manager or member of the Senior Leadership Team.

2.4.4 Abide by all Penrice Academy's equality and diversity policies, procedures and codes.

3. Monitoring and Evaluation

3.1 This Policy will be monitored and evaluated on an annual basis by the Headteacher and the Governing body in the following ways:

3.1.1 Individual assessment data will be used to measure the effectiveness of this Policy on student achievement.

3.1.2 Equal opportunities recruitment data.

3.1.3 Ofsted inspection judgements on equality and diversity.

3.1.4 Incident records related to harassment and bullying.

4. Dissemination

4.1 We will take steps to communicate this Policy to the Governing Body, Headteacher and, as appropriate, students and parents, in an accessible format and on the Penrice Academy website.

5. Enforcement

5.1 Staff members and students who do not comply with the provisions of this Policy may be subject to Penrice Academy's disciplinary procedures.

6. Appeals

6.1 Staff members retain the right to appeal against a decision on the acceptability of their appearance using Penrice Academy's grievance procedure.