

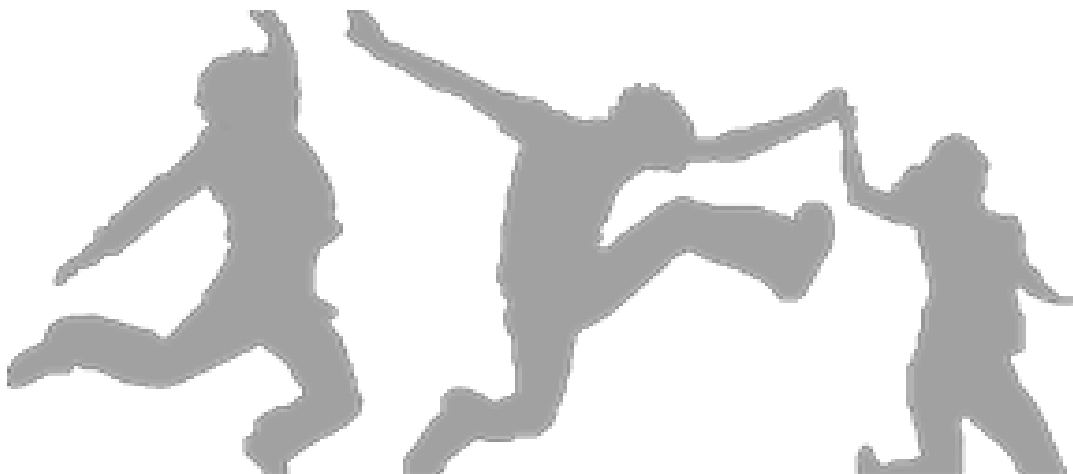


Broadway Academy Trust

Our Children. Our Community. Believe it can be done!

Equality Information and Objectives

Approved: **April 2023**
Next review date: **April 2026**



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1. Aims

Broadway Academy Trust aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: *The Equality Act 2010 and Schools* and complies with our funding agreement and articles of association.

3. Roles and responsibilities

The Governing Board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the Academy, including to staff, students and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and students
- Monitor success in achieving the objectives and report back to governors
- Identify any staff training needs, and ensure the delivery of training as necessary

All Academy staff are expected to have regard to this document and to work to achieve the objectives set out in section 8.

4. Eliminating discrimination

4.1 The Academy is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

4.2 Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

The Academy has specific policies on:

- for students
 - Accessibility

- Anti-bullying
 - Asthma
 - Collective worship
 - Children with health needs who cannot attend school
 - Education of children in public care
 - Inclusion
 - Ramadan
 - SEN and disability
 - Students with medical conditions
 - for parents and visitors
 - Parent and Visitor Behaviour Policy
 - for staff
 - Dignity at work (anti-harassment and bullying)
 - Maternity, adoption, paternity, parental leave
 - Safer recruitment
- 4.3 Policies are updated and reviewed regularly to ensure they comply with developments in employment law and reflect current guidance.
- 4.4 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.
- 4.5 New staff receive training on the Equality Act as part of the induction programme and via a mandatory EDI online training module. ACAS have delivered equality training for managers. Staff receive refresher training annually.
- Equality issues are also addressed in core training for staff in areas e.g.
- Teaching and relevant support staff are trained and supported in meeting the needs of SEND students.
 - The Academy's values support non-discriminatory practice and inclusivity; they are promoted systematically to students (through the V4C programme in form time) and to staff (through the staff behaviours framework)

5. Advancing equality of opportunity

- 5.1 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 who have a particular characteristic (e.g. students with disabilities, or students who are of a particular faith). The Academy also seeks to minimise disadvantage from socio-economic background through a robust focus on supporting students eligible for pupil premium funding.
 - Taking steps to meet the needs of students with particular characteristics e.g. amending the timing and length of the school day during Ramadan to support Muslim students who are fasting; providing prayer facilities for Muslim students
 - Encouraging students from all backgrounds to participate in a wide variety of extra-curricular activities and experiences, often at no or limited cost to students and their families. For example, actively encouraging Muslim girls to participate in Duke of Edinburgh; ensuring all year groups experience a diverse co-curricular and extra-

curricular offer including at the Trust's outdoor education centre and working farm in Worcestershire.

- Monitoring participation in extra and co-curricular activities to ensure equality of opportunity and participation by students from all backgrounds and equality characteristics

5.2 In 2022 the SSAT carried out an equality review of Broadway Academy Trust and found evidence of:

- Collaborative and partnership working that creates a wide range of opportunity for students and encourages high aspiration for all •
- Strong, robust, academic and pastoral support for all students including those identified as SEND, EAL and LGBTQ+ and those who are disadvantaged, in care, or in alternative provision
- An inclusive curriculum underpinned by the equalities act and protected characteristics
- Student voice that is listened to and acted on, and student led activity that contributes to celebrating, promoting and creating understanding of equality, diversity and inclusion
- Access that staff have to professional development, training and other forms of progression

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

- 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 improvements for specific groups (e.g. declines in incidents of homophobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own students

6. Fostering good relations

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

- Promoting character led education and a focus on British values including tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and a robust approach to PDP (Personal development programme) which encompasses personal, social, health and economic education, specifically including equality awareness. Cultural awareness is also embedded in core curriculum areas, and there is a conscious focus on ensuring protected characteristics are reflected in curriculum delivery across all subjects.
- Holding assemblies dealing with relevant issues, encouraging students to take a lead in assemblies and inviting external speakers to contribute
- Working with our local community, including inviting leaders of local faith groups to speak at assemblies, and organising a wide range of trips and activities based around the local community. As a community hub after school hours, Broadway Academy provides a focus for the local community and a venue for a wide-range of community and faith based activities.

- Celebrating the cultures of the ethnic and faith groups within the school and having a deep understanding and tolerance of other faiths and cultures and disseminating this practice across other schools in the City. Broadway Academy aims to be a national leader and ambassador for inter-faith.
- Encouraging and implementing initiatives to deal with tensions between different groups of students within the Academy. For example, the Academy student council 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 and British values

Broadway Academy has strong links with leaders, people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The Academy ensures it has due regard to equality considerations whenever significant decisions are made.

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

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

The Academy keeps a written record of the demographics of students attending trips and activities and uses this information to ensure that all students have access to extra and co-curricular experiences. The Academy also records and analyses the opportunities afforded Pupil Premium students.

8. Equality objectives

1. To continue to promote cultural understanding and awareness of different religious beliefs between different groups within our school community in the light of changing student demographics
2. To monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities, especially Muslim female students and students from the most disadvantaged backgrounds
3. To close gaps in attainment and achievement between students and all groups of students; especially boys and girls, students eligible for free-school meals (Pupil Premium), SEN(D) students, more able students, children in public care and students from different heritage groups
4. To provide development opportunities into management and leadership roles for staff from all backgrounds and to monitor this.

9. Monitoring arrangements

The Governing Board of Broadway Academy will update the equality information we publish at least every year.

APPENDIX 1

STUDENT DEMOGRAPHICS

ETHNICITY – ALL STUDENTS

Ethnicity	Number	Percentage
Pakistani	436	35.8%
Bangladeshi	343	28.2%
Black - African	123	10.1%
Indian	87	7.1%
Any Other Ethnic Group	41	3.4%
Any Other Mixed Background	41	3.4%
Any Other White Background	38	3.1%
Any Other Asian Background	26	2.1%
White and Asian	17	1.4%
White and Black African	14	1.2%
Black Caribbean	12	1.0%
Gypsy / Roma	9	0.7%
Information Not Yet Obtained	8	0.7%
Any Other Black Background	6	0.5%
White and Black Caribbean	6	0.5%
Refused	5	0.4%
White - British	3	0.2%
Chinese	2	0.2%
Total	1217	-

Religion	Number	Percentage
Muslim	963	79.1%
No Response	154	12.7%
Christian	72	5.9%
Roman Catholic	10	0.8%
No Religion	5	0.4%
Other Religion	5	0.4%
Hindu	4	0.3%
Sikh	4	0.3%
Total	1217	-

GENDER – ALL STUDENTS

Gender	Number	Percentage
Male	549	45.1%
Female	668	54.9%
Total	1217	-

SEN – ALL STUDENTS

SEN	Number	Percentage
N - No Special Educational Need	1041	85.5%
K - SEN Support	167	13.7%
E - Education, Health and Care Plan	9	0.7%
Total	1217	-

SEN – BY YEAR

	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13		Total	
SEN	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
N	164	78.8%	174	82.9%	171	80.7%	187	88.2%	196	92.5%	73	89.0%	76	93.8%	1041	85.5%
K	43	20.7%	36	17.1%	39	18.4%	21	9.9%	16	7.5%	8	9.8%	4	4.9%	167	13.7%
E	1	0.5%	0	0.0%	2	0.9%	4	1.9%	0	0.0%	1	1.2%	1	1.2%	9	0.7%
Total	208	-	210	-	212	-	212	-	212	-	82	-	81	-	1217	-

PUPIL PREMIUM BY YEAR GROUP

	Year 7		Year 8		Year 9		Year 10		Year 11		Total	
PP	#	%	#	%	#	%	#	%	#	%	#	%
Y	110	52.9%	119	56.7%	102	48.1%	98	46.2%	103	48.6%	532	50.5%
N	98	47.1%	91	43.3%	110	51.9%	114	53.8%	109	51.4%	522	49.5%
Total	208	-	210	-	212	-	212	-	212	-	1054	-

MORE ABLE BY YEAR GROUP

	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13		Total
MA	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
Y	8	3.8%	6	2.9%	7	3.3%	9	4.2%	5	2.4%	15	18.3%	15	18.5%	65
N	200	96.2%	204	97.1%	205	96.7%	203	95.8%	207	97.6%	67	81.7%	66	81.5%	1152
Total	208	-	210	-	212	-	212	-	212	-	82	-	81	-	1217

Data at April 2023

APPENDIX 2 STAFF DEMOGRAPHICS

ETHNICITY – ALL STAFF*

Ethnicity	Number	Percentage
White - British	50	30.86%
Information Not Yet Obtained	32	19.75%
Pakistani	20	12.35%
Bangladeshi	14	8.64%
Indian	12	7.41%
Black Caribbean	10	6.17%
White and Black Caribbean	5	3.09%
Any Other Ethnic Group	4	2.47%
Any Other White Background	4	2.47%
Any Other Asian Background	4	2.47%
Any Other Black Background	2	1.23%
Refused	2	1.23%
Black - African	2	1.23%
White and Asian	1	0.62%
Total	162	

GENDER – ALL STAFF

Gender	Number	Percentage
Male	72	44.44%
Female	90	55.56%
Total	162	

AGE – ALL STAFF

Age	Number	Percentage
24 & under	19	11.73%
25-34	32	19.75%
35-44	36	22.22%
45-54	43	26.54%
55-64	28	17.28%
65 +	4	2.47%
Total	162	

Data at April 2023

- Excludes agency cover and casual staff