

New College Durham Academies Trust

Public Sector Equality Duty (PSED) Report 2016-2020

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) which applies to all maintained and independent schools, including Academies and maintained and non-maintained special schools.

The Three Main Elements of the Duty

The general Equality Duty requires public authorities, in the exercise of their functions, to have due regard to:

- **Eliminate discrimination** harassment and victimisation and any other conduct that is prohibited or under the Act
- **Advance equality of opportunity** between people who share a relevant protected characteristic and those who do not share it
- **Foster good relations** between people who share a relevant protected characteristic and those who do not share it

Academy Background

New College Durham Academies Trust employs 226 people has in excess of 2100 students across the age range 11-18, providing a broad and balanced curriculum. The two Academies that form the Trust (Consett & North Durham) are based within two developing towns and serve a wide and diverse range of communities ranging from areas with significant social deprivation issues to those with high levels of disposable income.

The Academies Trust itself came into being in September 2011, bringing together two former Local Authority Secondary Schools in North West Durham, the second Academy was formed in January 2012 again bringing together two former Local Authority Secondary Schools in North West Durham and the focus of the Trust in relation to the PSED was shaped by the bringing together of the students and staff groups who had previously operated independently.

The areas within which the Academies are based is also a factor, previously dominated by heavy industry surrounded by rural countryside and significantly underrepresented in terms of any real diversity in population provided a need to, in some cases, challenge social stereotypes and also look to widen the knowledge, experience and understanding of other cultures and beliefs.

New College Durham Academies Trust – Review of PSED – April 2018

At New College Durham Academies Trust we aim to eliminate discrimination, advance equality and foster good relations. We value and appreciate the diversity of people's backgrounds and circumstances and we expect that discrimination is understood by all members of the community to be completely unacceptable.

We have carefully considered and analysed the impact school policies have on equality and the possible implications for those with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement.

Decision makers in schools are aware of the duty to have “due regard” when making a decision or taking an action and assess whether there are implications for people with particular protected characteristics.

The PSED is integrated into the carrying out of the school's functions, and the analysis necessary to comply with the duty is carried out seriously, rigorously and with an open mind

New College Durham Equality Objectives

At New College Durham Academies Trust we aim to eliminate discrimination, advance equality and foster good relations. We value and appreciate the diversity of people's backgrounds and circumstances and we expect that discrimination is understood by all members of the community to be completely unacceptable. The Trust follows the General Public Sector Equality Duty and considers equality implications when developing and reviewing policies

We understand that PSED applies to all aspects of school life which are to do with how the school treats its students and prospective and former students and their parents and carers; how it treats its employees and how it treats members of the local community. Further, we will not discriminate because of the characteristics of another person, such as a parent or partner, with whom they are associated.

We actively seek to understand and promote equality in the context of our wider community, and we refer to local and national contexts when we review what we do. We also seek views from our students, partner schools and agencies, parents and carers, staff and groups in our local community.

Our Inclusion policy adheres to the Equality Act 2010 and extends to the protected characteristics it defines: race and ethnicity; disability; sex; religion or belief; sexual orientation; pregnancy and maternity; and gender identity and reassignment

We recognise that it is important at New College Durham Academies Trust that all members of the Trust community use appropriate language which:

- Does not transmit or confirm stereotypes;
- Does not offend;
- Creates and enhances positive images of particular groups identified at the beginning of this document; Creates the conditions for all people to develop their self-esteem;
- Uses correct terminology in referring to particular groups or individuals.

The following Equality objectives were set for the period April 2012 – March 2016;

Equality Objective 1 The elimination of discrimination, harassment and victimisation by improving the understanding of national community cohesion			
Aim	Why	How	Reported Outcomes
Develop a process to better understand all communities nationally.	<p>From our wider analysis of our profile against the demographics of the local area, we know that our intake reflects the demographics of the local area but in comparison to national demographics, Asian and Black ethnic groups are not representative.</p> <p>We want to understand our local community better and ensure that all sections feel they can benefit from and have equal access to our education provision. Although there are very few racist incidents reported staff anecdotally report that some social discussions amongst students can include questionable racist stereotyping without there being a full understanding of its unacceptability. This is possibly because being within rural areas , there is not a balance of ethnic groups' representation.</p>	<ul style="list-style-type: none"> • We have established a Head of International Partnerships with the aim of developing and improving students awareness of different cultures. • We have established links with international schools through our Erasmus projects which includes links with German, Spanish, French and Hungarian schools. • The Connecting Classrooms project has seen links created with Indian Schools • Academy trips abroad are frequent and have recently visited Italy, France, Belgium, Austria, Iceland and Spain • Cultural diversity is promoted across the Trust, both through assemblies and Supporting Student progress sessions • If parents or carers speak a different language, translators are brought in, if 	<p>OFSTED 2013</p> <p>“The Academy provides an interesting curriculum which encourages students spiritual, moral, social and cultural development well”</p> <p>“Students good behaviour, significantly improved attendance and growing pride in their achievements, are helping to create a very positive atmosphere for learning”</p> <p>“Students feel safe and enjoy good relationships”</p> <p>OFSTED 2016</p>

		<p>necessary, to help in meetings with Academy staff.</p> <ul style="list-style-type: none"> • The Music Department has widened musical horizons through activities such as creating a student Samba Band • To support awareness raising we have with our caterers held an International Day where various foods are offered to students. • In order to understand international educational developments, the Principal has been on fact finding missions to both India and the USA. Two Assistant Principals and two mainscale teachers have also visited India Singapore. • We have facilitated the visit of a Brazilian Teacher to the Academy and this project has also seen a teacher from our Academy make the reverse trip. 	<p>“Outstanding arrangements for ensuring pupils health, safety and welfare mean that they benefit from excellent personal support”</p> <p>“Pupils spiritual, moral, social and cultural development is strongly supported and skillfully embedded into the curriculum, which enables pupil to make good academic progress and strong personal gains”</p> <p>“Teachers provide plenty of opportunity for them, (students), to be ready to take their place as citizens of modern Britain through discussion of topics such as democracy, dictatorship and how radicalisation occurs in our society”</p>
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<p>Equality Objective 2 Eliminating discrimination by addressing prejudice related incidents</p>			
Aim	Why	How	Outcome
To promote positive attitudes towards alternative lifestyles and those of different faiths, cultures, beliefs,	Our staff had highlighted, through anecdotal evidence, that although infrequent there were a small number of incidents of prejudice related comments around issues such as alternative culture and sexual orientation, so by challenging this, we can	<ul style="list-style-type: none"> • There have been Academy assemblies and presentations on the importance of addressing prejudice related incidents and of promoting tolerance and mutual respect. 	<p>OFSTED 2013</p> <p>“The Academy provides an interesting curriculum which encourages students</p>

<p>nationalities and sexual orientations.</p> <p>This will ensure that negative terminology is eliminated from within the Academy.</p>	<p>make students aware of the true implications of the use of such language.</p>	<p>This fits in with the emphasis on British Values.</p> <ul style="list-style-type: none"> • The Academy have facilitated the creation of a student led LGBT group. • There has been just one reported racial prejudice incident and minimal incidences of homophobic prejudice during the last academic year. This represents a decline in such incidents since September 2012. • All staff are trained in the PREVENT initiative. They have also completed an online training module. • Students actively participate in raising money for charity helping those less fortunate than themselves. 	<p>spiritual, moral, social and cultural development well”</p> <p>“Students feel safe and enjoy good relationships”</p> <p>“Students good behaviour, significantly improved attendance and growing pride in their achievements, are helping to create a very positive atmosphere for learning”</p> <p>“students whose circumstances might put them at risk are managed skillfully and sensitively”</p> <p>OFSTED 2016</p> <p>“Outstanding arrangements for ensuring pupils health, safety and welfare mean that they benefit from excellent personal support”</p> <p>“Pupils spiritual, moral, social and cultural development is strongly supported and skillfully embedded into the curriculum, which enables pupil to make good academic progress and strong personal gains”</p> <p>“Teachers provide plenty of opportunity for them, (students), to be ready to take their place as citizens of modern Britain through discussion of topics such as democracy, dictatorship and how radicalisation occurs in our society”</p> <p>“Pupils confirm that the school will not tolerate homophobic or racist language. They know how to keep themselves safe</p>
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			from potential dangers posed by drugs, alcohol, unsuitable internet sites and radicalisation.
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Equality Objective 3 Advancing equality of opportunity and fostering good relations in the workplace			
Aim	Why	How	Outcome
To ensure we maintain a professional workforce.	We want all our staff to feel valued and be able to realise their full potential.	<ul style="list-style-type: none"> We recognise our duties under the Equality Act in respect of the staff we employ. We will ensure that all staff are given the chance to access developmental opportunities. This includes internal and external Continued Professional Development (CPD) as well as taking on leadership roles within the Academy setting. Staff are encouraged to be Ambassadors in respective subject areas in order to further develop CPD. There is a thorough induction training programme for all new members of staff, regardless of experience. Staff are offered the opportunity to partake of coaching sessions, designed to improve pedagogic practice. Individual well-being activities are arranged for staff outside of teaching time. These include Yoga, Fitness & Running Club, 'Five-a-Side Football'. 	<p>OFTSED 2013</p> <p>"The high ambitions of the principal, sponsors and governors are fully supported by staff. Senior leaders' resolute approaches are leading to considerable improvements in the quality of teaching and achievement"</p> <p>OFSTED 2016</p> <p>"Staff morale is excellent"</p> <p>"Teaching is mostly of good or better quality and underpins the rising levels of achievement for all groups of pupils in the school"</p> <p>"Good approaches to support pupils, often with the support of skilled classroom</p>

		<ul style="list-style-type: none"> • The Academy has a robust Staffing Policy. This includes a 'professional expectations' policy for all staff. • Staff participate in charity events within the Academy. This includes Christmas Jumper Day. • All staff are trained in Safeguarding and PREVENT. The importance of whistleblowing is emphasised to the staff. • Staff have the opportunity to benefit from the Academy discount arrangements with the local leisure centre • An annual staff survey has been introduced in order to ascertain staff opinion about the running of the Academy. 	<p>assistants, who have SEN needs enable them, (students), to progress well too”</p>
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SUMMARY

The Trust, since its formation, and during the 4 years of the first action plan, has made significant strides in raising awareness in eliminating discrimination, fostering good relations and advancing equality of opportunity. Whilst there are significant examples of what the Academy have done to address the key areas it is also evident that external verification from stakeholders and independent external inspectors (OFSTED), on numerous inspections, that we are making successful inroads and achieving our stated aims.

NEW COLLEGE DURHAM ACADEMIES TRUST EQUALITY OBJECTIVES SET AT APRIL 2016

Following the conclusion of the initial 4 year period April 2012 – March 2016, the Trust reviewed its equality objectives for the next 4 year period April 2016 – March 2020, this is the first annual review of those objectives detailed below;

1. Promote safeguarding issues with a particular emphasis on PREVENT				
Aim	Why	How	April 2018 Review	Desired Outcome
To develop our student's understanding of, and empathy with cultures and beliefs that are different from their own.	<p>In the Academy first round of Equality Objectives significant progress was made with this.</p> <p>However, in a world where there is an increasing emphasis on multi-culturalism and to ensure British Values are recognised and understood this needs to be maintained. This is particularly important under the PREVENT initiative, to be aware of the dangers of radicalisation.</p>	<ul style="list-style-type: none"> Ensure that the current robust approach to this constantly developing area continues and that the Academy remains committed to promoting cultural diversity. 	<p>The Trust have secured the International School Award which has included activities such as 'connecting with classrooms' in Europe and further afield and have welcomed Teacher and student visits from European and Australian partners.</p> <p>OFSTED 2017</p> <p>"Regular support & guidance helps pupils develop their citizenship skills..... consequently pupils are well prepared for life in modern Britain"</p>	To ensure all of our students continue to keep themselves safe, have a developed awareness of the dangers and risks surrounding radicalisation as well as an appreciation and understanding of diverse cultures and beliefs.

2.	Advancing equality of opportunity by supporting vulnerable students and by raising awareness of mental health issues			
Aim	Why	How	April 2018 Review	Desired Outcome
To ensure appropriate support is put into place across the Academy for all vulnerable students, regardless of protected characteristics.	We want to ensure all of our students have access to high quality support regardless of background, academic capabilities or disabilities.	<ul style="list-style-type: none"> • Further develop the role of the Academy SEN Team in providing support to vulnerable groups. • Development of structured training programme for in class support teams in order to ensure staff have the right skills to support vulnerable learners. • Further development of both Explore and PAL learning pathways to help support the development of some more of our vulnerable learners. • To appoint a permanent counselling provision within the Academy. • Continue to strengthen the current pastoral support system available to all students through further training for staff undertaking these roles 	<p>The Trust have successfully appointed to a permanent counselling role.</p> <p>CPD sessions are available to the pastoral support teams focusing on student support regardless of protected characteristics.</p> <p>Explore & PAL groups are now supplemented by a citizenship group and working with local projects in the community such as the Eddy Project.</p> <p>OFSTED 2017</p> <p>“Pupils have access to a wide range of extra-curricular activities and residential visits which enrich the curriculum well”</p> <p>“additional funding to support catch up sessions in literacy and numeracy for the most vulnerable has had a positive impact”</p>	To provide effective support for all students with any issues which could impair their learning and personal development.

3.	To actively promote the values of mutual respect and tolerance (in accordance with British Values)			
Aim	Why	How	April 2018	Desired Outcome
To continue to raise awareness and promote equality and respect for all faiths, beliefs, cultures, sexual orientation and any other protected characteristics.	To make the Academy prejudice free and welcoming to all, regardless of characteristics, to ensure it is a tolerant, inclusive establishment.	<ul style="list-style-type: none"> • We will continue to develop links with other schools both nationally and internationally schools to ensure our students get a different cultural perspective. • The curriculum will be audited to ensure effective promotion of British Values. • There will be a high profile promotion of equality, tolerance and respect across the Academy through assemblies, student support programmes and in lessons. 	<p>The Trust have secured the International School Award which has included activities such as 'connecting with classrooms' in Europe and further afield and have welcomed Teacher and student visits from European and Australian partners.</p> <p>The Trust have taken part in Holocaust Memorial Day and Remembrance Day activities.</p> <p>The newly developed Debating Club has addressed key equality and other protected characteristics as has a review of SSP sessions which take place each day.</p> <p>OFSTED 2017</p> <p>"Work to promote pupils SMSC development is carefully matched to the needs of pupils. Discussions with students demonstrate that they have respect and tolerance of people who come</p>	To raise awareness of this protected characteristic and to eliminate prejudice, making this an inclusive, tolerant and respectful community

			from different backgrounds to themselves”	
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