



**The Hessle Academy  
Single Equality Plan  
2015 – 2018**

**Effective Date:**  
June 2015

**Date of minuted approval by the Board of Governors:**  
23 June 2016

**Review Committee:**  
Board of Governors

**Next Review Date:**  
June 2018

**Owner:**  
Executive Headteacher

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**The Academy Ethos - Vision and Values Statement**

*'Every child has the potential for extraordinary achievement'*

*To be an Academy where students develop skills, completing their education feeling ready to face the world and having enjoyed a unique educational and development experience.*

*To be an Academy where the maximum potential for progress is realised through inspirational and outstanding teaching and learning, and school to school support.*

*To be a forward thinking and successful business with a leading community role, whose schools are the preferred choice for students, parents, staff and other professionals.*

## **Context and Characteristics (May 2016)**

The Hessle Academy is a multi-academy trust with a single 3-19 through-school Hessle High School and Sixth Form College and Penshurst Primary School. Both schools are situated within the East Riding of Yorkshire Council Local Authority, but are very close to the Hull City Border with 37.3% of children across the Academy residing in Hull.

Penshurst Primary School, is a larger than average primary school with an early years nursery provision. The PAN is currently being exceeded though top of KS2 groups remain small as a legacy of a previous fall in rolls. The highly successful nursery is considerably oversubscribed year on year. The school population is equally split between girls and boys though the numbers of children eligible for the Pupil Premium Grant is significantly above average at 32.05%. In addition the number of children receiving additional support as a result of an EHIC (Statement) is in line with national average. We have nil Child Looked After in School.

Penshurst Primary Schools pupil profile is predominantly (96.1%) white British and records indicate the majority to be Christian or practice no religion. However, 3.3% of our children are from an ethnic minority group with 2.34% having English as an Additional Language.

Hessle High School and Sixth Form College is a slightly larger than average secondary school, 967 students on roll with an average sized Sixth Form 188 registered. The traditional PAN is 250 per year group, however, in recent years due to falling birth rates the Numbers on Roll in each year group have been significantly lower. The school population is equally split between boys and girls. The proportion of students eligible for the Pupil Premium Grant is 26.2% in line with national average. The number of students in receipt of additional support through an EHIC plan is 1.73% which is below national average. We have five Children Looked After in school.

Hessle High School and Sixth Form College's student profile is predominantly 91%) white British, though 12.5% of parents have not disclosed this information. There is a 4.67% level of students for whom English is an additional language. Though the number of EAL students remains below the national average there has been a recent significant increase in enrolments of EAL students in years 7-11.

*Data used has been taken from Raise On-line Summary report, interim school based data and school census for both Hessle High School and Sixth form College and Penshurst Primary School.*

## **Statutory Requirements: The public sector equality duty**

The Public Sector Equality Duty came into force on the 6 April 2011 and replaced the separate duties relating to race, disability and gender equality. In order to comply with the Public Sector Equality duty, set out in Section 149 of the Equality Act 2010, all public bodies are required when carrying out their day to day work to have due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Act
- 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

The Equality Act 2010 states 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

## **Protected Characteristics**

The Public Sector Equality duty covers the following eight protected characteristics:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

In law a person's age is a protected characteristic in relation to employment and the provision of goods and services however, this does not apply to learners in schools. Therefore, schools are free to organise children in age groups without risk of legal challenge even in the case of students over the age of 18 (*DfE, Equality Act 2010; Advice for School Leaders, School Staff, Governing Bodies and Local Authorities, 2014*).

Public bodies also need to have due regard to the need to eliminate unlawful discrimination against someone because of their marriage or civil partnership status. This means that the first arm of the duty applies to this characteristic but that the other arms (advancing equality and fostering good relations) do not apply (EHRC, *The Essential Guide to the Public Sector Equality Duty*, April 2016)

However, though the Equality Act must be adhered to all decisions made around a child or young person in school is in line with Keeping Children Safe in Education (July 2015) and where these two aspects of law contradict each other the Board of Governors and the School Leaders will make decisions based on all the available information to keep the child or young person safe.

## **Statutory Requirements**

### **The Specific Duties**

The specific duties require public bodies to:

- publish information to show their compliance with the Equality Duty, at least annually
- set and publish equality objectives, at least every four years

All information must be published in a way which makes it easy for people to access and understand.

### **Publishing Information**

Public bodies must publish information to show that they consciously thought about the three aims of the Equality Duty as part of the process of decision-making. The information published must include:

- Information relating to employees who share protected characteristics (for public bodies with 150 or more employees); and
- Information relating to people who are affected by the public body's policies and practices who share protected characteristics

*(GEO, Equality Act 2010: Specific Duties to Support the Equality Duty. What do I need to know? A Quick Start Guide for Public Sector Organisations). Employees are dealt with under a separate policy*

## **Setting Equality Objectives**

When deciding what equality objectives to set, a public body should take into account evidence of equality issues across all its functions; consider issues affecting people sharing each of the protected characteristics; and think about each of the three aims of the Equality Duty. The number of objectives set should be proportionate to the public body's size; the extent to which its functions affect equality; and the evidence that such objectives are needed.

*(GEO, Equality Act 2010: Specific Duties to Support the Equality Duty. What do I need to know? A Quick Start Guide for Public Sector Organisations, 2011)*

Equality objectives should be specific and set out how progress will be measured.

### **Responsibilities**

The Board of Governors is responsible for ensuring compliance with the Public Sector Equality Duty and Specific Duties as stated above.

The Executive Headteacher is responsible for:

- providing accurate and appropriate information to the Board of Governors and Local Boards to enable them to publish and demonstrate compliance with the Public Sector Equality Duty
- making sure that steps are taken to address the Academy's stated equality objectives
- making sure that equality and access plans are readily available and that the Directors, Governors, staff, learners, parents and guardians know about them through the publication of the Single Equality Plan
- providing regular information for staff and Directors/Governors about progress against stated equality objectives
- making sure that all staff understand their responsibilities under the Public Sector Equality Duty and receive training and support to carry these out as appropriate to their role
- taking appropriate and effective action in cases of alleged discrimination, harassment and victimisation

All staff are responsible for:

- eliminating discrimination and other conduct that is prohibited by the Act
- advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- fostering good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Visitors, including parents and guardians, and contractors are responsible for following the relevant Academy policy.

## **The effect of Academy policy and practice on people who share a relevant protected characteristic**

Although there is a statutory duty to publish information about the effect of organisational policy and practice on service users and employees who share a relevant protected characteristic, we recognise that care must be taken to ensure that any information published cannot be used to identify individuals. In respect of the Freedom of Information Act 2000 and the Data Protection Act 1998, analysis of sensitive information is undertaken by a senior member of staff and in the case of employees by the Academy HR Team and a synopsis passed to the stakeholders.

Information about the effect of organisational policy and practice on *groups* who share a relevant protected characteristic was drawn from the following sources:

- standards attained and progress made by different groups of learners, compared with the standards and progress of all learners internally and nationally
  - standards attained and progress made by different groups, compared with different groups within the school and nationally
  - behaviour, bullying and harassment data
  - exclusions\*
  - persistent absenteeism, attendance data for different groups of learners\*
  - participation in extra-curricular and extended schools activities
  - community engagement and outcomes
  - parental involvement in school life (including attendance at consultation and information evenings)
  - learner and parental questionnaires
  - complaints from learners and parents with different protected characteristics
  - engagement with stakeholder groups
- \*This information was then benchmarked against LA and national statistics (where available)

Information about the effect of organisational policy and practice on *employees* who share a relevant protected characteristic was drawn from the following sources:

- staff profile
- recruitment and retention rates for staff with different protected characteristics
- applications for flexible working and their outcomes for staff with different protected characteristics
- applications for learning and development opportunities and their outcomes for staff with different protected characteristics
- staff appraisal/performance management
- grievances and disciplinary issues for staff with different protected characteristics

## **How the information was analysed**

The information gathered from the sources above is analysed using two key questions:

- does the information indicate that any aspects of current policy and practice have a negative impact on one or more of the dimensions of equality?
- does the information indicate that any aspects of current policy and practice have a positive impact on equality?

This process enables us to identify our most significant equality challenges.

- what the information tells us about the effect of school policy and practice on *service users* who share a relevant protected characteristic
- what the information tells us about the effect of school policy and practice on *employees* who share a relevant protected characteristic

## **Engagement with Stakeholders**

The following stakeholders are engaged at various opportunities, to support equality information gathering, equality analysis and objective setting:

1. Student Leadership Group
2. Parents
3. Human Resources
4. Senior Leaders with relevant areas of responsibility
5. Staff
6. Student Support Managers
7. External Agency's
8. Directors/Governors

The above stakeholders are engaged, at various stages within our monitoring and evaluation schedule, to review progress against our equality objectives:

- Self-Evaluation Process
- School's Development Plans
- Inclusion analysis and reports to SLT
- Termly report to Local Governing Boards on composition of groups and updates on objectivity measures
- Annual report to Directors referencing measures relevant to *employees*

## **Outcomes Arising**

### **Publishing Information and Equality Objectives**

In order to ensure that our equality information and objectives are easily accessible we will:

- publish our single equality scheme (SES) on the Academy website
- raise awareness of the SES through the school newsletter, seminars, staff meetings and other communications
- make every reasonable effort to ensure hard copies are available and in an appropriate format for visually impaired or EAL users where requested.

Our equality information will be updated on an annual basis. Progress against our current equality objectives will be reviewed on a regular basis (please see action planning) and new equality objectives will be published in 2018.

**Penshurst Primary School**  
**Pupil Profile, Analysis and Objectives**

The following summarises the school’s data against the national averages showing the profile of the pupil population in summer 2015. Where available, data has been included for different groups.

**Table 1.1.2: Basic Characteristics by year group**

The table below shows some key indicators for our school broken down by year group. This table includes all pupils listed in the School Census (including the FS1 children registered on internal data), and therefore values presented below may differ from published figures.

<b>Year Group</b>	<b>Number on Roll</b>	<b>% Boy/Girl</b>	<b>% Pupil Premium Grant</b>	<b>% Minority Ethnic Group</b>	<b>% First Language not English</b>	<b>% Special Education Needs</b>	<b>Children Looked After</b>
FS1	61	49.2/50.8	0	0	0	0	0
FS2	60	41.6/58.4	20	5.0	3.3	2	0
1	55	50.9/49.1	23.6	3.6	3.6	7.3	1.8
2	59	52.5/47.5	32.2	3.4	3.4	11.9	1.7
3	58	50.0/50.0	39.6	0	0	17.2	0
4	48	43.8/56.2	35.4	4.2	2.1	20.1	0
5	41	39.0/61.0	36.6	4.9	4.8	17.1	0
6	41	61.0/39.0	43.9	4.9	2.4	19.5	0

Children Looked After is a count of the number of students who have been looked after continuously for six months. (>=183 days) during the year and are aged 5-15. The information is based on the Local Authority return.

**1. Attainment and Progress against national:**

<b>KS2</b>	<b>2013</b>	<b>*NA 2013</b>	<b>2014</b>	<b>*NA 2014</b>	<b>2015</b>	<b>*NA 2015</b>
Reading, Writing and Maths Level 4+	93	75	95	79	88	80
Reading, Writing and Maths Level 5+	30	21	30	24	26	24
Reading, Writing and Maths Level 6	0	0	0	0	0	0
Reading Two Level Progress (expected progress)	100	87	100	91	100	91
<b>KS1</b>	<b>2013</b>	<b>*NA '13</b>	<b>2014</b>	<b>*NA '14</b>	<b>2015</b>	<b>*NA '15</b>
Writing L2+	87	85	88	86	93	88
Writing L2b+	69	67	69	70	81	72
Writing L3	8	15	15	16	19	18
Reading L2+	90	89	90	90	97	90
Reading L2b+	77	79	75	81	83	82
Reading L3	10	29	23	31	24	32
Maths L2+	85	91	94	92	98	93
Maths L2b+	69	78	79	80	85	82
Maths L3	8	23	25	24	24	26
Phonics Y2 retests	38	69	74	66	97	90
Phonics Y1	55	69	78	74	84	77
<b>EYFS</b>	<b>2013</b>	<b>*NA '13</b>	<b>2014</b>	<b>*NA '14</b>	<b>2015</b>	<b>*NA '15</b>
Number of Pupils	58		59		60	
Good Level of Development	47	52	62	60	57	64
Communication and Language	67	72	76	77	70	80
Physical Development	88	83	88	86	90	87
PSED	78	76	85	81	83	84
Literacy	59	61	65	66	63	70
Mathematics	64	66	70	72	67	76

*\*National Average*



2. **Overall and Persistent Absence 2014/15:**

- Overall Absence: 4.0%
  
- Persistent Absence (PA): 1.1%

3. **Exclusions 2014/15:**

- Fixed Exclusions: F.T.E as % of pupil group 0.8%
- % of enrolments with 1 or more F.T.E 0.3%

The school has experienced a slight increase in FTE levels when compared to 2013/14, despite considerable internal specialist provision and partnership working. Analysis shows that pupils FTE are in-year transfer pupils arriving with complex needs. Permanent Exclusion was to protect the safety of staff and students as a result of extensive E-Safety training and awareness raising with pupils and parents.

- Fixed Exclusions: 0
- Permanent Exclusions:1

**Bullying Data Analysis**

Cyber bullying appears to have declined over the last two years. Restorative Practice is used widely to resolve peer disputes and bullying is rare.

Total incidents reported and recorded as bullying for academic year 2015-2016 was 1 in school whereas in previous years this was zero.

## Hessle High School and Sixth Form College Student Profile, Analysis and Objectives

The following summarises the school's data against the national averages showing the student profile from Summer 2015. Where available, data has been included for different groups.

### Table 1.1.2: Basic Characteristics by year group

The table below shows some key indicators for your school broken down by year group. This table includes all students listed in the School Census, and therefore values presented below may differ from published figures.

NC Year Group	Number on Roll	% Boy/Girl	% Pupil Premium Grant	% Minority Ethnic Group	% First Language not English	% Special Education Needs	Children Looked After
7	150	49.3/50.7	32.0	9.3	7.3	15.3	0.7
8	180	50.5/49.5	32.2	4.4	3.9	11.1	0.6
9	242	49.2/50.8	25.2	1.7	0.83	13.6	0.8
10	214	48.8/51.2	20.6	2.3	2.3	15.4	0.5
11	250	55.2/44.8	25.6	2.4	0.8	12.0	0.4
Post-compulsory	189	53.4/46.6	11.6	1.6	0.5	4.7	0

Children Looked After is a count of the number of students who have been looked after continuously for six months. ( $\geq 183$  days) during the year and are aged 5-15. The information is based on the Local Authority return.

#### 4. Attainment and Progress against national:

##### Summary of trends in summative attainment

Measure	Hessle 2015 %	National 2015 %	Hessle 2014 %	National 2014 %	Hessle 2013 %	National 2013 %
5A*/A	14	16	15	15.8		
5A*-C (EM)	66	56	62 *(66)	55.3	58	60
EBacc	33	24	33	30	33	22
3L English	83	69	77	70	68	69
4L English	34	30	29	31	22	30
3L Maths	75	66	77	65	62	70
4L Maths	31	30	28	28	16	32
APS Non-PP English	42.2	40.5	42.2	40.4	41.0	40.5
APS PP English (Gap)	38.8 (-3.4)	34.2 (-6.3)	37.3 (-4.9)	34.1 (-6.3)	35.5 (-5.5)	34.0 (-6.5)
APS Non-PP Maths	41.9	40.6	40.8	40.1	38.8	40.9
APS PP Maths (Gap)	35.5 (-6.4)	32.4 (-8.2)	34.9 (-5.8)	32 (-8.1)	34.7 (-4.1)	33.3 (-7.6)
Progress 8	0.08	0.0				
Progress 8 (Gap)	-0.37	-0.49				

##### Summative progress across a wide range of subjects was evident in 2014

Subject	% 4 Levels of Progress
Chemistry	100
Physics	95
ICT	72
History	60
PE	57
Drama	55
Geography	46

Course	National 2015 %	Hessle 2015 %	Hessle 2014 %	National 2014 %	Hessle 2013 %	National 2013 %
<b>Level 3 (A2)</b>						
A*/A	26	29	23	26	17	26
A*-B	52	65	51	52	43	53
Pass Rate	98	100	100	98	100	98
<b>Vocational</b>						
D*/D	n/a	84	78	n/a	73	n/a
Pass Rate	n/a	100	100	n/a	100	n/a

**5. Overall and Persistent Absence (2014/15):**

- Overall Absence: 5.5% (National 5.2%)
- Persistent Absence (PA): 5.8% (No longer published)

**6. Exclusions (2014/15):**

- Fixed Exclusions: F.T.E as % of pupil group 4.0%
- % of enrolments with 1 or more F.T.E 0.6%
- Permanent Exclusions: two students

**Bullying Data Analysis**

There were a total of 24 recorded bullying incidents during academic year 2014/15. This involved 52 students. In addition there were 201 peer group disputes recorded, the majority of these were classed as low level with only 0.03% classed as high level. As a result of the change in methodology for logging incidents, these are not like for like comparisons.

There were a total of 8 E-safety issues logged over the year. Discriminatory incidents recorded totalled 9 for the year, these were mainly of a racial (8) and homophobic (1) nature.

Changes have been made in the recording of both bullying and discriminatory incidents from September 2014. This includes identifying key staff in dealing with the issues and recording a formal review of the outcome resulting from action taken. In addition analysis of groups data is done on a termly basis.

## Current Objectives to support our Vision and Values 2015-2018

‘Through shared values and support we will inspire children and young people to thrive’

<b>Equality Objective 1</b> - To foster an inclusive community that values diversity and recognises equality amongst its members.		
<b>Outcomes</b>	<b>Measured by</b>	
<ul style="list-style-type: none"> <li>Minority and Vulnerable groups feel safe, valued and able to fully participate in the life of the Academy’s ‘to thrive’</li> <li>Greater awareness within the community of the specific and general needs of learners from minority and vulnerable groups</li> <li>Staff recognise and challenge all types of ‘bullying’ and inappropriate language</li> </ul>	<ul style="list-style-type: none"> <li>Improved attendance, attainment and participation of learners from minority and vulnerable groups both in and out of lesson based activities</li> <li>Staff, parent and learner consultation indicates that policies and procedures to enhance equality and value diversity in our community is successful</li> <li>Decline in reported incidences of racial and SEN bullying</li> </ul>	
<b>Short &amp; Medium Term Activity</b>	<b>Lead Officers - PPS/HHS</b>	<b>Progress Milestones</b>
<ul style="list-style-type: none"> <li>Review anti-bullying policy, tracking and follow up procedures</li> <li>Ensure all policy and guidance used within the community is inclusive and recognises the diverse need of its members</li> <li>School publicity, Staff Induction, handbooks and CPD addresses importance of communicating school values</li> <li>To provide facilities which allows learners from minority faiths to fulfil religious obligations</li> <li>To continue work with consultation groups</li> </ul>	<ul style="list-style-type: none"> <li>Associate Headteacher</li> <li>Associate Headteacher</li> <li>Operations Manager</li> <li>Operations Manager</li> <li>Executive Headteacher</li> <li>Line Managers</li> <li>Assistant Headteacher</li> <li>Head of School</li> <li>All school leaders</li> </ul>	<ul style="list-style-type: none"> <li>Reviewed key policies (including anti-bullying) with due regard to equality guidance</li> <li>All staff, learners, parents and governors have access to Equality Plan, Policies and stakeholder consultation is increased</li> <li>School publicity, handbooks, and codes of conduct reflects diversity and publishes school ethos and values</li> <li>Multi-faiths are practiced and respected according to the need of our community</li> <li>Equality working groups engaged in evaluation</li> </ul>
<b>Longer Term Activity</b>	<b>Lead Officers - PPS/HHS</b>	<b>Progress Milestones</b>
<ul style="list-style-type: none"> <li>To review Personal Development goals – including ‘off timetable’ events, seminars/assemblies and the LIFE curriculum</li> <li>To demonstrate awareness of inclusion and diversity within the primary transition process</li> <li>To continue to improve the monitoring and tracking of minority groups</li> </ul>	<ul style="list-style-type: none"> <li>Theme Coordinator</li> <li>Head of School and LIFE Curriculum Leader</li> <li>Year 6 staff</li> <li>Assistant Headteacher – Inclusion and Student Welfare</li> <li>Associate Headteacher and Raising Standards Leader</li> <li>Assistant Headteacher – Standards and Raising Standards Leader</li> <li>Attendance Officer</li> </ul>	<ul style="list-style-type: none"> <li>PD Review and consultation completed and incorporated into School Development Plans</li> <li>Continuity of good practice and improved awareness between primary and secondary transition</li> <li>Increased staff awareness and ability to meet the diverse needs of our community</li> </ul>

**Equality Objective 2 - To improve engagement of disaffected Pupil Premium learners and those receiving additional support through an EHIC Plan (St)**

Outcomes	Measured by
<ul style="list-style-type: none"> <li>• Improved attainment for PP and St learners</li> <li>• Improved attendance for PP and St learners</li> <li>• Increased participation in the wider school life opportunities</li> <li>• Increased Personalisation of Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Narrowed gap in attainment and progress for PP and St and those who are non PP or non St internally and against national expectations</li> <li>• Reduction in Persistent Absence for PP and St</li> <li>• Reduction in Fixed Term Exclusions for PP &amp; St</li> <li>• Prevention and/or Reduction of NEETs</li> </ul>

Short & Medium Term Activity	Lead Officers - PPS/HHS	Progress Milestones
<ul style="list-style-type: none"> <li>• SENCO to be trained on analysing all SEN data</li> <li>• Regular SLT tracking of PP and SEN attainment, progress, attendance and exclusions</li> <li>• Early identification of disaffected SEN or PP students</li> <li>• Introduction of Numeracy Intervention</li> <li>• Attendance Strategy implemented</li> <li>• Plan a range of new Intervention packages which increases engagement of disaffected PP or St learners, particularly in Summer Term or as a focus of transition</li> <li>• Raise awareness of strategies used to engage PP and St learners in lessons and extra curricular events</li> <li>• Transition event at HHS targets attendance of PP and St students and staff accordingly</li> </ul>	<ul style="list-style-type: none"> <li>• Associate Headteacher</li> <li>• Assistant Head – Standards and Raising Standards Leader</li> <li>• Assistant Headteacher – Inclusion and Assistant SENDCO</li> <li>• Assistant Headteacher</li> <li>• Assistant Headteacher – Standards and Raising Standard Leader</li> <li>• Assistant Headteacher – Inclusion and SENDCO</li> <li>• Attendance Officer</li> <li>• Assistant Headteacher</li> <li>• Head of School</li> <li>• Transition Teams</li> <li>• Assistant Headteacher</li> <li>• Assistant Headteacher - Standards</li> <li>• Assistant Headteacher - Inclusion</li> <li>• Student Support Team</li> <li>• Head of School</li> </ul>	<ul style="list-style-type: none"> <li>• Termly analysis and strategic planning by SENCO</li> <li>• Increased PP and SEN students making four levels progress in English and Maths at HHS and two levels in the core subjects in PPS</li> <li>• Increased participation in Inclusion Intervention and support</li> <li>• Narrow gap of PP and SEN</li> <li>• Reduction in PA for FSM and SA+ students</li> <li>• Reduction of F/T exclusions and sanctions received by target group</li> <li>• Reduction of sanctions required to manage the engagement of PP and St learners</li> <li>• All PP and St students engaged in Transition Event</li> </ul>

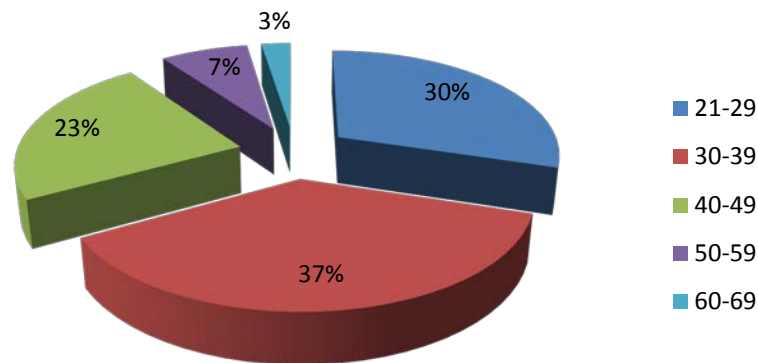
Longer Term Activity	Lead Officers - PPS/HHS	Progress Milestones
<ul style="list-style-type: none"> <li>• Implement Whole School Literacy and Numeracy Policy including bespoke intervention programmes to target underachievement.</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Leaders</li> <li>• Intervention Teams</li> </ul>	<ul style="list-style-type: none"> <li>• Progress gaps narrowed for identified cohorts PP and St</li> </ul>

## Staff Profile , Analysis and Objectives 2014/15

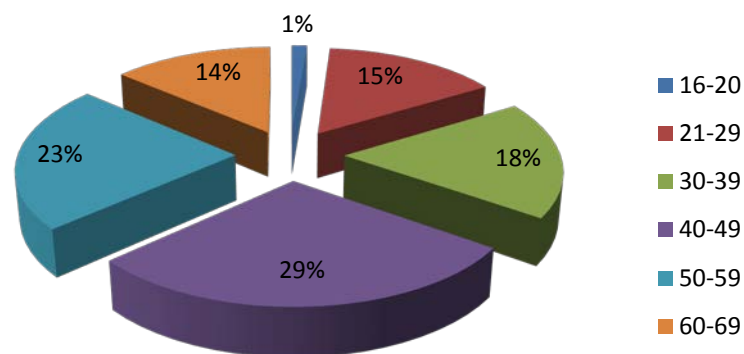
### Workforce Profile

The Academy employs 153 support staff and 121 teaching staff. This report analyses the workforce profile with an explicit focus on equality data. The age profile for teaching and support staff continue to differ slightly. 67% of teaching staff are under the age of 40, compared to 34% of support staff.

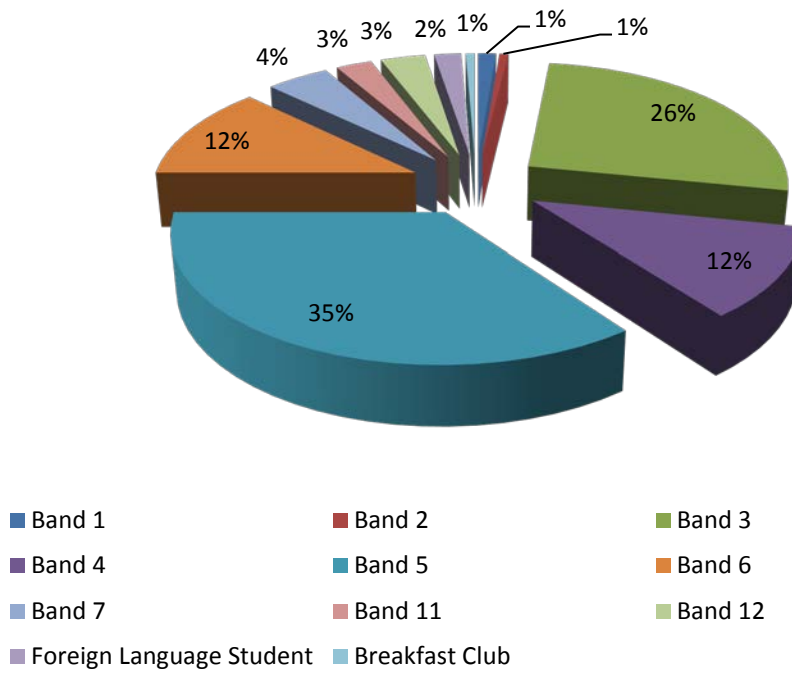
#### Age Profile of Teaching Staff 2014 – 15



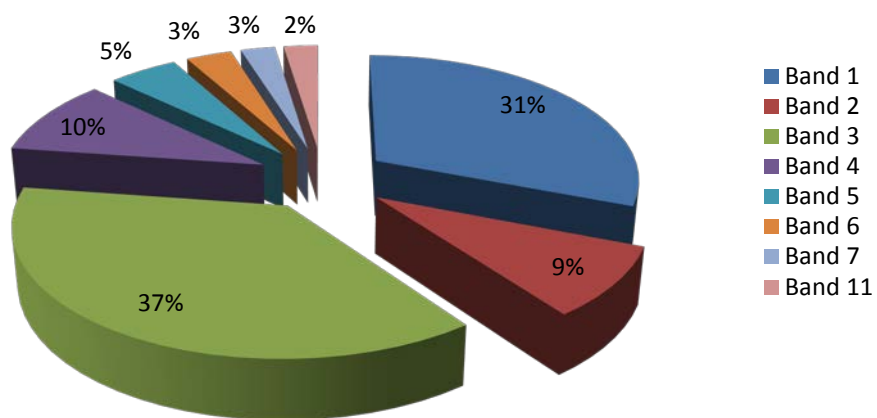
#### Age Profile of Support Staff 2014-15



### Gender Split – Total Support Staff by Pay Band 2014/15

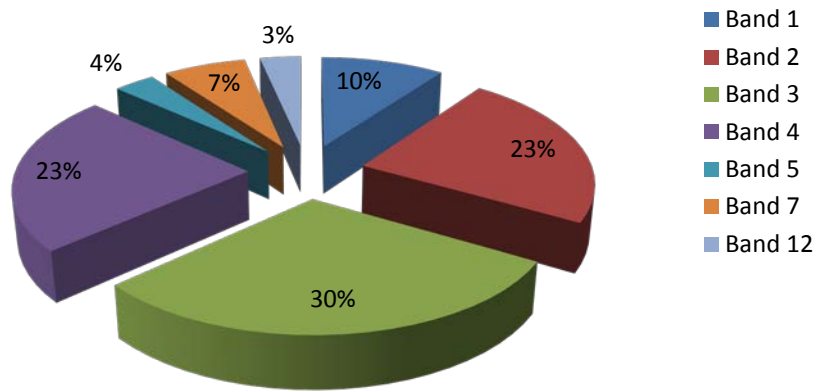


### Gender Split – Female Support Staff by Pay Band 2014/15



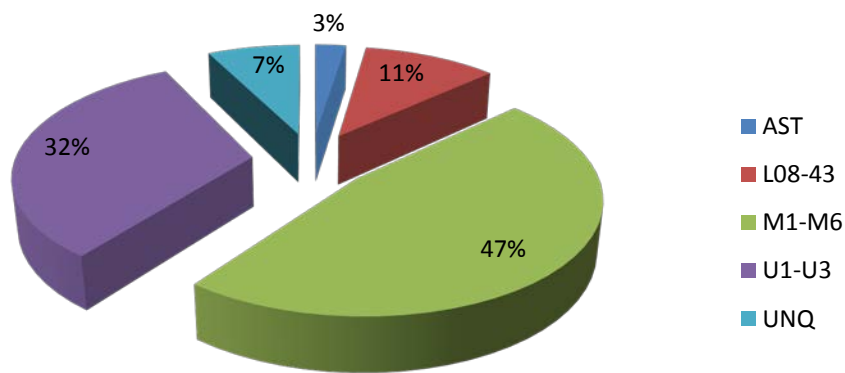


### Gender Split – Male Support Staff by Pay Band 2014/15

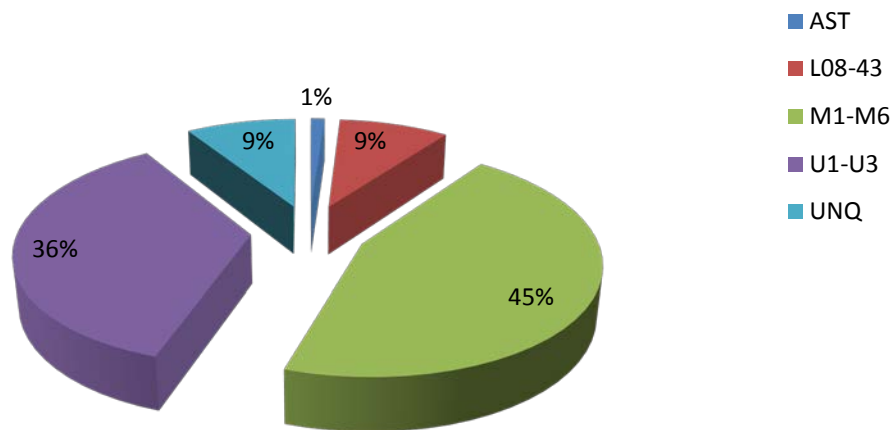


The gender breakdown for Support Staff indicates a continuing trend of greater numbers of female employees (78.8%) representative of national trends. The pay band analysis reflects that a high proportion (89.7%) are on the lower pay bands, though access to promotion through the pay bands is in place. The proportion of males and females on the higher salary band is comparable at 10% and 8% respectively. There are no support staff on the Senior Leadership Team.

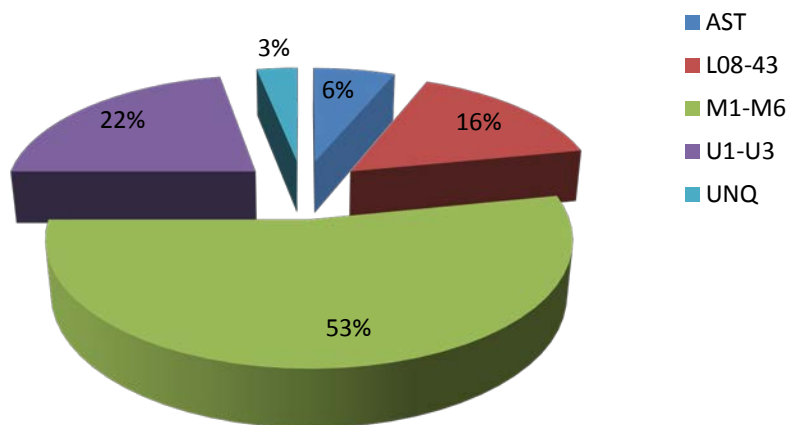
### Gender Split – Total Teaching Staff by Pay Band 2014/15



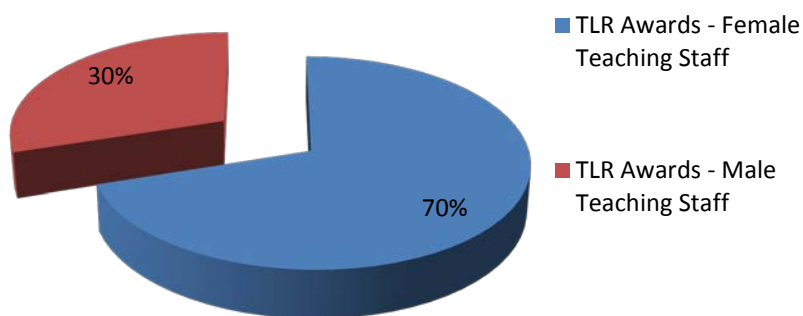
### Gender Split - Teaching Staff Female 2014/15



### Gender Split - Teaching Staff Male 2014/15



### TLR Awards – Teaching Staff 2014-15



A significant proportion (73.5%) of teaching staff are female. Despite this the proportion of male teachers within the primary phase (14%) is higher than national averages and significantly higher than the regional averages. Only 30% of the teaching staff are unqualified, working predominantly in

vocational areas, maintaining the Director’s commitment to highly qualified staff. As a proportion female staff are paid on a higher pay grade than their male counterparts (36% and 22% respectively). However, there remains a significantly lower proportion of female senior leaders (9% compared to 16%). In comparison, females holding a Teaching and Learning Responsibility allowance far exceeds that of male staff. 70% of TLR posts are held by female staff, reflecting the higher proportion of female employees.

### Sickness

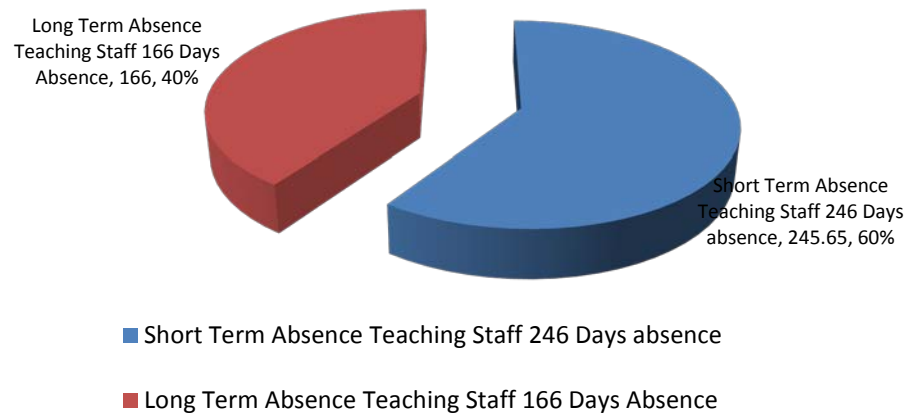
For non-teaching staff, there were 285 days lost last year (academic year 14/15), with an associated cost, based on company average support staff salary of £9/hr of £3.9K. Teaching staff were absent due to sickness for 412 days last year (academic year 14/15), with an associated cost of £21K. Sickness absence cost the organisation £152K in 2013/14 and this decreased to £25K in 2014/15. This cost relates purely to the financial cost of staff absence rather than the impact of absence, such as cover arrangements and progress of learners. However, support staff absence significantly decreased from 138 weeks to 57 weeks between academic year 2013/14 and 2014/15 respectively. Teaching staff absences also drastically decreased in the same time frame from 206 to 82.5 weeks.

In 2013/14, 58% of absence was due to long term sickness absence and 42% was due to short term absence. In 2014/15 the sickness percentage had changed to 6.5% for long term absence and 93.5% for short term absence.

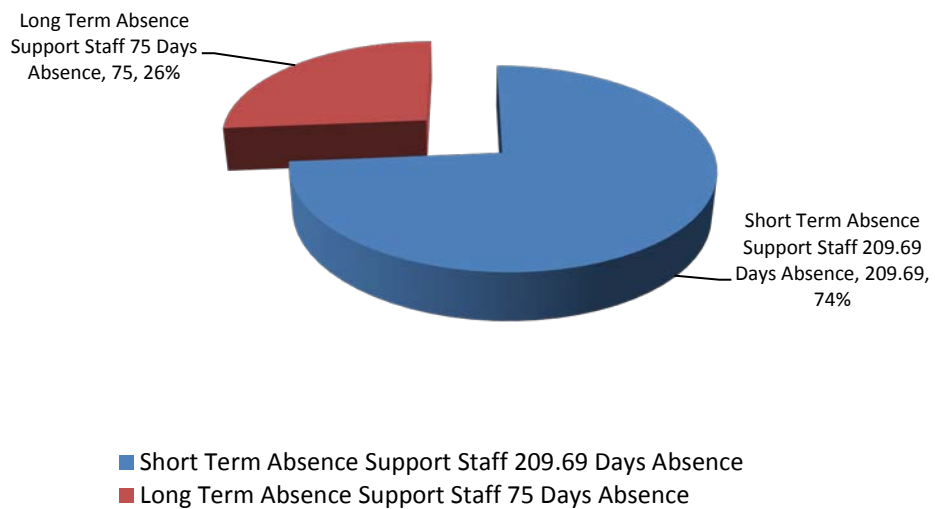
<b>Sickness Days Lost - Teaching/Support Breakdown</b>							
	Long Term -10 days +		Short Term Days		Total Days		Total
	Teaching	Support	Teaching	Support	Teaching	Support	
<b>2012/2013</b>	117	545	352	382	469	927	<b>1396</b>
<b>2013/2014</b>	643	355	388	335	1031	690	<b>1720</b>
<b>2014/15</b>	166	75	246	210	412	285	<b>697</b>

Average Cost of Sick days lost - Teaching/Support Breakdown						
Average	Teaching 12/13	Teaching 13/14	Teaching 14/15	Support 12/13	Support 13/14	Support 14/15
Hourly Rate	£19	£19	£20	£8	£9	£9
Hours per week	31	30	12.75	26	29	7.75
Cost per week	£609	£569	255	£220	£257	£69.75
Number of Weeks	94	206	82.5	185	138	57
Cost of sickness	£57,107.65	£117,278.38	£21037.50	£40,715.49	£35,474.78	£3975.75

### Sickness – Short Term and Long Term for Teaching Staff – 2014/15



### Sickness – Short Term and Long Term for Support Staff 2014/15



## Staff Turnover

For 2014/15, the turnover rate for teaching staff was 15.07% and support staff being 13.37% whilst the previous year 2013/14 the turnover rate was 31% for teaching staff and 29% for support staff. The overall Academy workforce has been more stable in the Academic year 2014/15.

<b>Turnover Summary-Teaching Staff</b>			
<b>Reason</b>	<b>2012/13</b>	<b>2013/2014</b>	<b>2014/15</b>
Resignation	19	21	12
Retirement	3	4	0
Fixed Term End	5	5	7
Temporary Contract End	2	4	N/A
Compulsory Redundancy	0		0
Voluntary Redundancy	0	1	0
End of Apprenticeship	0	0	0
Ill health Retirement	0	1	0
Mutual Agreement	0	1	0
TUPE Transfer	0		0
<b>Total Turnover</b>	<b>29</b>	<b>37</b>	<b>19</b>
<b>Total Employees</b>	<b>127</b>	<b>116</b>	<b>126</b>
<b>Turnover as a % of Workforce</b>	<b>22.83%</b>	<b>31.90%</b>	<b>15.07%</b>

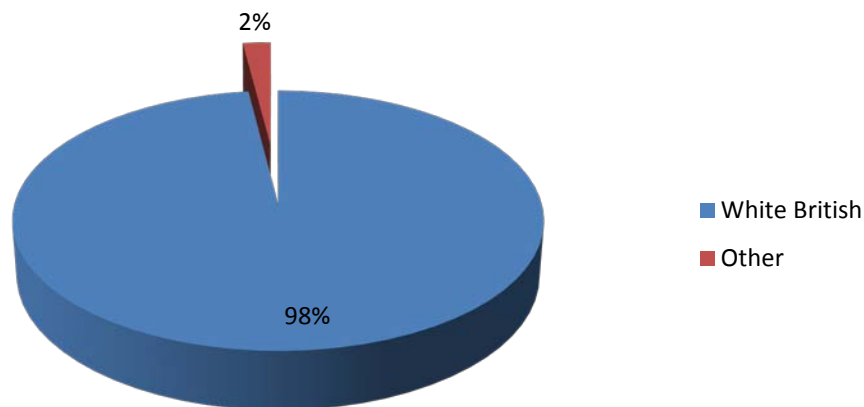
<b>Turnover Summary-Support Staff</b>			
<b>Reason</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>
Resignation	12	18	14
Retirement	1	2	1
Fixed Term End	2	3	4
Temporary Contract End	4	1	0
Compulsory Redundancy	4		0
Voluntary Redundancy	5		0
End of Apprenticeship	1	1	0
Ill health Retirement	0		0
Mutual Agreement			2
TUPE Transfer		18	0
<b>Total Turnover</b>	<b>29</b>	<b>43</b>	<b>21</b>
<b>Total Employees</b>	<b>132</b>	<b>144</b>	<b>157</b>
<b>Turnover as a % of Workforce</b>	<b>21.97%</b>	<b>29.86%</b>	<b>13.37%</b>

<b>Gender Breakdown</b>			
Gender Split Turnover Summary Teaching and Support Staff			
	2012/13	2013/14	2014/15
Male	12	26	9
Female	46	54	31
<b>Total Turnover</b>	<b>58</b>	<b>80</b>	<b>40</b>
<b>Total Employees</b>	<b>343</b>	<b>260</b>	<b>283</b>
<b>Turnover as a % of Workforce</b>	<b>16.91%</b>	<b>30.77%</b>	<b>14.13%</b>

### **Ethnicity Breakdown**

East Riding of Yorkshire statistics (<http://dataobs.eastriding.gov.uk>) illustrate the lack of ethnic diversity within the area. According to the last Ethnicity census conducted by the Local Authority (2011) 96.15 % of the population in the East Riding of Yorkshire were classed as White with only 3.85% being from other cultures. The ethnicity workforce profile for the Academy is significantly less diverse than the local population statistics, 98% are white British.

### **Total Staff - % Ethnicity Breakdown**



The Academy currently employs a predominantly white British workforce, with limited ethnic diversity apparent in accordance with the population it serves.

The Academy has limited ethnic diversity, as does the population it serves.

### **Flexible Working**

Flexible working opportunities are supported when possible through the School's Policy, however, options can be fairly limited within the school due to the requirement for staff to work within the school day. There are various working patterns available (e.g. term-time, term-time plus additional days, full-time, part-time). Requests for flexible working, changing working patterns / hours and leave are dealt with fairly and equitably, with the Executive Headteacher and Academy HR Manager monitoring requests and outcomes and preparing representations to the Board of Governors. Staff on long-term sick are supported back to work with phased returns and there are types of other leave available (such as special leave).

### **Continuing Professional Development**

Continuing Professional Development is encouraged within the Academy and whilst requests are dealt with fairly and consistently through the appraisal cycle, there are different packages of training for teaching and support staff. Continuing professional development packages for teachers range from SCITT, Schools Direct, ITT and NQT support through to leadership development, providing staff with opportunities to undertake peer support and outreach work. Continuing professional development opportunities for support staff vary according to need, as highlighted in Appraisal cycles. They span IT training, specialist training (such as diplomas in specific topics) and management development. Governors also have access to specialist training and periodicals to support their work as key leaders within the Academy success. All staff undertake an Appraisal-on an annual basis.

### **Grievances and Disciplinary Issues**

The Academy HR Manager has responsibility for logging and reviewing employee relations cases within the Academy.

### **Policies and Procedures**

The Academy has over 100 policies and procedures, with the majority having the potential to impact on protected characteristics. The Academy does not undertake impact assessments currently and this is one of the activities that the Academy is reviewing in terms of future improvements. The Academy enjoys positive relationships with all recognised trade unions representatives. Trade Union consultation forums are held as appropriate to review policies and practices, reflecting on impact. The forum will review and feedback on new or revised policies and procedures, with a view to ensuring an equality impact assessment has been undertaken. Potential affects can then be monitored and reviewed by this forum, which is chaired by the Academy HR Manager and attended by various recognised trade union representatives for teaching and support staff as appropriate.

**Equality Objective 3** - Improve workforce data and ensure there are appropriate mechanisms within the Academy for monitoring and reviewing equality workforce data, developing a good understanding of equality issues, ensuring there is a culture of understanding and accountability.

<b>Outcomes</b>			<b>Measured by</b>		
<ul style="list-style-type: none"> <li>• The Academy understands its workforce profile</li> <li>• Decisions can be made to improve circumstances where a policy/procedure/practice may have a negative impact on one or more dimensions of equality</li> <li>• Changes can be implemented, monitored and evaluated to reduce or remove inequalities and barriers that may exist</li> </ul>			<ul style="list-style-type: none"> <li>• Workforce data is on the agenda for SLT, director and trade union representative meetings (eg performance meetings, director updates, trade union partnership forum)</li> <li>• Impact assessments will be recorded and monitored</li> <li>• Any changes will be monitored and evaluated.</li> </ul>		
<b>Short &amp; Medium Term Activity</b>		<b>Lead Officers</b>		<b>Progress Milestones</b>	
<ul style="list-style-type: none"> <li>• Review recruitment processes and documentation (e.g. equality monitoring form)</li> <li>• Develop an Equality Impact Assessment form for policies and procedures and organisational changes</li> <li>• Review systems and processes to ensure appropriate equality workforce information is captured, monitored and reviewed (e.g. training records)</li> </ul>		<ul style="list-style-type: none"> <li>• Operations Manager</li> <li>• HR Support Advisor</li> </ul>		<ul style="list-style-type: none"> <li>• Implement a revised process with revised documentation</li> <li>• Implement EIA form and ensure training is in place for staff to enable appropriate completion, monitoring, evaluation and review.</li> <li>• HR systems and processes are reviewed throughout the employment cycle to ensure they are fit for purpose and fit new systems</li> <li>• Agree appropriate forums for sharing of workforce data, trend analysis, etc.</li> </ul>	
<b>Longer Term Activity</b>		<b>Lead Officers</b>		<b>Progress Milestones</b>	
<ul style="list-style-type: none"> <li>• Ensure equality and diversity training is available and mandatory for all staff</li> <li>• Deliver in-house training for managers and staff on employment policies and procedures, including equality and diversity (e.g. recruitment, disciplinaries, managing sickness absence, capability, bullying and harassment)</li> <li>• Review employment related policies and procedures to ensure they align with current legislation, best practice and are fit for purpose.</li> </ul>		<ul style="list-style-type: none"> <li>• Executive Headteacher</li> <li>• Operations Manager</li> <li>• HR Support Advisor</li> <li>• Board of Governors</li> </ul>		<ul style="list-style-type: none"> <li>• Review current training and look at alternative options</li> <li>• Source appropriate training, implement, monitor and evaluate.</li> <li>• Package of training which is mandatory for managers and staff.</li> <li>• Agree priorities and stagger the review of HR policies and procedures, establishing a policy sub-group to ensure trade union colleagues and staff are involved in their review.</li> </ul>	

**Policy Development, Implementation and Review: Equality Analysis**

When developing, implementing or reviewing any policy, procedure or practice the following questions will be considered in order to analyse the impact on equality:



- Could or does this policy, procedure or practice have a negative impact on one or more of the dimensions of equality – namely, could it increase inequalities that already exist? If so, how can we change or modify it, or minimise its impact, or justify it? (Direct discrimination is illegal and cannot be justified).
- Could or does this policy, procedure or practice have the potential to have a positive impact on equality, by reducing and removing inequalities and barriers that already exist? If so, how can we maximise the potential?