

**Equality Numbers in School**

**Developing the Plan**

Discovery Academy used the following process to assist them in identifying some of the barriers to their pupils in accessing education provision.

**Stage 1: Understanding Our Academy Community – Students**

What is the Academy profile?

- How many children are on roll at the Academy?
- What information on pupils is collected by protected characteristics?

**1090**

Using Academy data the following information was available:

Ethnicity and Asylum Status Categories							
WBRI White British	952	MWBC White & Black Caribbean	18	BAFR Black African	13	BOTH Any Other Black Background	6
BCAB Black Caribbean	1	MWAS White & Asian	10	APKN Pakistani	17	NOTB Info Not Obtained	2
WOTH Any other white background	33	MWBA White & Black African	4	ABAN Bangladeshi	6	CHIN Chinese	0
WIRI White & Irish	0	MOTH Any Other Mixed Background	11	AOTH Any other Asian background	0	OOTH Any Other Ethnic Group	12
WROM Gypsy/Roma	4	AIND Indian	1				

Disability Categories		
Not Collected		Needs Medication 78
No disability		Problems with ASD / Aspergers 3
Problems with Sensory & Physical & Mobility	8	Problems with Communication 12

Special Educational Needs (SEN)	Percentage (%)	Actual No.	Religion & Belief					
No Specified Special Educational Need	83.9%	914	Anglican	0	Church of England	0	Sikh	1
All SEN	16.3%	178	Baptist	0	Hindu	0	No Religion	577
SEN Need	13.4%	146	Buddhist	0	Jewish	0	Other Religion	21
			Catholic	0	Methodist	0	Unknown	5
Statement	2.9%	32	Christian	386	Muslim	31		

Gender	
Girls	545
Boys	545

## Equality Objectives

**By July 2018 90% of students report that the Academy is fully inclusive and promotes equality and diversity successfully as evidenced in the student end of year survey with a particular focus on LGBT+ students.**

- Ensure representation on the student council is reflective of the Academy's cohort
- Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the Academy's diversity in terms of race, gender and disability – complete an audit of this in term 2.
- Ensure that qualifications meet the needs of boys and girls.
- Provide activities that allow students to explore gender stereotyping in careers
- Enrol on the Best Practice Programme with educate and Celebrate
- Ensure HBT bullying and language is recorded and monitored
- Distribute LGBT people and themes to all staff for their teaching resources and QA where this is being taught.
- Implement whole staff training on LGBT+
- Develop the Pride Youth Network group to support changes with school which support equality and diversity
  - Displays
  - Web pages
  - Library Books
  - Corridors
- Conduct assemblies about Equality and Diversity and involve the Equalities group in this.
- Publish and promote the Equality Plan through the Academy website, newsletter and staff meetings.

**To develop a well-being programme to support the mental health and well-being of all staff and students so that bullying and self-harm incidents are reduced from last academic year by 25%.**

- (See Well-Being plan)
- Create a positive school culture and climate and a school-wide approach through:
  - Creating a safe-person for all students
  - PSHE
  - SOW
  - Staff consistency in tackling derogatory language
  - Displays
  - Events
- Implement the anti-bullying development plan which includes aspects of leadership, bullying incidents, training and policy
- Review the 'reporting bullying system' and implement so all staff and students are clear on what to do for each case of reported bullying
- Review the Anti-bullying policy and reissue to students/ staff and parents.

These objectives have been chosen in line with our Academy development plan and the needs shown from our Safeguarding records of concern and from our Academy student voice.