

Olive Academies Public Sector Equalities Duty and Equality Objectives Review November 2023

Purpose of this document

This document gives a high-level explanation of the Public Sector Equalities Duty; our equalities objectives; how this relates to our trust vision, context and strategic plan. It then reports on progress towards our current equalities objectives, the next steps we will take and where these feature in our trust strategic plan.

Our current equalities objectives

Objective 1	Understand and evaluate attainment data with regard to race, gender and disability.
Objective 2	Reduce/eliminate prejudice-related bullying.
Objective 3	Narrow gaps in attendance rates between boys and girls
Objective 4	Undertake an analysis of recruitment data and trends with regard to race, gender and disability, report on this to the Education Performance and Standards Committee and agree staged actions to address any gaps identified.

The Public Sector Equalities Duty and our trust's vision

The Equality Act 2010 requires all public organisation, including schools and trusts to comply with the Public Sector Equality Duty which has 3 broad aims:

1. Eliminate discrimination and other prohibited conduct.
2. Advance equality of opportunity between people who share a protected characteristic and those who don't.
3. Foster good relations between people who share a protected characteristic and those who don't.

The Public Sector Duty also ensures that we continue to tackle issues of disadvantage and underachievement of different groups by breaking down barriers to learning and increasing life choices for all our pupils which underpin our vision and trust priorities.

At Olive Academies, we believe that every child and young person has the ability and the right to learn and achieve. We recognise that many of the children and young people we work with arrive at our alternative provision academies as reluctant learners. Our mission is to provide our pupils with creative, nurturing and inspiring opportunities which re-engage them in learning and transform their lives. This is reflected in our values, our strategic priorities and our academy improvement strategy. As a trust, we aim to support all of our academies to provide the best possible outcomes for our pupils and the trust's academy improvement strategy seeks to achieve this.

The trust recognises that there is much to celebrate in every academy and looks to develop academies that are diverse and that reflect the communities they serve; individuality and creativity are celebrated. Our values of conviction, determination, ambition and reflection apply to all stakeholders and underpin how we approach all our activities. We believe that all pupils and all staff have the capacity to reach their potential; that we should be determined to support all pupils and staff on their journey to success.

Our academies are situated in four different local authorities (Cambridgeshire, London Borough of Havering, Suffolk and Thurrock) and we are aware that our pupils and their families and staff may have experienced disadvantage, discrimination and/ or prejudice. We provide a positive environment where all members of our community are valued, irrespective of: sex, race, disability, age, religion or belief, gender reassignment, sexual orientation; pregnancy or maternity; marriage and civil partnership.

Our pupils have struggled to succeed in mainstream education for a variety of reasons and have experienced adverse childhood experiences and trauma. In addition, the majority of our pupils have an identified SEND and many are eligible for the pupil premium.

Our provision is designed to maximise outcomes for all our pupils and the development of this is built into our trust strategic plan and review processes. The heart of our approach is providing a 'universal offer' of high-quality teaching that meet the needs of the pupils whilst discovering and nurturing their talents and aspirations as they prepare for the next stage of their education whether that be in a mainstream setting, a post-16 provider or in some cases a specialist setting.

Progress towards our equalities objectives

Objective 1: Understand and evaluate attainment data with regard to race, gender and disability.

Summary of actions:

- Each academy's curriculum planned designed to meet a range of needs and adapted to meet the needs of the changing cohort.
- The development of the wider curriculum offer in each academy reflects the context of the academy and the needs of the cohort.
- Curriculum development in each academy reflects the increased number of girls on roll.
- Partnerships with other providers in the local context adds to the diverse and bespoke curriculum offer.
- Specific interventions to meet individual needs is embedded in OA culture; there is a bespoke curriculum and small classes and 1:1 support.

Progress towards objective:

- Each year c.70% of pupils in the trust identify as White British. The number of girls as a % of the total number of pupils on roll increased by 10% to 30% in 2022-23.
- It is difficult to get meaningful trends when analysing the year 11 outcome data which varies from year to year because of the changing cohorts, the small data set, and the significance of the individual especially when consider grade 4+ at GCSE.
- There is no up to date AP national benchmarking data.

Next steps:

- Further develop the internal academy and trust overview of pupil performance data to enable further analysis at a granular level to compare year on year to see if there are patterns in underachievement.
- Academies to work with families on improving data collection of equalities data captured on admission to an academy.
- Consider it would be more useful to frame the objective in a different way, for example to compare attainment with other data e.g. suspensions and attendance.

Objective 2: Reduce/eliminate prejudice-related bullying.

Summary of actions:

Termly/Annual Actions

- Audits - internal and external safeguarding audits consider substantiated and unsubstantiated bullying incidents.
- Reviews - monitoring and evaluation activities e.g. Health Checks by an external standards consultant include diverse student panels to provide equal opportunities when giving feedback on topics such as bullying.
- Reporting and recording on CPOMS accounts has been developed to feed into an overarching system, called CPOMS Spotlight in 2023-2024. This will be used to report on high-level safeguarding trends including bullying.
- Trips and visits within the curriculum offer.
- Regular staff CPD e.g. SEND development is a trust priority.

Daily/Weekly Actions

- Reflect, Restore and Acknowledge provides an opportunity to reduce prejudice related bullying by promoting the Trust values 'To be respectful' by communicating with respect and respecting the community.
- Restorative Justice is an example of a targeted intervention used within academies to reduce and eliminate incidents by developing students understanding and knowledge of others.
- The RSE curriculum teaches respectful relationships, and friendships. Including bullying, child on child abuse, sexual violence and harassment.
- The PSHE curriculum celebrates differences. It teaches protected characteristics, the Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, peer on peer abuse, bullying in the workplace, direct and indirect discrimination, harassment, victimisation, prejudice, discrimination and stereotyping.
- Safety plans to reduce harmful child on child activity including bullying incidents are in place. They include a breakdown of specified students to support teaching and learning and pastoral support on a daily basis.

Progress towards objective:

- The number of bullying incidents recorded on CPOMS in each academy varies during the year. Overall, it is relatively low and some aspects are minimal. There are sometimes increases when new pupils are admitted to an academy and over the year the number of incidents reduces further as pupils are influenced by the 'Olive Way'.
- In all external QA including 6 Ofsted inspections all pupils have said that if bullying does occur it is dealt with swiftly and appropriately.

Next steps:

- Consider enhancing the reporting format to the Academy Advisory Board to allow for a more detailed breakdown of bullying.
- Trust Safeguarding Lead to raise the profile of CPOMS data to take into consideration race, religion and disability when analysing trends and patterns with safeguarding teams.
- Discuss with the DSL network opportunities to further reduce or eliminate prejudice related bullying.

Objective 3: Narrow gaps in attendance rates between boys and girls.

Summary of actions:

Leadership and management:

- Weekly Attendance Meetings with Trust Attendance Lead and senior leadership attendance leads in each academy to discuss actions to improve individual pupil's attendance.
- Boys and Girls attendance data is analysed each half-term by Trust Attendance Lead, Executive Head and Heads of Academy.
- More focused support is deployed by the trust if required.
- Boys and Girls attendance data is reported to the Academy Advisory Board each half-term.

Curriculum development and interventions – some examples to encourage higher attendance amongst girls:

- In reach year 11 girls' group - focusing on careers and art to improve self-efficacy. Attendance on the day in Olive improved, as did the pupils' self-efficacy and ability to feel hopeful about the future. All the girls' attendance improved at their mainstream school and all girls attended their GCSE exams, which their mainstream setting did not think would happen.
- Concerns over a number of girls in the same year group which were addressed with the following interventions: daily morning catch ups where they saw the physical evidence of their percentage going up each day they were in; certain lessons in their week changed to group counselling sessions, based around empowering young females; celebration of every success within the academy with announcements and rewards; collaborated with parents 2, sometimes 3 times each week.
- A group of year 11 girls were refusing to attend outdoor learning sessions and did not come into school. We arranged a bespoke day that included 1-2-1 lessons alongside additional English and Maths. Attendance improved after this.
- Changing the PE and Sport curriculum offer in several academies to include subjects requested by girls swimming and gymnastics.
- Vocational curriculum changes were made in 2022-23 in Cambridge, Nene Valley and Thurrock, these were adapted for girls to encourage engagement and attendance.
- Curriculum changes have been made to improve girls' and boys' attendance across the trust.

Progress towards objective:

- Girls' attendance increased by 1.3% from 2021-22 to 2022-23. The current level of girls' attendance is 60%.
- Girls' attendance is consistently below that of boys and as the number of girls has increased the gap has widened. The gap is currently decreasing and has reduced by 4.4% since September.

Next steps:

- Further investigation of the girls as a cohort – are there specific characteristics including SEND needs that maybe a feature of those girls whose attendance is low.
- Further develop each academy's Weekly Attendance Report to incorporate girls' and boys' overall attendance.
- Trust Attendance Lead to make sure these figures have a high profile in the weekly attendance meetings with academy attendance leads.

Objective 4: Undertake an analysis of recruitment data and trends with regard to race, gender and disability, report on this to the Education Performance and Standards Committee and agree staged actions to address any gaps identified.

Summary of actions:

- Equalities monitoring form -the trust utilises an equalities monitoring form to capture the above information in a new starter pack that includes their letter of appointment and employment contract. This document has recently been updated to capture more specific data e.g. gender pronouns and identity.
- Equalities Information and Objectives – a detailed policy of the trust's commitment to equalities and how this will be fulfilled.

Progress towards objective:

- Up to date data collated by HR Coordinators is in place on the MIS Arbor.
- Some analysis of this data has taken place which shows that:
 - The ethnicity of employees broadly reflects the pupil cohort – 70% White British
 - There is a significant difference in the number of male and female employees.
 - The range of the age profile of employees is from 21-65 and fairly evenly distributed either side of the median group 41-45.

Next steps:

- Work on how to collate disability data and record it on Arbor is currently in progress.
- The equalities statement and objectives document is currently under review for current staff only. At present, this document is available to staff and externally. Due to the level of detail on this document, this should only be made available to current staff
- To introduce a summarised version of the equalities information and objectives document called the 'Equalities statement' that is external facing only.
- To include reference to the Trust's equality statement in the new starter induction process.

Conclusion

Making progress towards achieving our equalities objectives is part of our core work and in line with our vision that all pupils are able to learn and achieve. Therefore, all the objectives are on going and we will continue to implement the next steps identified in this report.

The equalities, diversity and inclusion (EDI) agenda has moved forward over recent years and as a trust we have reflected on this. As a result of this we are going to commission an EDI specialist to complete an EDI audit and action plan. This action plan will form the basis of our objectives for the coming 2-3 years as we look to meet our wider EDI commitments. The audit will be holistic and comprehensive review of OA, it will cover:

- a. Our use and analysis of Trust wide data
- b. Policies and Procedures
- c. Our CPD offer and how it supports EDI

- d. Governance and decision making
- e. Brand, culture and the academy environments

The plan is designed to ensure that as many aspects of the Olive Academies' operations are being reviewed as possible, whilst ensuring the report and its associated education/implementation can practically be embedded into the workplans of colleagues across the organisation.

Olive Academies
Nov 2023