



The Pingle Academy

PUBLIC SECTOR EQUALITY DUTY (PSED) REPORT

Author:	Principal
Approval needed by:	LGB
Consultation required	Governance and Compliance Officer consulted 5 March 2021
Adopted (date):	10 March 2021
Date of next review:	March 2022

Introduction

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED). The General Equality Duty requires our academy to have due regard to the need to:-

- **Eliminate discrimination** harassment and victimisation and any other conduct that is prohibited 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.

The Pingle Academy is part of The de Ferrers Trust. Each academy within the trust follows the trust's overarching Equality Policy however, the trust recognises that each academy often has its own challenges in terms of equality and to better perform the General Equality Duty, each academy has set a number of equality objectives pertinent to the context of their school and the community they serve.

Equality objectives are set every 4 years and progress against them is formally reviewed on an annual basis. This report details the outcome of each review.

Academy Background

The academy is situated in an urban, ex-mining community and caters for students aged 11-18. There are pockets of deprivation and some not insignificant social and mental health problems. Students are drawn mainly from Swadlincote, Church Gresley, Castle Gresley and Linton, but the popularity of the academy means that an increasing number of students are also joining us from Woodville and Newhall. Social mobility in our area is amongst the worst in England. South Derbyshire ranks 311th out of 324 areas. We work hard to address low expectations and aspirations, which have been endemic for generations from 0 to adulthood. There has been much regeneration, which has attracted new families to the area, with a variety of backgrounds. Many of the schools and academies, which feed the academy have been less than good and in every year group, prior attainment is well below the national average. Despite this, we have created a culture of improved aspiration. South Derbyshire District Council and DANCOP (Derbyshire and Nottinghamshire Collaborative Outreach Programme) work closely with us to provide opportunities and funding to support us. We aim to build student resilience. Students know that they must strive and they know we believe they can do it. Improved knowledge and skills have led to improved outcomes.

We are inclusive, with some students gaining Oxbridge entrance and others at pre KS1 standards. The percentage of students with an EHCP across the academy is over three times the national average at 4.7% (national average 1.6%, 3% in England DfE, July 2020) and our mission statement, "a place for everyone", indicates that we have a disproportionate number of students with additional needs (over a third of the new intake of 282 for September 2019). Obviously, this directly affects our attainment figures, but we put the interests of each individual student first. Attendance has improved this year due to the strong and determined actions we have taken. An onsite Alternative Provision has been set up for September 2019 which, along with our Student Support Centre, ensures that there is a safe and well planned pathway for each student.

We have a small but increasing number of EAL students (43 – February 2021) and a growing number of non white British students (6.06% minority ethnic). We have three Enhanced Resource Provisions for students with autism and moderate and significant learning difficulties and disabilities. From September 2018 we have operated our own system of Early Help and this has now been rolled out as a successful service to

local Primary schools. We have increased our level of mental health support for students through the training of 13 mental health first aiders and we are recognised as leaders in this field in the area. Our transition work is a great strength.

Progress 8 improved from -0.82 in 2017 to -0.19 in 2018 and has risen to 0.08 in 2019. In 2020, our Progress 8 was -0.01 (based on CAGs). Outcomes in 2018 led to us becoming the most improved school in Derbyshire. We were top out of 59 Derbyshire schools for progress at KS5 and this was in the top 3.8% of schools nationally for progress at KS5. The 3 year T score for ALPs is 3 (outstanding). In 2021, Year 13 ALPs = 2 (CAGs).

Objectives

The following Equality Objectives were set for the period 2020-2024

- To ensure equality of opportunity for all students through the admissions policy.
- To ensure equality of opportunity for all staff through the recruitment process.
- To monitor and promote the involvement of all groups of students in the extra-curricular life of the academy, including leadership opportunities, especially students with special educational needs.
- To close gaps in attainment and achievement between students and all groups of students; especially boys and girls, students eligible for free-school meals/disadvantaged students with special educational needs and disabilities, looked after children, students from different heritage groups and students whose first language is not English.
- To reduce the incidence of the use of homophobic, sexist and racist language by students in the academy.

These objectives are reviewed annually and progress reported below.

Review

The trust's Equality Policy covers a number of actions that the trust and each of its academies takes on a regular basis to comply with its Public Sector Equality Duty, to eliminate discrimination, advance equality of opportunity and foster good relations. The review below covers the objectives that we have set to further comply with this duty.

Equality Objective 1 (Advance equality of opportunity) Date of review - January 2021

To ensure equality of opportunity for all students through the admissions policy.

Aim	Why	How	Evidence/outcomes
To review and update the admissions policy to ensure quality of opportunity for all.	The social/economic profile of our catchment area is changing and we are keen to ensure that all students have equal access to admission.	<ul style="list-style-type: none"> • To ensure all students have equality in terms of admissions. • Ensure parents/carers/community are consulted over draft admissions policy. • Make reasonable adjustments for potential students with protected characteristics. 	<ul style="list-style-type: none"> • See admissions policy. • Appeals data. • Accessibility policy.

Equality Objective 2 (To eliminate discrimination and advance equality of opportunity) Date of review - January 2021

To ensure equality of opportunity for all staff through the recruitment process.

Aim	Why	How	Evidence
To eliminate discrimination.	As an academy our core values are centered around inclusion for all and therefore we want to ensure equality of opportunity for staff.	<ul style="list-style-type: none"> • To ensure that policy and practice relating to the recruitment, retention and training is inclusive of the diverse needs of applicants and staff (to include volunteers). • Ensure accurate data collection and analysis. • Monitoring of Equality information relating to staff. • Make reasonable adjustments for all protected characteristics where practically possible. • Staff awareness of Equality objectives and PSED. 	<ul style="list-style-type: none"> • Equality policy reviewed yearly on academy website. • Staff bulletin. • HR data/SR data – analysis of staff applications /appointment forms. • Appraisal/PM reports to Governors. • Exit interviews. • See accessibility policy/plan. • Flexible working policy and applications

		<ul style="list-style-type: none"> To use annual appraisal/performance management for all staff to identify areas for staff development opportunities. 	
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Equality Objective 3 (To eliminate discrimination, advance equality of opportunity and foster good relations)

Date of review - January 2021

To monitor and promote the involvement of all groups of students in the extra-curricular life of the academy, including leadership opportunities, especially students with special educational needs.

Aim	Why	How	Evidence
<p>To ensure all students access wider experiences to develop their life chances, personal development and cultural capital, and to ensure they are active members of society.</p>	<p>We have been endeavouring to raise the aspirations of all students since our last inspection and need to be satisfied that all students, particularly certain groups, participate widely.</p>	<ul style="list-style-type: none"> To provide a wide and rich range of opportunities for all students. To review and update student leadership opportunities to include local need. To use DANCOP to ensure students have a range of wider participation experience. To set up data system to track participation. Form tutors identify and support students whose participation needs to be increased. Make adaptations and offer support for SEND students. Use Life Skills programme to enable SEND students to access community. JG to explicitly identify and signpost to LSL/LHA opportunities for SEND students. 	<ul style="list-style-type: none"> Attendance at extra-curricular and lunch time opportunities. Introduction of student mental health group, LGBTQ group and Diana award training for anti-bullying group. Participation data. EVOLVE. Form time clubs data. Accessibility policy/plan. Audit of academy building and action/recommendations. Student/parent surveys. Pupil Premium review.

		<ul style="list-style-type: none"> • Remote careers interviews with Year 11 and disadvantaged. • SEND/LSB students represented in student voice and academy prefect system. • To make the academy buildings and the other areas as accessible as possible given the context. • To use PP funding to support access for all groups. 	
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Equality Objective 4 (To advance equality of opportunity) Date of review - January 2021

To close gaps in attainment and achievement between students and all groups of students; especially boys and girls, students eligible for free-school meals/disadvantaged students with special educational needs and disabilities, looked after children, students from different heritage groups and students whose first language is not English.

Aim	Why	How	Evidence
To provide quality first teaching for all students and appropriate and timely intervention for groups who are not making at least expected progress.	Our attainment data (2019-GCSE) indicates that although the academy continues to close the gap for students there is still need for continued focus for certain groups of students.	<ul style="list-style-type: none"> • Student data shared with all staff – highlighting groups where progress not on target. • All teachers are aware of vulnerable students and regularly directed to Edukey, INSET, staff briefing and bulletins. • Wave 2/3 intervention targeted at KS3 PP and K groups. • Wave 3 intervention includes Year 10 PP and K students. • Academy based plans for K students and Year 11 PP 	<ul style="list-style-type: none"> • Data available – see KPI/FPMs 2020 GCSE results CAGs 2020). • SEND analysis. • Briefing/CPD records. • Summary of YPMs. • APP 2019-20. • LGB minutes. • Early Help information. • Pupil Premium report. • FPM records. • Accessibility policy. • Pupil Premium plan. • Catch-up funding plan.

		<p>as appropriate.</p> <ul style="list-style-type: none">• YPMs and FPMs highlight progress of groups of students and review interventions at least 3 times per year.• SEND Hub to provide support and intervention for all Year 11 K and EHCP students.• AP to support needs of most vulnerable Year 11/10.• Provision maps and academy plans produced and review through ADP/ LGB.• Behaviour meetings to promote inclusion and flexibility in behaviour policy to support groups.• Pupil Premium report identifies academic support for groups.• Early identification of groups and graduated response/individual plans in place.• SEND Hub homework club for disadvantaged groups at lunchtime and after the academy day – staffed by specialist staff.• Student support centre to vulnerable groups.• Use of Pupil Premium to target disadvantaged students.• Use of catch-up funding.	
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		<ul style="list-style-type: none"> EAL intervention. 	
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Equality Objective 5 (To eliminate discrimination and foster good relations) Date of review - January 2021

To reduce the incidence of the use of homophobic, sexist and racist language by students in the academy.

Aim	Why	How	Evidence
<p>To promote positive attitudes towards alternative lifestyles and those of different faiths, cultures, beliefs, nationalities and LGBTQ+.</p>	<p>As an academy we are finding that more students are identifying in non-binary gender roles. We want to ensure that all students regardless of sexual/gender orientation feel safe and that all students appreciate sexual/gender orientation differences.</p> <p>The academy experiences a small number of infrequent racist/prejudice related incidents which are closely monitored and recorded and sometimes staff report hearing inappropriate language in student areas and the playground. We want to challenge this type of language to ensure students understand the implication of it and can make better choices.</p>	<ul style="list-style-type: none"> British Values further developed through classroom, PSHE and assemblies. The academy has set up a student led LGBTQ+ group. Staff training. Specific assemblies on the importance of mental health ambassador group. Focused work on student anti-bullying. Ambassadors trained – Diana Award. Updates/bulletins on how to challenge prejudice to staff. Fast response and cases escalated to LT level. Promotion of LGBTQ+ issues in the curriculum. Ongoing support for transitioning students. LGBTQ+ policy. 	<ul style="list-style-type: none"> 2015 Ofsted report. 2020 expected Ofsted report. Student Voice. Bulletin/CPD records. Behaviour data. Racist/homophobic bullying records. Assembly schedule. Personal development folder. Accessibility policy.

		<ul style="list-style-type: none">• Support from LA.• Engaging support of Early Help.	
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