

## TTA EQUALITY INFORMATION

2018 - 2022

### PART ONE – Equality Analysis

The template used in part one details the evidence our Academy holds to demonstrate our compliance with the General Equality Duty in relation to all (staff and pupils), staff only and pupils only. We have colored each group in RED, AMBER or GREEN to highlight the level of current engagement.

**RED** – high priority. To highlight in red, we have found minimal evidence to demonstrate compliance with the Equality Duty for any particular characteristic.

**AMBER** – medium priority. To highlight in amber, we have found some evidence to demonstrate compliance.

**GREEN** – low priority. To highlight in green, we have found plenty of evidence to demonstrate compliance.

Actions are detailed in the final column and these actions will form part of our objectives.

### PART TWO – Equality Objectives

This section will include any areas that we have highlighted in part one as high priority (colored in RED) and formulate these actions into objectives (ensuring they are SMART). We will ensure the objectives are regularly reviewed and updated once achieved.

Protected Characteristic	Group	What evidence do we hold that we <u>eliminate unlawful discrimination, harassment and victimisation?</u>	What evidence do we hold that we <u>advance equality of opportunity</u> with those who share a protected characteristic and those who do not?	What evidence do we hold that we <u>foster good relations</u> with people who share a protected characteristic and those who do not?	What action do we need to take –these will form your objectives (see overleaf)
Race	<b>All:</b>	Academy Ethos EAL Policy Inclusion Policy SEND Policy Equal Opportunities Policy Anti – bullying Policy Prevent Strategy Code of conduct embraces and promotes cultural diversity. Any racist bullying is dealt with swiftly and firmly by the appropriate pastoral team.	s cultural diversity. Any racist bullying is dealt with swiftly and firmly by the appropriate pastoral team. Celebrate diversity through assemblies, cultural day and the curriculum. Cultural Diversity Award Extended school activities, anti- bullying policy, use data to identify groups and implement planned interventions to meet needs, extended school activities to include all groups, Provide EAL support to students requiring additional interventions. Interrogate micro populations assessments, progress and exam results to determine actions and interventions for the future. Student mentoring. School Counselling Service, Student Council/Voice. Extra-curricular	School activities to promote positive attitude to support protected groups, community activities, celebrate diversity, provision of translators. Cultural Day Parents Evenings – translators available to support at parents’ meetings and parents evenings. Displays across academy celebrating achievement across all groups	None – sufficient evidence

		clubs which explore cultural diversity. Religious Observance Days.		
<b>Staff:</b>	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, record of cases, recruitment monitoring, 121 meetings with line managers, advice sought from HR.	Those with protected characteristics included in Equality Steering Group and policy development, Fair recruitment processes, documents translated. Staff are recruited in line with ULT recruitment policies. ULT is committed to a policy of equal opportunities in employment, and this is clearly stated in the application pack. Religious Observance Days	Include staff with protected characteristics in activities, culture of academy, teamwork, staff briefings, monitoring of workforce	None - sufficient evidence
<b>Pupils:</b>	Admissions Policy, racial incident forms, Principal's report, LGB minutes, comparable attainment data, SIMS records, analysis of 'micro population groups' as defined by Ofsted. Student support panel – any incidents of racism are resolved, sanctions applied and interventions put in place. Bullying Assemblies Behaviour Policy SEND Policy Student Council	PRE-Curriculum, Chinese New Year, extended school activities, antibullying policy, use data to identify groups and implement planned interventions to meet needs, extended school activities to include all groups, EAL support, review exam results to determine actions and interventions, Student mentoring. School Counselling Service Student Council/Voice Extra-curricular clubs which explore cultural diversity Black History Month	Monitor types of bullying, content of graffiti, taking seriously reasons for school refusal, celebration assemblies, support national events, display flags from all countries, cultural day. School Counselling Service Student Council/Voice Zero tolerance of graffiti Student Council is culturally diverse - you said we did approach European Day of Language	None - sufficient evidence

<b>Disability</b>	<b>All:</b>	Academy Ethos Equality Guidelines Community Cohesions Policy Anti - Bullying Policy Disability Statement Student Services Adjustments to building and facilities where possible to meet student and staff needs.	Inclusion Policy Equalities Statement Admissions Policy Students with EHC Plan admitted across all years if TTA is named.	Parent Forums and Newsletters. Communications record with parents of children with EHC Plan	None - sufficient evidence
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<b>Protected Characteristic</b>	<b>Group</b>	<b>What evidence do we hold that we <u>eliminate unlawful discrimination, harassment and victimisation</u>?</b>	<b>What evidence do we hold that we <u>advance equality of opportunity</u> with those who share a protected characteristic and those who do not?</b>	<b>What evidence do we hold that we <u>foster good relations</u> with people who share a protected characteristic and those who do not?</b>	<b>What action do we need to take</b>
<b>Disability</b>	<b>Staff:</b>	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, recruitment and promotion data, support plans and info on phased returns, data on staff registered disabled.	CPD access, dialogue with unions and other forums, staff welfare committee, staff survey, staff counselling, fair recruitment procedures. Adjustments made for staff with known disability. Risk assessments and IMASS referrals carried out where need identified to inform reasonable adjustments.	Fair and transparent HR processes, Occupational Health/IMASS screening, reasonable adjustments made, staff briefings. Staff employed with known additional needs. Work experience placements provided to trainees with known additional needs.	None - sufficient evidence
	<b>Pupils:</b>	SEN Policy, SEN achievement data, data on disabilities and adjustments made, evidence of exam access, evidence from SEN parent forums, student support from Academy, Disability & Access	Assemblies, PRE curriculum, parent's forums and workshops, discussions on tolerance, School Counselling Service, Student Council/Voice Pen pictures	Supporting students with disabilities, staff advised via medical pen pictures, strategies in place, School Counselling Service, Student Council/Voice. Peer	

		Policy, Admissions Policy, analysis of 'micro population groups' as defined by Ofsted. Details of students with disabilities and known medical conditions circulated to key staff.	detail strategies for staff to use in the lesson to support student progress. Hard to place students regularly accepted at TTA Adjustments such as early lunch – LSA support as required for students with EHC Plan Familiarisation exercises for students with higher level of need – additional transition days Evacuation processes – practice sessions with staff.	mentoring and support within student community – students frequently work together from buddy reading to assembly work. LSA support – personal care provision. Timetable planned to aid transition between lessons	
<b>Sex</b>	<b>All:</b>	Academy Ethos Equality Guidelines, Admissions Policy Child Protection and Safeguarding Policy ICT Acceptable Use Policy	Equality Guidelines Inclusion Policy Celebrating diversity	HR policies and procedures, School activities to promote positive attitude to support protected groups, community activities, celebrate diversity, provision of translators.	None - sufficient evidence
	<b>Staff:</b>	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, tribunals, 121 meetings. Equal pay claims, recruitment and promotion data. Child Protection and safeguarding policy	CPD access, Staff survey. Data of staff profile – number of leadership roles across academy Recruitment data	Fair and transparent recruitment processes, training availability and attendance, staff briefings, Occupational Health/IMASS screening	None - sufficient evidence
	<b>Pupils:</b>	Admissions Policy, Pupil results analysis by gender which informs level of intervention, evidence of improvement, pupil data, incident forms, LGB minutes, Arbor,	Inclusion, curriculum, assemblies, behaviour policy, School Counselling Service (Place2Be), Student Council/Voice. Personal	Curriculum, syllabus data, training availability and attendance, assemblies, School Counselling Service (Place2Be), Student	

		Student Support Panel, tutor time, analysis of 'micro population groups' as defined by Ofsted. School ethos and code of conduct embraces and promotes cultural diversity. Any sexist bullying is dealt with swiftly and firmly by the appropriate pastoral team	Development, Extra-curricular clubs which are available to all students – Football, Choir, Art.	Council/Voice. TTA Top 20 Assemblies Monitor types of bullying, content of graffiti, taking seriously reasons for school refusal	
<b>Protected Characteristic</b>	<b>Group</b>	<b>What evidence do we hold that we <u>eliminate unlawful discrimination, harassment and victimisation</u>?</b>	<b>What evidence do we hold that we <u>advance equality of opportunity</u> with those who share a protected characteristic and those who do not?</b>	<b>What evidence do we hold that we <u>foster good relations</u> with people who share a protected characteristic and those who do not?</b>	<b>What action do we need to take –these will form your objectives (see overleaf)</b>
<b>Gender Reassignment</b>	<b>All:</b>	Academy Ethos Equality Guidelines, monitoring forms and surveys, Community Cohesions Policy, Harassment & Bullying Policy.	Inclusions Policy. Easy access to informed, relevant advice.	Forums and Newsletters, School Counselling Service.	Promote awareness of nationally recognised support groups who provide info to those staff/students identified as requiring advice and guidance.
	<b>Staff:</b>	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment and promotion data for transgender, policy/guidance for staff transition.	Staff training, clear recruitment processes, EAP scheme.	Include transgender staff at central head office level policy/process development, staff briefings. Specific issues raised in school have been addressed sensitively with staff involved and appropriate to school context.	Include transgender staff at central head office level to inform policy/process development.

	<b>Pupils:</b>	Recording all equalities incidents via Student Support Panel, incident reports, LGB minutes, Principals report, comparable attainment data, Arbor, Student Support Panels, Admissions Policy,	School Counselling Service, Student Council/Voice, Students Policy	Monitor type of bullying, content of graffiti, taking seriously the reasons for school refusal and being bullied if gender related, assemblies to promote ethos & diversity, School Counselling Service, Student Council/Voice.	Achievement data on gender dysphonic pupils, Develop policy/guidance on pupil transition, Undertake analysis of 'micro population groups (transgender)' as defined by Ofsted. Anti-bullying policy to include specifically transgender (see Home Office booklet).
<b>Pregnancy &amp; Maternity</b>	<b>All:</b>	Academy Ethos Equality Guidelines, Harassment & Bullying Policy, Community Cohesions Policy.	Compliance with Guidelines and Policies, Inclusion Policy.	On-going communication and support	None - sufficient evidence
	<b>Staff:</b>	Equal Opportunities Statement, Recruitment & Selection Policy, Recruitment and promotion data, rate of return post maternity leave, HR policies and procedures, Adoption Policy, Grievance Procedure, tribunals.	Compliance with legislation, maternity entitlements, Flexible Working Requests / adjustments made for both male and female staff following changes in maternity/paternity leave legislation. Risk assessment process embedded to inform any adjustments.	Celebration of pregnancies and births, KIT days, invitations to academy events, paternity leave granted, Staff Briefings.	None - sufficient evidence
	<b>Pupils:</b>	Exclusions Policy, SEN Policy, data available, tutor time/PHSCE, Admissions Policy, achievement data, adjustment to timetable.	Adjustments to support learning, liaison with other agencies, flexibility over curriculum and exams, curriculum, results analysis	Support network from pastoral team, student encouraged to maintain links with school during absence and kept informed of student activities, on-going	None - sufficient evidence

			School Counselling Service Student Council/Voice.	communication and support, curriculum, liaison with parents, assemblies, School Counselling Service, Student Council/Voice. Strong links with other agencies – NHS, Barnet Children’s Services.	
<b>Protected Characteristic</b>	<b>Group</b>	<b>What evidence do we hold that we <u>eliminate unlawful discrimination, harassment and victimisation?</u></b>	<b>What evidence do we hold that we <u>advance equality of opportunity</u> with those who share a protected characteristic and those who do not?</b>	<b>What evidence do we hold that we <u>foster good relations</u> with people who share a protected characteristic and those who do not?</b>	<b>What action do we need to take –these will form your objectives (see overleaf)</b>
<b>Age</b>	<b>All:</b>	Academy Ethos Equality Guidelines, Harassment & Bullying Policy, Community Cohesions Policy	Compliance with Guidelines. Staff Survey		None - sufficient evidence
	<b>Staff:</b>	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment and promotion data, age profile of staff, HR policies/procedures and guidance, CPD availability and attendance.	Compliance with legislation. Academy Data Dashboard – staff profile Staff Survey	All events inclusive, CPD inclusive of all age ranges, community volunteers, guest speakers. Staff Survey	None - sufficient evidence
	<b>Pupils:</b>	Tutor time, pupil curriculum designed to be appropriate for age range.	School Counselling Service, Student Council/Voice. Transition process into year 7 well embedded with feeder schools Data collected at transition evenings from parents and carers is used to	All events inclusive, school work experience, curriculum progression, guest speakers, assemblies, School Counselling Service, Student Council/Voice. School council represented by all year groups. Access to activities	None - sufficient evidence



			inform support and intervention for new students	and performances open to all age groups. Transition summer school for year 6 students to support move into academy. Prefect system in operation in year 11 Student Panels for recruitment	
<b>Religion and Belief</b>	<b>All:</b>	Academy Ethos Equality Guidelines, Harassment & Bullying Policy	Inclusion Policy, Faith Room and Quiet Room available, time off for religious observation.	Community Involvement.	None - sufficient evidence
	<b>Staff:</b>	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment and promotion data, 121 meetings with line managers.	Fair recruitment processes, documents translated, adapted facilities for washing, Faith Room available, fair recruitment processes.	Assemblies, awareness and community involvement, Prayer Room available, time off for religious observation, staff briefings, school's calendar adapted to meet the needs of majority religious group, Academy Vision Statement.	None - sufficient evidence
<b>Protected Characteristic</b>	<b>Group</b>	<b>What evidence do we hold that we <u>eliminate unlawful discrimination, harassment and victimisation?</u></b>	<b>What evidence do we hold that we <u>advance equality of opportunity</u> with those who share a protected characteristic and those who do not?</b>	<b>What evidence do we hold that we <u>foster good relations</u> with people who share a protected characteristic and those who do not?</b>	<b>What action do we need to take –these will form your objectives (see overleaf)</b>
<b>Religion &amp; Belief</b>	<b>Pupils:</b>	Group Equal Opportunities Student Statement Admissions Policy, Tutor time PSHCE Inclusion Policy Broad curriculum offered across KS3/4	PRE curriculum this year has explored issues of difference. All of the 6 major religions are covered in KS3. Barnet is one of the most diverse boroughs	Students provided with time and space to observe, assemblies, community involvement, Faith room. Students encouraged to	None - sufficient evidence

			<p>in the Country and our curriculum reflects this. The PRE curriculum is inclusive of the ever growing rise of such belief systems such as Humanism. Academy uses data to identify groups and implement interventions, extended school activities for all, School Counselling Service, Student Council/Voice Ramadan acknowledged and adjustments made to activities where appropriate. Presentations from Holocaust Survivor and a Muslim survivor of 7/7. Menu appropriate for all cultures</p>	<p>share their religious practices in a classroom setting. Time off for religious observation, School Counselling Service, Student Council/Voice, School calendar adapted to meet the needs of majority religious group. School uniform is designed to meet the diversity of the school community – for example head scarfs and long skirts can be worn. Friday Prayer Displays in faith areas reflecting different aspects of faith.</p>	
<b>Sexual Orientation</b>	<b>All:</b>	<p>Academy Ethos Equality Guidelines, Community Cohesion Policy, Harassment &amp; Bullying Policy. Anti-racism policy EAL Policy Community Cohesion Policy Inclusion Policy Equal Opportunities Policy Race Equality Policy School ethos and code of conduct embraces and promotes diversity.</p>	<p>Inclusion Policy. Pride Week</p>	<p>Absence of grievances/ incidents relating to sexual orientation</p>	<p>None - sufficient evidence</p>
	<b>Staff:</b>	<p>Equal Opportunities Statement, Recruitment &amp; Selection Policy, Grievance Procedure, HR data, 121 meetings, recruitment data, and</p>	<p>Fair recruitment processes, engage staff in policy development</p>	<p>Staff briefings, PDD, 121's, assemblies.</p>	<p>None - sufficient evidence</p>

		grievance outcomes. Whistleblowing Policy			
	<b>Pupils:</b>	Admissions Policy, Pupil results, evidence of improvement, pupil data, incident forms, LGB minutes, SIMS, Student Support Panel, tutor time, analysis of 'micro population groups' as defined by Ofsted. School ethos and code of conduct embraces and promotes cultural diversity. Any bullying related to sexual orientation is dealt with swiftly and firmly by the appropriate pastoral team	nclusion Policy. PSHCE Curriculum, extended school activities, anti-bullying policy, use data wherever possible to identify students and implement planned interventions to meet needs, Student mentoring. School Counselling Service, Student Council/Voice. Student Support Services will work with external agencies where appropriate and tailor support to students requiring additional interventions. Interrogate micro populations assessments, progress and exam results to determine actions and interventions for the future. Detailed strategies for staff to use in the lesson to support SEN student progress. Hard to place students regularly accepted at TTA.	Team work, any needs identified and strategies put in place to support students, assemblies/ guest speakers, School Counselling Service, Student Council/Voice.	None - sufficient evidence

## Part 2 – Equality Objectives

Protected Characteristics	Group	Objective	Deadline
Gender Reassignment	ALL	Raise awareness of nationally recognised support groups who provide info e.g. GIRES and MERMAIDS to staff/students identifying as requiring this support.	
Gender Reassignment	Staff	Include transgender staff where appropriate at group and /or academy level to inform policy/process development.	
Gender Reassignment	Students	Obtain achievement data on gender dysphoric pupils if available Develop policy/guidance on pupil transition, undertake analysis of ‘micro population groups (transgender) for’ as defined by OFSTED. Anti-bullying policy to include specifically transgender (see Home Office booklet). PSHE or citizenship item on transgender	