



THE DEAN TRUST
Lord Derby Academy

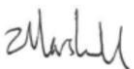
**STRATEGIC EQUALITY PLAN
FOR DEAN TRUST SCHOOLS
Lord Derby Academy**

**June 2022
(Updated June 2023)**

The Dean Trust
Lord Derby Academy

Strategic Equality Plan 2021 – 2024

Strategic Equality Plan agreed by Governors:



Ian Marshall (Chair)

June 2022

Scheme due for review: June 2024

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App. 1	School Equality Objectives and Action Plan
App. 2	School Access Plan (use current plan for 2021-2024)

1. Our distinctive character, priorities and aims

School values

The following principles underline everything we do

- A respect for all pupils and their parents/carers
- A full commitment to professionalism
- A well-ordered and caring school community

The school aims to

- Help all pupils to achieve their full academic potential.
- Help all pupils to acquire knowledge and skills relevant to adult life, employment and leisure in a fast-changing world.
- Help all pupils to be literate and numerate.
- Encourage the principles of common sense and courtesy and to develop a respect for other people and their property.
- Help and encourage all concerned to maintain the school's good reputation.
- Create a happy and stable environment in which learning can take place.
- Help all pupils to develop
 - a) lively, enquiring minds
 - b) the ability to question and argue rationally
 - c) the ability to apply themselves to tasks and physical skills.
- Help all pupils to understand the effect of human activities on the environment.
- Help all pupils understand and respect the world in which they live and the interdependence of individuals, groups of people and nations.
- Help all pupils develop sensitivity, empathy, tolerance, self-control, sympathy and an understanding of others.
- Prepare all pupils for future economic roles as producers, consumers and citizens.
- Help all pupils contribute to an industrialised and highly technological society.
- Help all pupils to understand enterprise, wealth creation and entrepreneurial skills.
- Help all pupils to develop an interest in their own good health and physical and mental well-being and acquire the skills to make positive choices and decisions throughout their lives.
- Increase pupils' awareness of the wide variety of religious and cultural experiences, beliefs and practices to be found in the world so that they may develop an awareness and understanding of their own beliefs and respect the rights and values of others.

- Offer pupils equality of opportunity in learning, irrespective of gender or special educational needs and disabilities.
- Combat racial discrimination and prejudice.

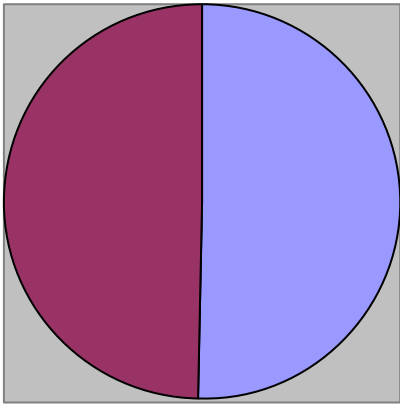
At Lord Derby Academy, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

We will strive to support pupils by raising standards and ensuring inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

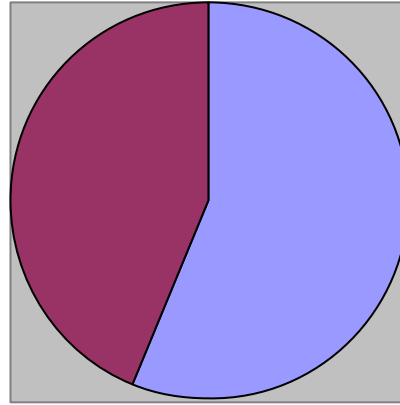
1.1 Characteristics of our school

Lord Derby Academy is a secondary school with 1078 pupils on roll of ages 11-16. Lord Derby Academy serves the community of Huyton in Knowsley, a borough which experiences higher than average levels of economic deprivation. 56% of the school cohort is disadvantaged (National 2022: 26.4%) and the school falls into the highest percentile nationally with regard to Pupil Premium eligibility. The school is in the lowest percentile nationally for ethnic minority pupils, with 97% of the cohort being predominantly white British.

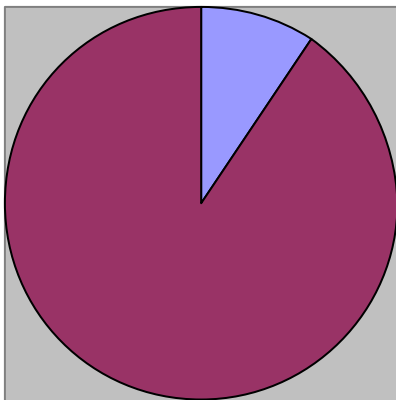
15.1% of pupils have SEN support (National 2022 for state-funded secondary schools: 11.9%) and 3.3% have an EHC plan (National 2022 for state-funded secondary schools: 2.2%). Reading ages on entry are significantly lower than the national average and pupils reaching and exceeding their chronological reading age is a key priority for the school. School leaders and governors across the Trust have been instrumental in raising standards and embedding core values in all key areas of the school and as a result LDA is now a flourishing, thriving and ambitious community. The school's reputation is at an all-time high, parental perception has shifted and LDA is now the local secondary school of choice. The new confidence the local community has placed in the school is evident in the numbers on roll - pupil numbers have increased significantly over recent years and the school is now oversubscribed. Pupil attendance at LDA has risen rapidly, at a faster rate than national, whilst the school's Fixed Term Exclusion Figure and NEET figures have significantly decreased.



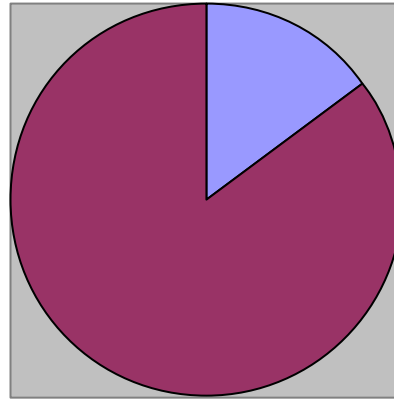
Male: 543
Female: 535



Pupil Premium: 604
Non Pupil Premium: 475



Double Disadvantaged: 101
Non Double Disadvantaged: 978



SEND: 163
No SEND: 916

1.2 Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day-to-day practice in the following ways.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we:

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils.
- monitor achievement data according to the various protected characteristics and action any gaps.
- take account of the achievement of all pupils when planning for future learning and setting challenging targets.
- ensure equality of access for all pupils and prepare them for life in a diverse society.
- use materials that reflect the diversity of the school, population and local community in terms of the various protected characteristics, without stereotyping;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice.
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- seek to involve all parents/carers in supporting their child's education;
- encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning.
- including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

1.2 Setting our equality objectives

We recognise our duty and responsibility to establish equality for all pupils, staff, other members of the school community and service users regardless of their age, race, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

The purpose of our **Strategic Equality Plan (SEP)** is to set out how we will fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies.

In setting the equality objectives for this school, we will take due regard to the Equality Act general duty:

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; this means:
 - a. removing or minimising disadvantages related to the characteristic the person has.

- b. taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it.
 - c. encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Our SEP and Equality Objectives are set in the light of:

- views expressed by stakeholders that have been involved in the development of the scheme.
- issues arising as a result of our analysis of our pupil data, e.g. Gaps in attainment and achievement for the following cohorts:
 - Disadvantaged pupils.
 - Male and Female pupils.
 - Pupils with Special Educational Needs and Disability.

The delivery of our SEP will contribute to all of our actions and commitments to:

- raise standards.
- narrow the attainment and achievement gap in outcomes for children and young people.
- improve outcomes as described within the Children and Young People Plan (CYPP).
- promote community cohesion

Our School Equality Objectives are set out in **Section 5 (p.11) and Appendix 2.**

2. Responsibilities

2.1 Governing Body

The Trust board and the local governing body has set out their commitment to equality and diversity in this plan and they will continue to do all they can to ensure that the school is fully inclusive to pupils and staff, and responsive to their needs based on the various protected characteristics. The governing body:

- seeks to ensure that people are not discriminated against when applying for jobs at our school;
- takes all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strives to make communications as inclusive as possible for parents, carers and pupils;
- ensures that no child or staff member is discriminated against whilst in our school

In order to meet its reporting responsibility, the governing body will report on the progress of the SEP annually, as part of its Annual Report to parents.

2.2 Senior Leadership Team (SLT)

The SLT promotes equality and eliminates discrimination by:

- implementing the school's SEP, supported by the governing body in doing so.
- ensuring that all staff are aware of their responsibilities under the Act and are fully informed of our school's SEP and equality objectives and ensuring that all staff are aware of their role in ensuring equality.
- ensuring that all appointment panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities.
- promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life.
- treating all incidents of unfair treatment and any incidents of bullying or discrimination according to the Trust/ Authority and school policies.

2.3 Staff – teaching and non-teaching

The school regards equality for all as a responsibility for all. All members of staff contribute to ensuring that our school is a fair, just and cohesive community by:

- ensuring that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's SEP.
- striving to provide material that gives positive images based on the protected characteristics and challenging stereotypical images.
- challenging any incidents of prejudice, racism or homophobia, and record any serious incidents as prescribed in the school's policies, e.g. reporting of racial incidents.
- supporting the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

3. Information gathering and Engagement

3.1 Purpose and process

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also subsequently helps us to review our performance, so it needs to be detailed enough to enable us to measure how we are delivering on equality duties. The information also helps us to do accurate impact assessments and identify which of the school's aims have been achieved and what we need to do better.

Engagement is based on the information gained about representation of different groups. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. The reason that this process is important is to understand the full range of needs of the school community.

3.2 Types of information gathered

The wide range of information gathered to support our planning and action to promote equality and eliminate discrimination includes the following:

- an analysis of the responses received from pupils, parents/carers, staff, governors and community groups following the distribution of a questionnaire to determine equality issues. The questions included in the questionnaire do not highlight specific protected characteristics, but seek to obtain stakeholders' views across the board.
- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics, if possible and appropriate. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet data protection requirements, in addition to our duty to secure accurate information relating to ethnicity and first language.
- pupil attainment and achievement data relating to different groups;
- children and young people's views actively sought and incorporated in a way that values their contribution.
- information about how different groups access the whole curriculum and how they make choices between subject options.
- sports and activities choices of all groups.
- uptake of enrichment activities by group.
- exclusions data analysed by group.
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development and retention of employees.
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

3.3 Engagement

The school involves all stakeholders including young people, staff, parents/carers, governors and other users of the school in relation to all equalities duties. We take into account the preferred means of communication for those with whom we are consulting e.g., translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country.

The views of stakeholders and other equalities related groups are genuinely taken into account when we set priorities.

Support from the Trust Board and Governing Body
Parent questionnaires and feedback
Pupil voice activities and Pupil Parliament feedback
Involvement with Community groups
Knowsley Association of Secondary Headteachers (KASH)
Work with our local Primary schools e.g., supporting and sponsoring events and offering Primary engagement/opportunities to work with LDA on projects such as the current English, mathematics, MFL projects
Representation at SEND forums within the local community
Representation at Looked After Children forums
Working closely with Knowsley LA on attendance support/admissions support and guidance
Working closely with Knowsley to support EAL pupils

4. Equality Impact Assessment

Impact assessment refers to the review of all current and proposed plans and policies in order to help us act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to ensure that the school's plans and policies are developed in an inclusive and equitable way.

As part of this school's compliance of the specific duties of the Act, we will continue to undertake impact assessment of all new policies and plans prior to them being implemented. Similarly, we will impact assess our existing policies and plans whenever they are reviewed. As such, impact assessments are incorporated into the school's planned review and revision of every policy.

Where impact assessments have been done, they may influence changes to policy and the review of the SEP itself.

5. Objectives and Action Plans

Our chosen Equality Objectives are

- 1. To reduce achievement gaps for key cohort groups (particularly disadvantaged pupils, Higher Attaining pupils and pupils with SEND) to match national other.*
- 2. To improve the attendance of disadvantaged pupils to match National average other.*
- 3. To continue reduce the number of pupils who do not remain in education, training or employment when they leave school.*
- 4. To monitor and promote the involvement of all groups of pupils in the extra-curricular life of the school, including leadership opportunities, especially pupils with special educational needs and disadvantaged pupils.*
- 5. Continue to promote equality and diversity amongst pupils, staff and governors.*

We have action plans covering all relevant protected characteristics (Appendix 2). These describe how we are taking action to fulfil both the general and specific duties.

Our action plans are cross referenced with the School Improvement Plan which ensures that they are checked, monitored and evaluated systematically.

The action plans show:

- objectives and specific actions
- expected impact and indicators of achievement (success criteria);
- clear timescales
- who has lead responsibility
- resource implications
- specified dates for impact assessment and review

The school evaluates the effectiveness of the SEP on a regular basis, through the governing body and when the school is inspected.

6. Publication and reporting

The school provides a copy of its SEP and its action plan to meet its equality objectives in a range of formats and actively makes it available to parents/carers and others, including those identified as difficult to engage. The school prospectus includes a reference to the SEP and the values underpinning it.

The school reports annually on the progress made on the action plans and the impact of the SEP itself on school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report.

All data collected is used solely for the purpose of analyzing trends by protected characteristic in performance, take -up and satisfaction with services offered by the Trust, school or local authority. Such information is stored separately from personal information which identifies the individual. In order to protect the identities of individuals when trend information is published no counts containing less than 5 individuals will be published.

7. Monitor and Review

As part of our responsibility to monitor the SEP, we commit to:

- revisiting and analysing the information and data used to identify priorities for the SEP and action plans. This incorporates use of the overview of outcomes.
- using the impact assessments to ensure that actions taken have a positive impact across all protected characteristics, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

The review of the SEP informs its revision, the setting of new priorities and action plans. This process continues to:

- involve the participation of a full range of stakeholders.
- be evidenced based - using information and data that the school has gathered and analysed.
- use the evidence to do accurate impact assessments which inform priorities.

We will undertake a full review of our SEP by September 2022. (Updated June 2023)

Lord Derby Academy
Strategic Equality Plan 2021– 2024
Appendices

- App. 1** School Equality Objectives and Action Plan
- App. 2** Current school Access Plan

Lord Derby Academy

Strategic Equality Plan 2021 – 2024 Equality Objectives and Action Plan

Equality Objective 1.				
<i>Reduce GCSE performance gaps for key cohort groups to match national other</i>				
Our Research: <i>Significant gaps between the performance of disadvantaged pupils at the school to <u>national other</u></i> <i>Significant gaps in performance of Higher Attaining Pupils at the school to their <u>higher attaining peers nationally</u></i> <i>Significant gaps in performance of pupils with SEND at the school <u>to national other</u></i>				
Data Development: <ul style="list-style-type: none">– <i>Internal Pupil Premium and SEND Reviews now form part of the school’s academic calendar</i>– <i>Assessment data throughout the assessment cycle</i>– <i>Pupil voice, parental voice</i>– <i>TLR3 position to support Higher Attaining pupils</i>				
This objective will be judged to be successful if... <ul style="list-style-type: none">• The performance gap between disadvantaged pupils and the non-disadvantaged pupils nationally narrows.				
Actions:				
	Description	Responsibility	Start date	End date
1.1	Monitor the impact of PP funding in this area	CHP	January 2021	ongoing
1.2	Collect and analyse data at each assessment window	JE and LM	January 2021	ongoing
1.3	Aspirational goals for SEND, PP and HA pupils	CT and LM	January 2021	ongoing
1.4	Monitor access to KS4 options so all are able to access their chosen options, including the Ebacc	JE	January 2021	

Equality Objective 2.

Improve the attendance of disadvantaged pupils and that of pupils with SEND to match National average other

Our Research:

LDA currently matches the national average for attendance (national, all)

The attendance of pupils with SEND and that of disadvantaged pupils is below the attendance of national all and national other

Data Development:

- New Assistant Headteacher in charge of attendance tracking since November 2021; a new electronic tracking system has been developed for quick intervention.*
- A member of staff has been recruited in the SEND department to monitor attendance of pupils with an EHCP*
- A member of staff has been recruited as Attendance officer*
- Formal action taken if no improvement.*

This objective will be judged to be successful if...

- PP and SEND attendance figures match national by July 2024

Actions:

	Description	Responsibility	Start date	End date
1.1	A new tracking system in place for bespoke, instantaneous intervention	EP / attendance team/ HoYs	January 2021	ongoing
1.2	Home visits to all PP poor attenders	EP/JP	January 2021	ongoing
1.3	Develop relationship with parents of pupils with an EHCP whose attendance is low	EP/GJ	January 2021	ongoing
1.4	Incentives and rewards for PP pupils e.g. the Attendance Challenge	EP/HEH/HoYs	January 2021	ongoing

Equality Objective 3.

Reduce the number of pupils who do not remain in education, training or employment when they leave school

Our Research:

100% of pupils had an offer from either Education, Employment or Training when they left school in 2020

However, the published NEET figures remain high

NEET figures 2019 = 15%

Data Development:

- Inclusion and pastoral teams support pupils with poor attendance and lack of aspirations*
- Careers Information, Advice and Guidance is a key focus for the school*
- Senior Leader takes overall responsibility for reducing NEETs and this is a target on the SIP*
- Pupil voice through the House System and Pupil Parliament*

This objective will be judged to be successful if...

- LDA published NEET figures reduce to 5%

Actions:

	Description	Responsibility	Start date	End date
1.1	Possible NEET pupils identified	LM/HoYs	January 2021	ongoing
1.2	List of parents/college support links	LM	January 2021	ongoing
1.3	Continue to implement actions from 2019 external CIAG review	LM	January 2021	ongoing

Equality Objective 4

Promote and monitor the involvement of all groups of pupils in the extra-curricular life of the school, including leadership opportunities, especially pupils with special educational needs and disadvantaged pupils

Our Research:

2022/2023:

- 52% of all pupils currently engaging in at least 1 enrichment activity
- 49% of all Pupil Premium pupils currently engaging in at least 1 enrichment activity
- 53% of SEND pupils are engaging in at least 1 enrichment activity
- 41% of Female cohort is engaged in at least 1 enrichment activity (Female cohort = 49.6%)
- 66% of Male cohort is engaged in at least 1 enrichment activity (Male cohort = 50.4%)
- SEND engagement is currently at 8% of whole pupil cohort
- Pupil Premium pupil engagement is currently at 27% of whole pupil cohort.

This objective will be judged to be successful if...

- *Engagement in pupil parliament / extracurricular activities percentages broadly reflect the proportion of disadvantaged pupils and pupils with SEND at LDA (respectively 56 % and 15%)*

Actions:

	Description	Responsibility	Start date	End date
1.1	- Track and monitor % of engagement by group (PP, SEND, Ethnic background, gender)	KY	January 2021	ongoing
1.2	- Support Pp/pupils with SEND with application to pupil parliament positions	KY/HoDs/HOYs/CT	January 2021	ongoing
1.3	- Pupil premium plan to support enrichment for PP/SEND	CHP	January 2021	ongoing

Equality Objective 5.***Continue to promote equality and diversity amongst pupils, staff and governors*****Our Research:**

Equality and diversity are key goals in the LDA curriculum. They are an integral part of all curriculum areas, and are especially promoted through the Personal, Social and Health Education Curriculum (PSHE), and the Personal Development Curriculum (PDC). Policy is in place. PDC takes place weekly and assemblies highlight the importance of equality and diversity. PSHE is a discrete subject on the KS3 curriculum. KS4 pupils have a bespoke pathway through the PDC that allows key topics and themes taught at KS3 to be revisited. Assembly themes have been carefully thought through to ensure many opportunities to promote equality, diversity and inclusivity with both staff and pupils.

Data Development:

School will look at pupil and staff voice regarding the impact of the PSHE/PDC curriculum, and feedback from Parents Evening meetings. More feedback to governors on how this is taking place in the school.

This objective will be judged to be successful if...

- All staff, pupils and governors can demonstrate a greater understanding of Protected Characteristics and British Values.
- The Personal Development Curriculum offers sufficient opportunity to teach about equality and diversity, including key awareness dates.
- Staff have improved confidence regarding terminology for inclusivity.
- Curriculum Leaders have included explicit opportunities to promote equality and diversity within curriculum planning.
- A school Equality Charter has been developed via Pupil Voice and the Pupil Parliament

	Description	Responsibility	Start date	End date
1.1	Identify key awareness dates and assembly themes to promote equality and diversity through the PDC	KY/DL	September 2021	ongoing
1.2	Provide training for staff based on their identified needs, such as how to use correct language and terminology for inclusivity	KY/DL	September 2021	ongoing
1.3	Improve school visuals within departments to greater reflect role models from all backgrounds and enhance our pupils' exposure to what diversity looks like	KY/Curriculum Leaders	September 2021	
1.4	Curriculum leaders to explicitly identify areas of the curriculum that provide opportunities to increase pupils' awareness of equality and diversity, and plan for these opportunities accordingly	KY/Curriculum Leaders	September 2021	
1.5	Provide opportunities for Pupil Parliament to discuss equality and diversity, and produce a pupil equality charter	KY/CPa	January 2022	April 2022
1.6	Seek feedback via pupil voice and or Parents evening termly	HEH	January 2021	ongoing

