

Academies Trust

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# Review of equality objectives

Report for the 2019/20 academic year

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# Review of equality objectives

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## Review of equality objective

### Introduction

The equality objectives in place during the 2019/20 academic year were approved by the Trust Board on 13 July 2018, and published on the Trust's website as part of our commitment to the Public Sector Equality Duty (PSED). Under the PSED we are required to review our equality objectives at least every four years, and to report on progress towards them annually.

### Our Equality Objectives

1 – Each academy will monitor and analyse pupil achievement and progress by ethnicity, gender and disability, and act on any trends or patterns in this data which identify the need for additional support for pupils with the aim of narrowing the gap for equality groups.

2 – Each academy will publish a statement setting out the actions they intend taking to advance equality, diversity & inclusion during the forthcoming academic year (or from their date of joining the Trust). A report will be provided by the Headteacher / Principal, on request annually, to enable Trust-wide reporting.

3 – The Trust will ensure, as it adopts a Trust-wide HR information system, that this incorporates the ability to provide robust reporting on and monitoring of equalities data.

4 – The Trust will further develop reporting on its gender pay gap and – in future – other pay gaps e.g. ethnicity. It will take positive action to reduce these gaps where possible.

5 – The Trust will take steps to address the risk of “unconscious bias”, initially by raising awareness of this facet of equality and diversity through leadership training, and by introducing ‘blind recruitment’ for all roles across the Trust.

### Update on objective 1 (pupil achievement & progress)

**Each academy will monitor and analyse pupil achievement and progress by ethnicity, gender and disability, and act on any trends or patterns in this data which identify the need for additional support for pupils with the aim of narrowing the gap for equality groups.**

This is the responsibility of each academy, with Headteachers / Principals subject to challenge by their Governing Body and Chief Education Officer.

During the 2019/20 academic year advances have been made in collating data at Trust level, to improve oversight and enable reporting to the Trust Board's Outcomes Committee. The “data dashboard” enables academic data to be broken down by (for example) ethnicity, gender, SEND, pupil premium and EAL, allowing Trust-wide comparisons to be made. The recent

appointment of a part time Data Manager will support further development in this area going forward.

We have facilitated a number of enrichment activities across the Trust to support inclusion, for example:

- **InnovateHer** - “getting girls ready for industry and industry ready for girls” - worked in our Manchester schools in 2019/20 and for 2020/21 100 girls from across the Trust will be involved. Encouraging girls to get into the Tech industry.
- **Envision** - groups of students from our secondary academies including Southfield (special school) carried out social action projects during 2019/20. We focused on encouraging pupil premium and other disadvantaged students to get involved.
- **Company Chameleon** - both primary and secondary academies have been involved in this activity, with a focus on secondary academies this year. The project looks at mental health issues through the medium of dance, and we encouraged both boys and girls to get involved to challenge perceptions around boys dancing.

### **Update on objective 2 (academy actions)**

**Each academy will publish a statement setting out the actions they intend taking to advance equality, diversity & inclusion during the forthcoming academic year (or from their date of joining the Trust). A report will be provided by the Headteacher / Principal, on request annually, to enable Trust-wide reporting.**

A recent website audit has identified some gaps in academies publishing their own statements, and this is being rectified. However, all of our academies were able to report on the activities they had undertaken during the 2019/20 academic year to advance equality, diversity and inclusion for their students, staff and wider communities. Please see Annex 1 for further details.

### **Update on objective 3 (equalities data)**

**The Trust will ensure, as it adopts a Trust-wide HR information system, that this incorporates the ability to provide robust reporting on and monitoring of equalities data.**

Our project to adopt a Trust-wide HR information system has progressed this year, but has been delayed due to Covid and is not yet at the implementation stage. The specification for a future system is clear on the need to be able to draw down reports incorporating equalities data.

In the meanwhile, the “data dashboard” is providing an opportunity to pull together equalities data from across the academies although further work on this is required.

We continue to review equalities data in relation to recruitment and teachers’ pay increases on a regular basis.

## Update on objective 4 (gender pay gap)

**The Trust will further develop reporting on its gender pay gap and – in future – other pay gaps e.g. ethnicity. It will take positive action to reduce these gaps where possible.**

The Trust has continued to produce and publish its annual gender pay gap report in line with the Equality Act 2010. There have been three annual reports to date, with the most recent one based on 2019 data. This indicated a narrowing of the gender pay gap in comparison to the previous year. However as new academies have continued to join the Trust, increasing the number of colleagues employed, year-to-year comparisons are not like-for-like.

It is our belief that men and women are paid equally for doing equivalent jobs across the Trust. We use pay scales based on the School Teachers Pay & Conditions Document, and for support staff each academy follows the job evaluation/grading process adopted in its local authority area, all of which use the pay scales set by the NJC. However, it is clear from our data that we employ more men in higher paid roles (leadership or senior teaching, and predominantly full time), and fewer men in lower paid roles (teaching assistants, lunchtime supervisors, cleaning & catering, many of which are part time).

Actions taken, in addition to those documented elsewhere in this report, have focused on career progression of female colleagues, and include:

- developing female leaders within the Trust, by continuing to deliver our own senior leadership training programmes, in addition to supporting access to ones that are nationally accredited
- updating the wording of our Teachers' Pay Policy around progression from the main pay scale to the upper pay scale
- appointing new SLEs (Specialist Leaders in Education), the majority of whom are women, which will help to raise the profile of senior female leaders across the Trust as role models, as well as providing additional development for these colleagues
- reviewing and reissuing our Flexible Working Policy

During the year we have also promoted the Co-op's colleague networks, Aspire (women), Respect (LGBT+), Rise (BAME) and Strive (age 16 to 30).

## Update on objective 5 (unconscious bias)

**The Trust will take steps to address the risk of “unconscious bias”, initially by raising awareness of this facet of equality and diversity through leadership training, and by introducing ‘blind recruitment’ for all roles across the Trust.**

Blind recruitment is now an established way of working within the Trust. During 2019/20 additional recruitment guidance was produced and circulated to our academies, and a training module for recruiting managers created which includes equalities / unconscious bias.

Our Special Leave Policy has been updated to include additional guidance on granting leave for Hajj.

Unconscious bias (and broader equalities training) was researched and potential providers identified. The intention is to roll-out training during the 2020/21 academic year, Covid permitting.

## **Next steps**

Co-op Academies Trust is committed to promoting equality and preventing discrimination in both employment and education provision. We know that simply having a diverse workforce is not enough. We want to create an inclusive environment, where everyone can contribute their best work and develop to their full potential. We also want to celebrate the fact that everyone is different yet valued and to make sure that everyone is treated with dignity and respect.

Equality, diversity and inclusion will be a key focus throughout the 2020/21 academic year. In addition to continuing to work towards the equality objectives set out above, we will take the following steps:

- Set up an Advisory BAME Group
- Review and update our Equality, Diversity and Inclusion Policy
- Review and update our Equality Objectives

## Annex 1 - Academy Reports

Activities undertaken during the 2019/20 academic year to advance equality, diversity and inclusion for pupils/students, staff and our wider communities.

### Stoke, Staffordshire & Merseyside Hub

#### Co-op Academy Woodslee

##### Equality, Diversity and Inclusion Report

#### 1. Policies and procedures

Our whole school approach to promoting equality and diversity, sets the tone for the way that the school as a community promotes equality, diversity and inclusion.

In order to promote equality and tackle prejudice and bullying we have a clear set of inclusive values which run through all our policies and practice. Our school mission is 'From Little Acorns, Mighty Oaks Grow' and equality, diversity and inclusion underpins our principles.

Our policies and procedures send a clear message: prejudice and discrimination in any form is not tolerated and everyone is expected to play their part in stamping out inequality.

The school's Equality Policy (provided by the Trust) covers the steps that are taken to promote equality amongst pupils, staff and visitors and outlines everyone's responsibilities.

#### 2. Creating an inclusive school environment

Co-op Academy Woodslee has an accessibility plan, but as an inclusive school, we go much further than ensuring that the access needs of disabled staff and pupils are accommodated.

The Headteacher and Business Manager conduct regular site walks in order to highlight areas for improvement and ask the following questions as part of that learning walk:

- Do wall displays and classroom resources represent a diverse range of people, topics and ideas, challenge stereotypes and provide signposting information where young people can access support?
- Does the lunch provision cater for different dietary and cultural needs and feature a wide array of food? Is the lunch area fully accessible?
- Do staff avoid jokes based on people's identity and use inclusive non-prejudicial language? Is there an awareness of possible unconscious bias and an ethos of reflection?

#### 3. Embed equality throughout the curriculum

The school has undertaken a review of its curriculum and staff have been asked to identify in long term planning where they can address issues of equality, diversity and inclusion. This is to ensure that at Co-op Academy Woodslee, our students learn respect for individual

differences and students also develop empathy, understand the effects of prejudice and discrimination and take responsibility for trying to prevent bullying.

Explicit lessons on equality issues where young people can learn about equality, diversity and inclusion in a safe space form part of our PSHE lessons. However, equality, diversity and inclusion are threaded throughout all aspects of the curriculum.

In English learning, young people read about and learn about the contributions of:

- people of different race and ethnicity
- people from different religions
- women
- disabled people
- people from the LGBT community.

Showcasing and celebrating the diversity of the world, happens throughout literacy, numeracy, science, humanities and arts.

#### **4. Recognise and respond to prejudice-related incidents**

At Co-op Academy Woodslee, we have a robust, centralised system in place to report and record prejudice-related incidents, which is overseen by a member of the Headteacher.

Staff receive training which outlines why the school is recording this information, the procedures that they need to follow and why it is important to report every prejudice-related incident that they or their pupils experience or witness. A signature is provided on reading of related policies.

Students may be reluctant to report incidents, but we take steps to overcome this by promoting pupil voice, creating a positive ethos where students are encouraged to speak up and know that the school will deal with issues effectively. The Pupil Parliament has meetings and equality, diversity and inclusion form part of the agendas.

#### **Co-op Academy Stoke-on-Trent**

Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for its **pupils / students**:

- Revised PSHE curriculum has key parts focusing on EDI issues.
- Subject curricular in English, history and RE, for example, tackle material that promotes understanding of EDI matters.
- Assembly content and subject matter deals with EDI issues.
- Training and support for staff on transgender issues (to support students in the Academy).
- Diversity Pioneer staged a Diversity Week to educate about, and celebrate, diversity.

Unfortunately, all of the activity described was curtailed by the onset of the COVID lockdown.

Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for **colleagues**:

- Raising awareness through training on a range of EDI matters.
- Appointment of a diversity pioneer to lead EDI events (Diversity Week).
- Adjustments to processes to support transgender students.

Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for its **community**:

- Using the Hemingway App for all written communication to ensure everyone can access material.
- Providing a prayer room for Muslim students/staff.
- Maintaining strategic relationships with key community leaders.

## Co-op Academy Bebington

### Equality, Diversity and inclusion Report

#### 1. Policies and procedures

Our whole school approach to promoting equality and diversity, sets the tone for the way that the school as a community promotes equality, diversity and inclusion. In order to promote equality and tackle prejudice and bullying we have a clear set of inclusive values which run through all our policies and practice. Our school mission is 'Shaping Exceptional Futures' and equality, diversity and inclusion underpins our principles.

Our policies and procedures send a clear message: prejudice and discrimination in any form is not tolerated and everyone is expected to play their part in stamping out inequality. The school's Equality Policy covers the steps that are taken to promote equality amongst pupils, staff and visitors and outlines everyone's responsibilities.

#### 2. Creating an inclusive school environment

Co-op Academy Bebington has an accessibility plan, but as an inclusive school, we go much further than ensuring that the access needs of disabled staff and pupils are accommodated. The Head Teacher and Premises Manager, Conduct a learning walk on a termly basis in order to highlight areas for improvement and ask the following questions as part of that learning walk:

- Do wall displays and classroom resources represent a diverse range of people, topics and ideas, challenge stereotypes and provide signposting information where young people can access support?

- Does the lunch provision cater for different dietary and cultural needs and feature a wide array of food?
- Is the lunch area fully accessible?
- Do staff avoid jokes based on people's identity and use inclusive non-prejudicial language?
- Is there an awareness of possible unconscious bias and an ethos of reflection?

### **3. Embed equality throughout the curriculum**

The school has undertaken a review of its curriculum and staff have been asked to identify in long term planning where they can address issues of equality, diversity and inclusion. This is to ensure that at Co-op Academy Bebington, our students learn respect for individual differences and students also develop empathy, understand the effects of prejudice and discrimination and take responsibility for trying to prevent bullying.

Explicit lessons on equality issues where young people can learn about equality, diversity and inclusion in a safe space form part of our RSHE lessons and drop down days. However, equality, diversity and inclusion are threaded throughout all aspects of the curriculum.

In English lessons, young people read about and learn about the contributions of:

- people of different race and ethnicity
- people from different religions
- Women
- disabled people
- people from the LGBT community.

Showcasing and celebrating the diversity of the world, happens throughout literacy, numeracy, science, humanities and arts.

### **4. Recognise and respond to prejudice-related incidents**

At Co-op Academy Bebington, we have a robust, centralised system in place to report and record prejudice-related incidents, which is overseen by a member of the senior management team. Staff receive training which outlines why the school is recording this information, the procedures that they need to follow and why it is important to report every prejudice-related incident that they or their pupils experience or witness.

Students may be reluctant to report incidents, but we take steps to overcome this by promoting pupil voice, creating a positive ethos where students are encouraged to speak up and know that the school will deal with issues effectively. The School Council has meetings and equality, diversity and inclusion form part of the agendas.

### Co-op Academy Friarswood

Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for its **pupils / students**:

- Taken part in charity and community events
- Lessons and assemblies have focused on specific themes throughout the year
- sporting events for less able and SENDs children as well as for all children
- Inspirational speakers in school to talk about the challenges they faced when growing up

Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for **colleagues**:

- Ensure that all colleagues have the chance to have CPD in area they choose, rather than an area chosen for them
- Awareness of family / personal issues which are supported in suitable and agreed ways

Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for its **community**:

- The community has been updated with all of the activities which we take part in to raise their awareness of what the pupils are learning about in school.
- All parents are invited to workshops/meetings with additional support in place for those who need this, this may even be a member of staff helping to explain the information in further / manageable details. Information is sent to parents who are unable to join the workshops.

### Co-op Academy Portland

Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for its **pupils / students**:

- Put EDI on the pupil progress agenda for this coming academic year; review previous campaigns and data trends for EDI

Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for **colleagues**:

- quotes for gender neutral toilets in place
- Y5 remembering Srebrenica

Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for its **community**:

- Covid back to school advice in 7 different languages for our community; MEAS team for translations for our EAL families

## Greater Manchester Hub

### Co-op Academy Broadhurst

Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for its **pupils / students**:

- We have had 3 cultural weeks where we have done creative tasks and had an assembly, culminating in a sharing food event that families contributed to, at the end of the day on the Friday.
- We are a Rights Respecting School and have been working towards achieving our Gold recognition.
- We have reviewed our curriculum and highlighted where the rights respecting curriculum will be taught.
- We teach the global curriculum throughout school with a particular focus in Year 5 where we teach Global Scholars and look at diversity as part of our communication with other schools across the world.
- Assemblies and work set during the lockdown covered topics such as the Windrush Generation.
- The staff have had training on ACES and trauma informed practice.
- Year 4 pupils had a disability awareness day led by City in the Community.
- Diwali workshops
- Mahatma Gandhi workshops in KS2
- My Happy Mind Programme
- Inspire Project for mental health
- Mental health champions (Y5 pupils)
- Place2be, Beacon Counselling and a play therapist working in school each week.
- European Day of Languages - curriculum activities.
- Fair Trade assembly - Fair Trade Ambassadors

Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for **colleagues**:

- Black Lives Matter awareness raising with all staff.
- Gender Neutral toilet.
- Equalities impact assessment undertaken for all staff.
- Mentally Healthy Schools training and Mental Health First Aid
- Attendance at Children's Board meetings - including during the lockdown.
- Appointment of a new Inclusion Manager and a Parent and Family Support Advisor
- Deaf Awareness training
- Mindfulness training for staff
- Sign Language online learning

Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for its **community**:

- Parent Well Being Course
- Re- accreditation of Leading Parent Partnership Award
- Cultural weeks/sharing food with the school community and extended families
- Partnership working with the Family Zone - including meeting with Andy Burnham regarding homeless families in Manchester
- Parent forum (coffee and chat) discussions on sex and relationships curriculum, behaviour, safeguarding, black curriculum.
- Coffee morning to raise money for MIND

### Co-op Academy Walkden

Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for its **pupils / students**:

- Lessons on Islamophobia in PRE.
- Ambassador programme for the Anne Frank Trust. 3 of our ambassadors were nominated for and won the 'Diana Award' for their work in delivering lessons on prejudice and anti bullying.
- Black History Month Oct 2019 - Yetti's Afro-Caribbean Kitchen conducted a workshop with students. Students cooked African food and served it to the students.
- Social media campaign - Black Heroes profiled. Powerpoint delivered in form time. Profiled on the website - see the stories section.
- Anti-bullying week Nov 2019 - Assemblies throughout the week. Anti-bullying heroes championed - they were nominated by friends and were given certificates in assembly. Odd socks day - raise awareness. Students were given badges and wristbands if they came in odd socks. Anti-bullying stand - students could come and find out more about anti-bullying and pledge to be an ally. All put on social media and in the parent newsletter.
- LGBT History Month Jan 2020 - LGBT profiles on social media and on the TVs around the academy. Added to the parent newsletter too. Stall set up in the atrium where students could come and find out more about LGBT, play games and win prizes and make a pledge to be an LGBT ally. Worked with the Pride group to set this up - Pride group did a cake sale at the same time to raise money for LGBT group. Powerpoint delivered in form time and Year 10 experience lessons.
- Fairtrade Fortnight - February 2020 - Stall in the atrium where students could come and taste fairtrade products. Form time presentation. Social media coverage and TVs used to aid awareness.

Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for **colleagues**:

- Staff involvement in all the student campaigns and recognition/representation in the

staff newsletters.
<p>Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for its <b>community</b>:</p> <ul style="list-style-type: none"> <li>● Creation of the community cycle hub to promote cycling for all in the community</li> <li>● Social Media Presence of the student campaigns</li> <li>● Hosting the local community action group to promote inclusivity</li> </ul>

<b>Co-op Academy North Manchester</b>
<p>Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for its <b>pupils / students</b>:</p> <ul style="list-style-type: none"> <li>● InnovateHer</li> <li>● Diversity drop down sessions by Kooth in Y7 and Y8</li> <li>● PHSRE curriculum explores identity</li> <li>● English, History, Geography have a curriculum which celebrates difference and gives local and global perspectives on race, religion and gender</li> <li>● STEM girls' group, girls' coding</li> <li>● Black History Month</li> <li>● Analysis on engagement in extracurricular activities by different pupils groups to ensure inclusivity</li> <li>● LGBTQ+ extra curricular group</li> <li>● Student council have campaigned around mental health for all</li> <li>● In lockdown we launched a completion strategy for work so that no groups of pupils were disadvantaged, we then surveyed pupils and analysed and put support in in different areas for the things pupils said made them feel more included.</li> </ul>
<p>Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for <b>colleagues</b>:</p> <ul style="list-style-type: none"> <li>● We have had gender neutral toilets for years</li> <li>● We are currently working with our staff voice group on areas they would like to work on with colleagues</li> <li>● We use equalities data to ensure colleagues receive training in an equitable way and have run CPD on ACES, LGBTQ+ and ways to support and include everyone's backgrounds and choices.</li> </ul>
<p>Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for its <b>community</b>:</p> <ul style="list-style-type: none"> <li>● This was limited during lockdown - we are doing some community work virtually and we host regular parent forums</li> <li>● We are getting / recruiting governors with diverse backgrounds such as those with disability awareness</li> <li>● We have held virtual staff reading groups with themes on inclusion and diversity.</li> </ul>

### Co-op Academy Failsworth

Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for its **pupils / students**:

During the 2019/20 academic year Coop Academy Failsworth pupils had a wide range of opportunities to become involved in activities to advance equality. Firstly, awareness is raised through the citizenship and PSHE curriculum. From year 7, pupils are encouraged to consider diversity and the need for tolerance and respect within local, national and international communities. Pupils consider what it means to be a British citizen in today's multicultural society. Further to this, they study the British values which includes developing a solid understanding of what it means to share mutual tolerance and respect. This can also be linked to the academy values and promotes an environment whereby children value each other's differences. In year 8 pupils study the core concept of stereotyping and its impact on individuals and groups with society. This further develops and challenges their thinking and supports them in being inquisitive and questioning learners. As part of our GCSE program pupils study the population of the UK, community cohesion, prejudice and discrimination and look at the equality act 2010 in depth. It is important at KS4 to develop young people's ability to understand the legal implications and framework that support our cultural and societal attitude toward equality and diversity. This equips students with skills they will use in all aspects of their life.

Throughout their time at Coop Academy Failsworth students also take part in a number of active citizenship projects, these allow pupils to campaign to make changes in our Academy and local community. These projects are often centred on EDI matters. For example; period poverty, free school meals and autism awareness. The academy also runs an anti-bullying ambassador programme, as part of this programme, older students raise awareness of bullying and its consequences to younger year groups.

The religious studies curriculum is also centred on advancing EDI. The vision of the department is to help develop young people who are respectful and tolerant to the traditions, beliefs and cultures of others. Religious Studies looks to raise awareness of different beliefs and how these impact upon the believers' lifestyles. It facilitates understanding of current world issues, such as prejudice and discrimination, human rights and conflict.

Outside of the curriculum pupils also have the opportunity to celebrate equality through the celebration of LGBT history month with themed lessons and whole school activities and the celebration of Black history month.

The form time curriculum also looks to enhance pupil awareness of EDI. Pupils follow a programme called 'votes for schools.' This programme encourages pupils to debate current affairs. 2019/20 topics relating to EDI included, 'Does Pride month inspire unity?' and 'Will the recent anti-racism protests lead to change in the US?' Alongside this programme pupils also take part in an assembly programme, assembly topics often relate to EDI matters, for example

anti-bullying week, mental health awareness and assemblies to promote and enhance knowledge of the Coop values.

Outside of curriculum time our Academy also runs an active pride club, this club is for both staff members and pupils alike. The club runs an open door policy, with all academy pupils and staff invited to join. It is used to raise awareness of LGBTQI+ issues in our Academy and to provide a space for students to socialise.

Equality is also promoted through our careers curriculum. Colleges and providers from all across Greater Manchester are invited into school to speak to our young people. These providers offer a range of different pathways that are available to our students post-16. Our aim is to raise aspirations of all young people in our academy regardless of their starting point and to give them as much information about their options as possible to ensure that they make the right choice for them.

Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for **colleagues**:

- In order to promote EDI matters amongst colleagues our Academy offers a range of staff training opportunities to new staff. Training opportunities relating to the topic of EDI include, LGBT awareness and promotion of co-operative values.
- Staff have also taken part in a range of mental health awareness activities including the 'time to talk' day.
- During the Covid pandemic the Academy started its own newsletter, mental health awareness and advice on mental health was a key feature of every edition.
- Staff members are also invited to join the Academy's active pride club, to raise awareness of LGBT matters in our academy and beyond.

Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for its **community**:

- During the 2019/20 academic year a number of visitors representing world religions were invited into school to share their knowledge and experience of religion during religious studies lessons.
- As part of the GCSE citizenship course pupils are encouraged to engage in discussion with high profile members of the community. Projects focused on ASB in Failsworth are used to help develop greater understanding between young people and community groups, past speakers have included the police, local councillors and representatives from local businesses. Unfortunately, this work was interrupted by Covid.

### Co-op Academy Swinton

Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for its **pupils / students**:

- PHSCE lessons
- 1-1 surveys
- Celebrations throughout the year
- LGBTQ group
- Display boards highlighting equality
- Gender neutral toilets
- 1-1 support
- Nurture groups
- Year manager 1-1 intervention
- Admission forms more diverse
- New KS3 curriculum in RS and PHSCE

Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for **colleagues**:

- Inset for staff on different equity matters
- Deliver PSHCE content
- Created BLM student group
- Created LGBTQ group
- Trained students as peer mentors
- Student council

Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for its **community**:

- Celebrate national awareness days and weeks
- Promote ideas for inclusion given by student council
- Specialised menu days in the canteen
- Disable access to areas on the school including lifts in specific areas
- Christmas community celebrations and coffee mornings

### Connell Co-op College

Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for its **pupils / students**:

- since lockdown was initiated, resources promoting each EDI month have been shared with students
- Google Classroom has been established specifically for Equality, Diversity and Inclusion

Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for **colleagues**:

- Black Lives Matter CPD training delivered for staff members in July

Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for its **community**:

- role of Equality, Diversity and Inclusion Community Coordinator was created part way through the 2019-20 academic year, just before lockdown
- marked International Women's Month in March - EDI Student Representatives created advertising resources in order to promote a bake sale and raised money for the Pankhurst Trust and Women's Aid here in Manchester
- comprehensive calendar of events created for the 2020/21 academic year, setting out a monthly theme and activities under student, staff and community headings

## Co-op Academy Manchester

**Objective 1 Attainment and Outcomes (Measured by externally validated results and internal academy tracking data.**

**(a) To narrow the achievement gap between PP and non-PP students in English and Maths and ensure that barriers to achievement are tackled.**

The difference between pupil premium students and non pupil premium has improved for their attainment and achievement in English and Maths (compared to 2019 results). There is however a widening of the difference with three progress 8 score. This continues to be a priority area for this academic year.

	Progress 8			Attainment 8			9-4 E/M %			9-5 E/M %		
	CAM 20	CAM 19	CAM 18	CAM 20	CAM 19	CAM 18	CAM 20	CAM 19	CAM 18	CAM 20	CAM 19	CAM 18
PP (108)	0.01	-0.10	-0.20	46.13	43.08	39.99	63.0	50.0	47.2	39.8	18.9	20.2
NPP (107)	0.54	0.27	-0.07	51.38	52.81	43.67	74.8	72.2	55.7	49.5	44.4	29.5
Difference	-0.53	-0.37	-0.13	-5.25	-9.73	-3.68	-11.8	-22.2	-8.5	-9.7	-25.5	-9.3

**(b) To analyse achievement data by all key student groupings in order to identify and address any issues of under-achievement at student group level.**

Following each data capture all data is analysed at students and group level. Headline and subject overviews are produced for subjects. Any differences between groups of students are highlighted with actions identified and tracked through weekly line management meetings.

**Summer 2020 results analysis by student group:**

Measure	Progress 8			Attainment			9-4 EBM			9-5 EBM		
	2020	2019	2018	2020	2019	2018	2020	2019	2018	2020	2019	2018
PP	0.01	-0.10	-0.20	-46.13	43.08	39.99	63.0	50.0	47.2	-39.8	18.9	20.2
NI-PP	0.54	0.27	-0.07	51.38	52.81	43.67	74.8	72.2	55.7	49.5	44.4	29.5
SEND	-1.12	-0.51	-1.69	-23.96	28.92	21.89	10.7	31.3	20.0	3.6	0.0	0.0
Non SEND	0.48	0.13	0.01	52.45	49.43	43.66	77.5	63.0	54.1	50.8	33.6	26.7
EAL	0.95	0.76	0.87	50.20	52.30	43.80	45.4	65.6	52.1	52.6	37.5	25.4
Non EAL	-0.02	-0.23	-0.45	-47.91	44.21	39.76	70.8	56.1	49.4	40.1	25.5	22.8
Male	0.08	-0.02	-0.34	-46.09	47.87	37.55	63.9	67.4	45.2	40.7	33.7	20.2
Female	0.44	0.15	0.12	51.42	46.88	46.50	73.8	51.3	57.6	48.6	26.3	28.8
Higher PA	0.32	0.06	-0.05	65.74	58.90	59.38	100.0	94.5	87.5	92.3	63.6	66.7
Middle PA	0.29	0.02	-0.17	46.34	40.31	38.69	69.8	39.7	50.0	32.3	5.2	13.0
Lower PA	0.06	0.21	-0.27	29.18	27.22	22.43	16.7	6.3	11.8	4.2	0.0	0.0

We have also identified a difference emerging between SEND students and non SEND students. This is now a priority area for this academic year.

**(c) To track destination data to ensure all students are equally successful in accessing further education / apprentice / training or employment.**

Positive destinations into Further Education College for those students that have already been tracked. College lists have not yet been sent across for the rest of the students but we have the following info-

- 98 students have got confirmed college places.
- 3 students confirmed as NEET , and work is being done with these students with the Targeted Support Services (Manchester City Council).
- Currently no students undertaking Apprenticeships but 2 Students undertaking a Traineeships.

**Objective 2 - Attendance (measured by DFE Census return, external validated data and internal academy data)**

To track student attendance by all key student groups and put specific plans in place to address any emerging trends.

To track those in PA or at risk of becoming PA by all key student groups and to take positive action to avoid any and all instances of this, regardless of student characteristics.

- Daily & Weekly analysis of attendance data broke down to specific cohort
- We have a Interventions tracking system that is populated by the attendance team, interventions and strategies are assigned to the year LPSO, this is monitored by the Attendance manager & the ALT senior links to ensure that interventions are actioned and completed and all outcomes are logged and marked as completed. This is a highly sophisticated visible tracking system which identifies and marks out standing strategies in ged which changes to Green when completed.
- Weekly tracking and collection of data to identify on track PA students to try and prevent students falling into PA. This data clearly identifies the key cohorts and is shared with LPSO and ALT on a weekly basis.
- The attendance team whilst understanding the need to track the key student groups,

PP, FSM, SEN, EHC, EAL, LAC, ethnicity and social worker, we use the same determination, and daily intervention for all students who are absent.

### **Objective 3 Spiritual, Social and Moral development (measured by Student Voice and Trust Survey, comparative data of racism incidents)**

To promote spiritual, moral, social and cultural development through the teaching of academy assemblies, educational visits, external speakers and extra-curricular provision with particular reference to issues of equality and diversity.

To increase understanding between religious groups.

To anticipate and support the needs of incoming students from a new group e.g. EAL and traveller students.

To develop and champion equality across the LGBTQ agenda so that the academy is full inclusive.

#### **Trust survey results:-**

- Excellent response rates from both parents and students.
- Staff - 'Some very good outcomes and higher than most other secondaries.'

#### **Key points from students' survey:**

Increases from year before -

- The academy/college helps its students to understand life in Britain (e.g. voting, careers, etc)
- We spend time at the academy/college learning about other cultures
- Staff here are easy to talk to
- Students at this academy are treated fairly by staff
- On the whole, the behavioural system works well

#### **Key points from parents' survey:**

Increases from year before -

- The academy/college provides me with practical advice and strategies as to how I can support my child's learning at home

#### **Key points from staff survey:**

Increases from year before -

- I am aware of how students are given independent careers information and guidance
- I feel the academy/college is doing all it can to help me manage my workload
- I am satisfied by my work-life balance.

#### **Intersectionality training**

- Senior leaders have recently undertaken training on Intersectionality provided by Diversity Role Models
- Training covered a wide range of issues associated with inclusion and diversity in education. This thought provoking training led to some detailed discussions and planning which has been included in the academy development plan.
- We also intend to disseminate this training to middle leaders, staff and students over the coming year.

### **Family system**

- During tutor time and the Wellbeing and Community mornings at CAM, equality and diversity is a common thread that we explore and celebrate. During the last academic year, students discussed what diversity means in terms of being a global citizen, learning to appreciate and celebrate diversity through the diverse cultures and beliefs within our own school and community.
- Students discovered how many languages and nationalities there are within their tutor group and discussed diversity in terms of race, gender, family structures, disabilities, LGBTQ+ and more.
- We highlight a variety of religious and cultural celebrations throughout the year such as Easter, Christmas, Eid and Ramadan are highlighted and given discussion/ celebration time.
- Dedicated tutor time also is given to the SEND team- eg learning more about visual impairment and hearing disabilities hence developing understanding and empathy
- Student /staff led assemblies have focused on race and racism. Going forward we intend to do more work around this and link in with the 'Black Lives Matters Movement.' will be repeating/updating this assembly and tutor activities this year to link in with the sessions we have been working on around the black lives matter movement.
- Half termly programmes are planned around PSHE -dedicated to specific themes. Half term 1 last academic year was linked to 'diversity and respect'. However these topics are not stand alone sessions and are touched upon all year round.
- As part of the delivery of PSHE, RSE and Citizenship, four 'drop down mornings; per year are arranged where students' usual timetables are altered to and age specific topics are delivered in bespoke sessions to our students. Under the theme of 'diversity and respect', students engaged in lessons on 'tolerance & acceptance', 'diversity', 'hate crimes & discrimination', 'modern slavery', 'radicalisation' and 'forced marriage'.
- Voting-students were encouraged to participate in organising their very own Election Campaign. Students selected which political party to represent, they made adverts, informative fliers and tutor tasks. Students from all year groups were encouraged to vote. The 'Labour' party student group won the majority and students were asked to reflect on what this party represented and why it is important to make our voices heard.

### **LGBT+**

- Rainbow lanyards worn by many staff to celebrate diversity.
- Sessions delivered on LGBT+ education during morning tutor sessions to all year groups, and also to Y7 and Y8 as part of WACMs.( Well -being and community mornings)
- LGBT+ History Month commemorated with an assembly and other academy activities.

### **Library activities**

- Reading lists created for LGBT+, Diverse Voices and Empathy. These are displayed on screens in the library and via Twitter (retweeted by central CAM twitter feed)
- Booklist created and tweeted for National Relationships and Sex Education day ● Display in library of 'Focus on Women' biographies
- Women in STEM display in Science and Technology areas
- Celebrating women in computer science display in several ICT classrooms.
- Additional books bought for the library to support equality and diversity.

#### **EAL Specific support and success**

- All INAs in Y11 received extra English language support - either through interventions or through in-class support in GCSE English.
- INAs also received support in their option subjects. Work was differentiated for them and revision resources made.
- Two students who have significant SEND needs achieved AQA units in science, literacy and life skills, plus ESOL Entry 2 for reading and a grade 1 in maths GCSE with extensive support from the EAL and SEND team working together to create the best pathway for the students.
- EAL students taking photography secured good outcomes, proving it is a good choice of option for students with developing English.
- INAs who arrived mid year in Y10 who were at the 'Early Acquisition of English' stage made incredible progress and achieved 4+ in English and Maths.
- 6 INAs who were beginners of English in Y11 all achieved Entry 1 up to Entry 3 in ESOL.

## **West Yorkshire Hub**

### **Co-op Academy Delius**

Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for its **pupils / students**:

- Personalised curriculum for each child to take into account their individual, holistic needs
- Access to a curriculum rich in diversity and celebration of diversity appropriate to pupil need and levels of comprehension
- An assembly format that promotes EDI which takes advantage of the wider community.
- An accurate Education Health and Care Plan which identifies pupils holistic, education, social care and health needs.
- Widespread use of translators to ensure that all parents understand the current news and information
- Inclusion opportunities for all pupils including those with end of life/palliative care needs in the form of the Sparkle Suite
- Inclusion opportunities at our co-located mainstream schools to include promoting academic progress and social and emotional progress
- Curriculum pathways provides challenge for pupils at every stage of development

regardless of their disabilities, taking into account the preparation for the next stage of their learning

- ADP places great emphasis upon pupil voice for the upcoming school year. Curriculum pathways ensures that this is relevant for each cohort
- The curriculum supports independence; making pupils as prepared for the 'real world' as possible

Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for **colleagues**:

- A Prayer Room is available at the academy
- School closure for Eid planned into the academic calendar
- Recruitment process - anonymous etc?
- All colleagues are understanding of each other's cultural, spiritual and gender identities.
- Ethos of 'growing our own' staff. Supporting career development and providing opportunities for everyone achieve their potential regardless of their background
- All colleagues have the opportunity to celebrate their cultural needs and to embrace each other in a shared working environment.
- Staff at all levels are supported to undertake external CPD opportunities which develop skills to allow for personal progression.
- All staff undertake 5 inset days to further develop their skills (PT staff are offered the full 5 days)

Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for its **community**:

- Whole school events take place e.g. Bollywood themed fundraising evening
- Range of parental engagement opportunities and classes including: adult education classes and family support and wellbeing opportunities which improves the outcomes for children and their families
- All messages can be translated on Class Dojo into a multitude of languages
- Families are given the support to give their children the best home learning for example the sharing of makaton signs
- College and University links in support of education training for undergraduates looking to further their studies and future employment within the SEND sector.
- Opportunities for undergraduate Ed Psychology students to take up internships within the SEND sector to consider future pathway on to Shanidar SCITT program.

### Co-op Academy Brownhill

Activities the academy has undertaken during the 2019/20 year to advance equality, diversity

or inclusion for its **pupils / students**:

- School council meetings included campaign for the school to hold a culture week to include showcasing foods from their home countries. This should have taken place in May 2020 but the planning is all ready to go for this year.
- Increased awareness of LGBT through enhanced curriculum offer and assemblies.
- Black History month celebrated in school Oct.
- EAL group invited parents into school to share their learning

Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for **colleagues**:

- Focus on displays
- Staff ensuring that equalities and diversity is supported. e.g a wide variety of role models visible within school.
- Vulnerable group data mapped for all staff (Venn Diagrams) to support teachers understanding of multiple barriers children may face.

Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for its **community**:

- ESOL classes offered to parents.
- Use of language line at parents evening.
- EAL parents invited to open morning. Local support partners attended (e.g Comptom road support, Gypsy Roma support groups.)
- Session for families who will be impacted on by Brexit held at school.
- Family support group hosted at school. Run by the local community hub.

### Co-op Academy Woodlands

Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for its **pupils / students**:

- Early cultural food experiences
- Picture news resource shared weekly to make students aware of current world wide affairs e.g. Black Lives matter, this continued during lockdown
- PHSE and Care to talk lessons to celebrate and understand
- Class identity which includes flags and information representing the different cultures and history of the children in the class
- Fair trade fair
- Sports ambassadors which included both boys and girls

Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for its **community**:

- Fair trade fair

- Parent support groups
- Parent and children clubs in school to develop literacy skills of parents, parents joining in for story time in early years and KS
- Teachers delivered phonic sessions with parents so they can support their children at home.

### Co-op Academy Princeville

Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for its **pupils / students**:

The Academy took part in many activities to advance equality, diversity and inclusion for pupils, this includes the following:

- daily collective worship
- visits related to topic on 'Special People' including places of worship
- visits to broaden experiences and life skills
- residentials for all Key Stage two children
- sleepover at school for Year 3.
- assembly themes covering a range of topics and sensitive themes
- pupil voice survey
- curriculum topics on different cultures and countries which included tasting a variety of foods, lifestyles, fashion and language
- themed lunch rota across the year e.g. American Diner day
- language Development worker identifying and supporting vulnerable learners.

Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for **colleagues**:

The Academy took part in many activities to advance equality, diversity and inclusion for colleagues, this includes the following:

- CPD - this includes training from an Educational Psychologist on SEND and SEMH and catering for these needs within a classroom and a series of safeguarding CPD
- networking
- pupil progress meetings identifying vulnerabilities and planned next steps to close gaps
- software used by Teachers to identify, plan and evaluate provision for vulnerable pupils
- Clicker 7 software to support children EAL, New to English learners and learners with SEND.

Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for its **community**:

The Academy took part in many activities to advance equality, diversity and inclusion for the community, this includes the following:

- Headteacher coffee mornings for parents
- Pupil, Parent and Teacher Association
- healthy packed lunch workshop, school lunch taster sessions
- parent workshops that include the following: Phonics, Maths, English, KS1 and KS2 SATs, Secondary School applications, IT, ParentPay.
- School Nurse sessions for parents
- a series of workshops for European families new to the country
- new community information session
- educational psychologist consultation session with parents
- parent consultation days with a translator
- ESOL classes and HENRY course for parents.

### Co-op Academy Grange

At Coop Academy Grange, we believe that every student is unique, and every child deserves the best education, despite a large proportion of our students being from the most deprived districts of the United Kingdom .

In particular, we promote Equality, Diversity, and Inclusion by:

- Accepting all applicants who live in the local postcodes who wish to study at Grange, and whose education profile is suitable for mainstream school.
- Typically, annually accepting 10% of all fair access protocol students (FAP) within the city and 10 times the amount of children than other, 'outstanding' schools in the local area.
- Having a team of over 40 staff whose sole purpose is to help and support the most needy students. This includes SEND support, behaviour support through our on-site alternative provision, and EAL support, through our Fresh Start team who deliver a phonics programme to all students who require support to read.
- Incorporating a Resourced Provision within school which allows up to 15 students with Autism Spectrum Condition access mainstream lessons with a special school level of support. This is commissioned by Bradford LA. Historically, this provision has been highly successful in terms of both academic and social outcomes for young people.
- Social skills intervention programme which teaches specific skills to students who struggle to regulate their behaviour. The outcome of this is that they understand their behaviours and the behaviours of others.
- Flexible learning support from the FLEX team which allows students to be back in class with the support required to reintegrate.
- Delivering PSHCE, covering all aspects of inclusion and diversity including LGBT rights, racial tensions and cultural identity.

- Promoting 'The Pivotal Approach' for behaviour management, which is personalised to students' individual needs. This allows students to thrive and sets out only basic expectations to promote diversity and self-identity.
- A specific provision for students within school with behavioural challenges. Fledge bridges the gap between mainstream and alternative provision for students in key stages 3 and 4, with dedicated staff used to resource the provision.
- The careful and targeted use of alternative provision to ensure continued engagement with education and to prevent permanent exclusion. A dedicated member of staff manages this, to ensure regular contact between school, student, family and provider.
- We share parts of our building with Southfield, and use facilities together e.g. the atrium for dining.

The Personal, Social, Health and Economic (PSHE) curriculum puts equality, diversity and inclusion "at the heart" of all lessons. It encourages all students to think about the kind of person they aspire to be and pushes all teachers to reflect on the education they teach. It requires our whole school community to think about the world we are committed to creating by developing the Spiritual, Moral, Social and Cultural (SMSC) provision in school to raise and maintain aspirations. There is strong evidence that promoting SMSC can contribute to raising academic standards and improving children's life chances (Banerjee 2013).

Our school seeks to develop empathy, deepen spirituality to allow students to connect to their peers. The spiritual development of our students will be shown by their sense of enjoyment and fascination in learning about themselves, others and the world around them. The moral development of our students will be demonstrated by their ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England. As well as show an understanding of the consequences of their behaviour and actions. The social development of our school community will be reflected by their willingness to participate in a variety of communities and social settings, including volunteering, cooperating well with others and being able to resolve conflicts effectively. They will show acceptance and engagement of our fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Furthermore, the cultural development of our school community will be seen by their interest in exploring, improving understanding of and showing respect for different faiths and celebrate cultural diversity.

Our PSHE lessons allow and create opportunities for our pupils to learn and practise human virtues and values such as compassion, hope, faith and forgiveness. PSHE education will enable all our students to make wise and appropriate choices, understand and appreciate others which will prepare them for life in forever changing modern Britain.

Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for **colleagues**:

- A Prayer Room is available at the academy
- School closure for Eid planned into the academic calendar
- Recruitment process - anonymous shortlisting

- Training as part of training day for all staff to understand the communities that we serve - e.g. Slovakian Roma community.
- Gender neutral toilets.
- All colleagues have the opportunity to celebrate their cultural needs and to understand other's beliefs.
- Staff at all levels are supported to undertake external CPD opportunities which develop skills to allow for personal progression.

Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for its **community**:

- We engage a Roma worker to enhance and encourage engagement with this group of families.
- We regularly make contact with local religious groups and visit religious leaders and invite them into school.
- We hold an annual event called a Naat Qirat, where we welcome students, families and the community to the recitation of the Quran.
- We patrol in the community and have the school Grange Rover to show our presence in the local area before, during and after school.

## Co-op Academy Oakwood

### Pupils

Co-op Academy Oakwood serves a diverse population. Work on the curriculum during the last year has sought to ensure that the curriculum reflects the children at the academy and is robust and ambitious in its purpose.

During the last year pupils have:

- Celebrated World Peace Day with activities focussing on Peace Mala.
- Taken part in a Guide Dog workshop where children discovered why people needed guide dogs.
- Attended a workshop by Parliament focussing on the theme 'My Vote Counts'.
- Participated in World Mental Health Day by wearing yellow as well as completing wellbeing activities.
- Taken part in an Aspirations Day where children attended school wearing an outfit fit for their chosen future career. Pupils were also exposed to a range of different professions they could aspire to.
- Observed different significant religious times such as Christmas and Eid.
- Danced with a Bollywood dancer.

### Colleagues

Staff have:

- Attended training from Stonewall in relation to LGBTQI with a particular focus on gender identities.
- Completed curriculum reviews and mapping ensuring that a wide range of cultures, ethnicities, religions, abilities and genders are reflected.
- Completed a book review ensuring that a wide range of cultures, ethnicities, religions, abilities and genders are reflected both in the content and authors.
- Attended PSHE Leader conference to ensure our SRE and PSHE curriculums promote equality, diversity and inclusion.
- Mental Health First aiders in school who are trained to: support others; reassure those in crisis and guide people to further support.
- Attended a Fair Trade conference.

### Community

The school has:

- Hosted a Macmillan coffee morning and raised money for the charity.
- Raised money for Cash for Kids, a charity who supports children and young people affected by poverty, abuse, neglect, life-limiting illness and those who have additional needs.
- Collected electrical goods for recycling as part of the UCAN recycling scheme.
- Hosted a nativity and Christmas performance for the families of Co-op Academy Oakwood.

### Co-op Academy Nightingale

Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for its **pupils / students**:

- we have used My Health My School survey for the first time to gauge views and opinions of pupils and we have used the school council to develop inclusion activities - particularly at lunchtime including games clubs to make sure all children have someone to be with during break and lunch
- We have also started to include makaton symbols throughout school so that all pupils have an awareness of some key makaton signs to support understanding and communication. For some pupils who require makaton as part of their everyday practice it means they are surrounded more by these symbols throughout school. Intention to deliver further training on this through 20-21 and further roll out across school.

Activities the academy has undertaken during the 2019/20 year to advance equality, diversity

or inclusion for **colleagues**:

- staff have raised awareness of promoting Mental Health through Time to Talk Day and buddying up staff to support each other and check in with one another how they are

Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for its **community**:

- Monthly parent forums held (up to Covid-19 restrictions) covering topics such as dental hygiene, secondary applications, healthy diets
- Use of translation wherever possible to incorporate non-english speaking community

### Co-op Academy Smithies Moor

#### Pupils

- The Curriculum is designed to explore and challenge pupils to explore equality, diversity and inclusion.
- Large paintings and captions around school utilise the pictures and quotes of Charlie Mackesy and the maiden speech of Jo Cox. (both support equality diversity, inclusion and mental health and wellbeing)
- Rainbow room provision to nurture, guide and educate children who may have otherwise being in danger of exclusion.
- Jigsaw PSHE curriculum introduced to ensure children in all years develop a broad knowledge of equality and diversity issues.
- 'Helping hands' are used to provide prompts to staff to ensure children with SEND can access the curriculum.
- In the past year community links have been developed between our children and those from Fairfield Special School, a local Residential Care home, Batley Food Bank and the Royal British Legion. This has added to other existing links with Water Aid.
- Student leadership training introduced for all upper key stage 2 children.
- Pupils were supported in their learning at home. Some were provided with devices, others who preferred had packs of work delivered to ensure continuity of learning.
- Communication with every family during lockdown enabled them to still feel connected to school and the outside world and supported their safety.

#### Colleagues

- Training and conferences have been made available to all staff, teaching and support.
- Risk assessments have been conducted with staff who have pre-existing medical conditions.
- Briefing occurs three times a week to aid the flow of communications throughout the whole staff team.  
Team meetings take place fortnightly for the same reason.
- There is an open invitation to Professional Development Meetings for all TAs at school.

- The school runs Apprenticeships to provide training and a career for previously unemployed young people.
- Coaching sessions and career stage conversations take place to develop the staff team.
- Staff are supported through their careers with a range of training and nationally recognised opportunities, eg NPQs
- Pastoral manager and mental health lead have undertaken training in and deliver grief counselling.

### Community

- Maketon training has been undertaken by 14 members of staff and this was also offered to a parent.
- Pastoral Manager works with pupils, parents and staff.
- Behaviour policy created and adapted by staff, pupils and parents.
- All teachers and teaching assistants meet daily with parents to ensure strong communication between home and school.
- Free before and after school care was offered to the children of Key Workers throughout lockdown to support them through their irregular shift patterns caused due to the crisis.

### Co-op Academy Parkland

Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for its **pupils / students**:

- PSHE Jigsaw scheme- focus on celebrating differences - bullying, different family units, disabilities, LGBTQ+ (using Stonewall resources)
- Black lives matter, focus on work with key worker groups in school.
- Zero tolerance approach to bullying.
- Black history month - Bold women in black history.
- Anti-bullying & Stonewall assemblies each half term.
- School council discussions.

Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for **colleagues**:

- Open and honest culture.
- Valuing individuals.
- Disabled parking spaces.
- Occupational health referrals.
- Buddy system for colleagues to support mental health.
- Disabled toilets

Activities the academy has undertaken during the 2019/20 year to advance equality, diversity

or inclusion for its **community**:

- We joined schools in Bradford to celebrate One Britain, One nation on Friday 26th June 2020. This was done virtually due to lockdown but pupils drew/wrote about what being British means to them and posted this on Google Classroom

### Co-op Academy Beckfield

Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for its **pupils / students**:

- School council focuses discussion on these areas
- Refurbishment of toilets in 2020 ensured that all toilets are accessible around the school
- The building is designed and organised in a way that is inclusive to all pupils
- Zero tolerance approach to bullying
- Representations of different cultures and ethnicities within the curriculum
- Participation in national and international awareness events.
- Provide reasonable adjustments in line with The Equality Act for students with SEND
- Purchasing a range of texts from different cultures to support development of reading programme in school
- Pupil premium spend directed towards ensuring barriers are removed for all to support learning.
- Consideration given to race and gender in the production of promotional and educational materials in school.

Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for **colleagues**:

- Provide disabled parking for colleagues
- Provide Occupational Health referrals for colleagues struggling with health issues (both physical and mental)
- Provide ergonomic assessments / equipment for colleagues who struggle with mobility so they can access the workplace
- Provide a confidential employee assistance programme through BUPA
- CPD to raise awareness on key Trust policies

Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for its **community**:

- We have an accessible toilet access near the main entrance
- All newsletter and letters are pitched at appropriate level so they are accessible to as many as possible
- Parent staff association supports opportunity for any parent to have involvement in the school

- Ensure any reasonable adjustments in line with The Equality Act are in place to enable candidates to access our recruitment procedure

## Co-op Academy Leeds

### Students

Steven Lawrence education standard group. These students meet regularly, listen to others students' concerns over equality and race related issues and bring these to their forum. This is then reported to the lead staff member who then deals with any issues that have arisen. Students run a range of activities with a wide range of external agencies, promoting race equality across the academy student body.

LGBT+ student representatives for the LGBTQ+ student community. These are promoted around the academy on noticeboards. Academy actively promotes LGBTQ+ acceptance and celebration through use of informational posters, rainbow badges for staff and students and regular promotion of LGBTQ+ awareness in PSHCE.

We celebrate all of the religious celebrations across our whole community. This happens through assemblies and PSHCE. For example, during Ramadan, the student body is made aware that members of the staff and student body are fasting and to be sensitive to this. Congregational prayer facilities are provided during religious periods.

Students have been able to celebrate the dance and food elements of their culture. For example, the school celebrated one world day and the Romany students within the school gave a morning of cultural celebration (dance, food, costume, etc.) within the academy. Parents were invited in and participated. Members of our local community were also invited to the event.

Our 6<sup>th</sup> form students are actively recruited from diverse communities in the area. The academy has the status of international new arrivals hub post 16.

### Colleagues

Staff actively engage with a staff forum for equality under the Stephen Lawrence standard group.

Schemes of work are audited to ensure that they encompass all faiths and cultures.

Staff are kept informed of cultural events from within the staff and student bodies. This takes place during staff briefings. The observance of religious celebrations are explained and empathy towards colleagues who may be observing these activities is actively encouraged.

Within recruitment processes, the equalities act is strictly adhered to and promoted. This is monitored closely through HR systems. This is reflected in the staff body at all levels.

During new colleague induction, all staff have presentations that support their awareness of the diversity of cultures within the Academy population

### **Community**

The academy proactively engages with the local community through voluntary organisations such as:

- The Learning Partnership,
- Two Way Street,
- Barclays Bank,
- Royal Voluntary Service
- CATCH

We renovated community gardens in the local area in partnership with Leeds City Council, parks and countryside.

Members of staff and students volunteered to work on a range of community projects such as providing hot meals to the vulnerable, engaging with NEETS.

The academy established a programme of adult learning opportunities for parents who were new to the country.

Students visited a range of places of worship to support their understanding of different faiths.

The academy was chosen by Leeds LA as the representative of the education sector in the development of Cultural Cohesion Quality Mark (CCQM). Our designated staff members alongside other representatives of local and national organisations contributed in developing the CCQM framework. This framework will impact in working towards reducing inequalities and building harmonious relationships. This framework has been rolled out nationally by Leeds to all organisations including: private businesses; religious organisations; educational establishments; public sector organisations; and local authorities.

### **Co-op Academy Southfield**

Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for its **pupils / students**:

- we have developed a specialist programme for children with learning difficulties so that the national changes to Relationships and Sex Education policy in September 2020 are reflected in a meaningful curriculum that reflects their lives and the choices they may wish to make, as well as the risks that they face in this area.

<p>Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for <b>colleagues</b>:</p> <ul style="list-style-type: none"> <li>• we have supported staff through C19 with a differentiated approach that has taken BAME staff's needs into account, as scientific understanding of the variable risk factors has emerged during the epidemic.</li> </ul>
<p>Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for its <b>community</b>:</p> <ul style="list-style-type: none"> <li>• we have been expanding our provision in response to the local authority's need for additional places, which sees hundreds of Bradford children with SEND moving to high quality specialist provision, that meets their needs most effectively.</li> </ul>

<p><b>Co-op Academy Priesthorpe</b></p>
<p>Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for its <b>pupils / students</b>:</p> <ul style="list-style-type: none"> <li>• 1-1 interventions with JBY for every student referred for racist, homophobic or any derogatory language/behaviours. (92.3% did not reoffend after intervention 2019/20).</li> <li>• LGBTQ+ group established for 2 years. Average attendance 12+ students from Y7-13, boys and girls. Highest ever attendance was 25 students in 2019.</li> <li>• Annual trip (2019 + 2020) to Angel Square to take part in the LGBTQ+ IRIS festival.</li> <li>• Equality and Diversity group has been established for over 3 years and has a regular attendance of 10+ students. Discussions around E&amp;D issues in school and the community.</li> <li>• Assemblies on E&amp;D (Tolerance and Acceptance) delivered annually with support from the students.</li> <li>• Peer interventions e.g. students offering advice to peers on coming out, use of racist language etc. with support from JBY.</li> <li>• A member of the WeMovement.</li> </ul>
<p>Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for <b>colleagues</b>:</p> <ul style="list-style-type: none"> <li>• 10+ staff undertook LGBTQ+ training (4 hours) with Barnardos</li> <li>• E+D topics e.g. BLM delivered in PSHCEE lessons by staff to engage in discussions with the students</li> <li>• Full staff training on 'Prevent' (2019)</li> </ul>
<p>Activities the academy has undertaken during the 2019/20 year to advance equality, diversity or inclusion for its <b>community</b>:</p> <ul style="list-style-type: none"> <li>• A Beacon school for LGBTQ+ (awarded from Barnardos)</li> <li>• PD Day visits from LGBTQ+ community (transgender speaker), CND and Prevent.</li> </ul>

- Held a E&D stand on Priesthorpe's 'Community Day' and engaged with parents and locals on issues surrounding E&D within the community.