



Equality Information and Objectives

For information about roles and responsibilities, the Equalities Act and the duties of OAT as a multi academy trust, please refer to our equality policy, which you can find under policies on our website. This document gives more details about our academy equality objectives for our student body, gives information about our student population's protected characteristics and gives details about what we are doing to promote equality of opportunity for each group.

Our Equality Objectives

At Six Villages Academy the work of each individual contributes to our whole academy improvement plan. Taken from that plan, our equality objectives are as follows:

- Improve provision so that all groups make accelerated progress and secure exceptional outcomes particularly SEND, disadvantaged and lower prior attaining students
- All SEND students are known and supported within the academy and their needs are met
- Narrow the gap between disadvantaged and non-disadvantaged students
- To provide students with a pastoral curriculum which is steeped in British Values, SMSC, IAG and feeds into global themes

The senior leadership team evaluates our progress against these objectives termly.

Our Core Values

At Six Villages Academy our six core values underpin the work which do each day. These explicitly support our equality objectives. Our pastoral curriculum in the Autumn term focus on these objectives through assemblies and tutor time work with all students in all year groups.

The values are as follows:

Strive for Excellence

- Be Ambitious
- Value Community
- Show Respect
- Preserve
- Take Responsibility
- Demonstrate Kindness

In particular, when we value community, we focus on the diversity of our community – locally, nationally and globally and each member's value.

When we talk about respect, we focus on respect to all people, regardless of race, religion, ethnicity, disability, gender, sexuality or background. Thus we explicitly teach our students the importance of equality as well as modelling it in our academy community.

Our Equality Commitments

At Six Villages, through our objectives and core values, we have a strong commitment to equality and fairness in everything we do.

- All staff try to ensure that everyone is treated fairly and with respect
- We work hard to ensure our academy is safe and secure for everyone
- We recognise that people have different needs and that treating people fairly does not always mean treating them in exactly the same way
- We recognise that some students and some groups of students will require additional support to reach their potential and we endeavour to provide that support at every stage of their academy journey
- We use our student leadership team to ensure that different groups of students have their voices heard and are consulted on decisions
- We aim to make sure that no protected group of people experience harassment, less favourable treatment or discrimination
- We welcome our duties under the Equality Act 2010 and our specific duties to publish information about our equality objectives and the protected characteristics of the students in our care.

Information about our student population by protected characteristics (September 2018)

The Equality Act protects people from discrimination based on protected characteristics. These are: disability, gender reassignment, pregnancy and maternity, race (ethnicity), religion and belief, gender and sexual orientation.

Since everyone has several of these protected characteristics, everyone is protected by the equalities act and everyone is protected from unfair treatment.

- Disability

	Percentage of student population
No SEND	79.9% (543 students)
SEN Support (K)	18.5% (126 students)
EHCP	1.4% (10 students)

- Gender Reassignment

We do not collect data on students who are planning to undergo, are undergoing or have undergone gender reassignment.

- Pregnancy and Maternity

There is one pregnant student at Six Villages, who currently attends Chichester College Fresh Start 14-16 provision .

- Race (ethnicity)

Ethnicity of Students	
	Percentage of student population
Any other Asian background	
Any other White background	3.82%
Any other ethnic group	0.15%
Any other mixed background	1.38%
Bangladeshi	0.92%
Black African	0.15%
Chinese	0.15%
Gypsy / Roma	1.22%
Indian	0.31%
Information not given	0.15%
White British	90.21%
White and Asian	0.61%
White and Black African	0.46%
White and Black Caribbean	0.46%

- Religion and Belief

Religion of student population (stated by the parent)	
	Percentage of the student population
Christian	37%
Hindu	0.46%
Information not given	5.66%
Jewish	0.15%
Muslim	1.22%
No religion	53.98%
Other religion	0.76%
Sikh	0.15%

- Gender

	Males	Females
Number of students	352	327
Percentage of population	51.9%	48.1%

- Sexual Orientation

We do not collect data on the sexual orientation of our students.

How we advance equality of opportunity for each group of students with protected characteristics:

It is important to note that Ofsted praised the nature of how we try to ensure all students from every key group are respected and promoted:

'There is a strong sense of community in this friendly and inclusive school. Most pupils enjoy school life.'

- Disability
 - We support disabled learners and staff by meeting their individual needs
 - We make reasonable adjustments to ensure that our disabled students are not put at a disadvantaged compared to other students – this includes but is not limited to: access arrangements for all assessment, use of technology in the classroom where handwriting is a difficulty; use of lifts to access classrooms; adapting the PE curriculum to meet disabled learners' needs; adapting the curriculum studied by some disabled learners
 - We consult with disabled learners and their families to ensure their needs are met
 - We strive to improve the physical environment in ways which benefit disabled learners
 - We consider disabled learners in all curriculum, site maintenance and future project decisions
 - We enable all students to learn about the experiences of disabled people through the curriculum, both academic and pastoral
 - We ensure that the curriculum has positive images of disabled people
 - The academy tackles prejudice and any incidents of bullying based on disability

- Gender Reassignment
 - The academy has a transgender policy which all staff are aware of and is clearly on our website
 - Any student or member of staff undergoing gender reassignment is treated with care and sensitivity
 - The privacy of any student or member of staff undergoing gender reassignment is respected.
 - Our behaviour policy and academy core values promote respect for everyone, regardless of gender or gender reassignment.
 - Gender identity and LGBTQ+ rights are explicitly taught in the pastoral curriculum
 - Practically we have allocated some toilet areas and mixed gender intentionally to reduce the potential stigma a transgender student may face.

- Pregnancy and Maternity

Whilst it is rare for a student to become pregnant whilst at Six Villages Academy, we ensure that there is equality of opportunity for pregnant students whilst pregnant and for those who are new mothers by:

 - Ensuring that pregnant students have access to medical care, counselling and mentoring during and after their pregnancy
 - Adapting the curriculum as needed to ensure that pregnant students can access as many subjects as possible
 - Providing access arrangements and special considerations for exams where needed and possible
 - Changing the location of lessons where needed
 - Ensuring access to private toilet facilities where needed
 - Providing a safe space within the Academy
 - Teaching at different times or one to one when needed to fit around appointments or feeding
 - Ensuring that the Academy community treats pregnant students or students who are mothers with respect through immediate response to any negative comments

- Race (ethnicity)
 - We monitor the progress of all ethnic groups and set targets to improve these where they fall below the national or Academy averages
 - We identify and address barriers to learning of different groups of students
 - We involve parents, carers and families in interventions to improve outcomes for particular groups
 - We link with groups, organisations and projects to provide a greater appreciation of cultures, languages and religion to foster harmony and tolerance of one another
 - We provide all students with opportunities to learn about the experience and achievement of different communities and cultures
 - We ensure our curriculum challenges racial stereotypes and racism
 - We take part in events such as black history month and Holocaust Memorial Day
 - The curriculum is supported by resources which reflect diversity in Britain

- Religion and Belief
 - Our curriculum teaches students to be accepting of one another's lifestyles and beliefs, as well as exploring shared values
 - The RE curriculum explores different faiths and helps to challenge prejudice and discrimination
 - We ensure we respond robustly to bullying or harassment on the basis of faith or religion
 - We tackle prejudice related to religion or xenophobia, particularly anti-Semitism and Islamophobia through our academic curriculum, pastoral curriculum, annual events and our culture
 - We ensure students can celebrate key events in their religious calendar: ensuring internal exams do not clash with key dates, internal events are shaped around these dates and prayer rooms are provided when needed

- Gender
 - We monitor progress by gender and intervene in the curriculum when one group is falling behind the other
 - We set targets to improve the attainment and rates of progress of particular groups of boys and girls
 - We are identifying and addressing barriers to the participation of boys and girls in activities
 - We ensure that gender stereotypes in careers, subject choices and other experiences are avoided
 - We actively promote the participation of both genders in particular activities or subjects where one is underrepresented– for example our promotion of women in STEM.
 - We work in partnership with external organisations, for example Coast to Capital and local universities to develop ways of tackling gender stereotypes and segregation in career and subject choice – for example our conferences and drop down days
 - We encourage both male and female carers to be fully involved in the work of the academy and contribute to their children's learning and progress
 - We encourage students to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes
 - We celebrate the achievements of both genders, taking the opportunity to do this in assemblies, lessons and social time.

- Sexual Orientation
 - We use our pastoral curriculum to promote understanding of LGBTQ+ rights and the contribution of LGBTQ+ people to our society
 - Teaching resources use different types of families and promote different types of relationship
 - We aim to ensure that LGBTQ+ members of our community feel comfortable and are able to be open about their orientation should they wish to do so
 - We support students to develop the skills to be accepting of one another's lifestyles and beliefs
 - We tackle derogatory language (such as the use of the word "gay" to denote something negative) and use resources from organisations such as Stonewall to support us with this
 - We use our assemblies and pastoral curriculum to promote understanding of the experiences and contributions of the LGBTQ+ community to our own community and to wider society.