










Protected Characteristic		The table below outlines some of the work the Academy currently undertakes to ensure equality in regards to the protected characteristics.
 <p>Race</p>	In relation to race the evidence we hold tells us	<p>73% of our students come from White British backgrounds. 18% come from a variety of ethnic backgrounds including Asian and Mixed. 9% of students have not disclosed their ethnicity.</p> <p>Racist incident forms and procedures are in place; last academic year we had 15 recorded incidents logged. Observed behaviour in the academy shows respect and tolerance for people of all races amongst students, this is modelled by all adults.</p> <p>All students regardless of race are offered and involved in after academy activities.</p> <p>PLEDGE opportunities, PSHE, Assemblies and tutor time sessions involve discussions around difference, diversity and tolerance in our society, giving high profile and respect to different values and views within society. Through this we foster respect and interest in all students' race backgrounds and celebrate diversity and difference worldwide. Our curriculum covers different races and cultures, due respect and interest is given to the cultures within the academy.</p>
 <p>Disability</p>	In relation to disability the evidence we hold tells us	<p>1% of our students have physical disabilities and 2% have multi-sensory disabilities (this also includes those with a physical disability). Students with physical disabilities take part in class activities and effectively differentiated learning opportunities to allow them to succeed and progress in line with expectations from their starting points.</p> <p>The academy has an effective inclusion policy.</p> <p>The academy has an accessibility plan.</p>
 <p>Sex</p>	In relation to sex the evidence we have tells us	<p>51% of our students identify as male.</p> <p>Examination data shows boys do not attain as highly as girls. This is identified and addressed in development plans.</p> <p>Students work in both mixed and single sex groupings (PE only).</p> <p>Where a decision needs to be made in regard to splitting students based on gender the Academy will consult the DfE non-statutory guidance, Gender Questioning Children.</p> <p>All genders are employed at the academy and we welcome applications.</p>
 <p>Gender Reassignment</p>	In relation to gender reassignment the evidence we hold tells us	<p>The recruitment policy has guidance on recruitment on grounds of ability to carry out the vacant post which the academy follows.</p> <p>The trust consults DfE non-statutory guidance, Gender Questioning Children.</p> <p>No data is recorded on gender reassignment in the academy therefore the potential for victimisation is minimised.</p>
 <p>Pregnancy and Maternity</p>	In relation to pregnancy and maternity the evidence we hold tells us	<p>We give staff, or students, on maternity leave or who are pregnant the same rights as other staff and include them in relevant academy information during leave.</p> <p>The academy policies include flexibility in staff's absence in view of childcare and parenting emergencies.</p> <p>We support staff wishing to take paternity or adoption leave.</p>
 <p>Age</p>	In relation to age the evidence we hold tells us	<p>Staff range in age from 18 to 70</p> <p>All staff, including support staff and casual staff and community education tutors, range in age from 18 to 79</p> <p>We follow the Trust Recruitment Policy and Diversity, Equality, Equity and Inclusion Policy.</p> <p>We use the Trust assured national suppliers and local sources of advertising for posts.</p> <p>The academy returns the relevant monitoring forms.</p>
 <p>Religion or belief</p>	In relation to religion and belief the evidence we hold tells us	<p>The Academy welcomes students and families of all religions equally.</p> <p>The academy does not hold performance data on groups of religious nature.</p> <p>Through taught lessons, wider internal and external opportunities, students discuss the diversity of beliefs, people's rights to their own beliefs, as well as encouraging students to reflect on their own and others' beliefs and reasons for their actions.</p> <p>All students and staff are given equal value independent of their personal belief or religion.</p> <p>Due regard and mention is given to different religion's celebration days and events.</p> <p>Every effort is made to include awareness, tolerance and understanding of a wide range of religions in the curriculum as well as in assemblies.</p> <p>Where religious beliefs can be supported in the academy they are, for example the inclusion of a hijab and trousers within the uniform.</p>
 <p>Sexual Orientation</p>	In relation to sexual orientation the evidence we hold tells us	<p>No data about the sexual orientation of staff or parents is collected in academy therefore there is no potential for victimisation.</p> <p>Correspondence is addressed as requested to support equality of all family situations.</p> <p>Students are taught the differences between the sexes and that some people are of different sexual orientations others and that that is acceptable in our society, as per the PSHE Programme defines.</p>
 <p>Marriage and Civil Partnership</p>	In relation to marriage and civil partnership the evidence we hold tells us	<p>We have a range of different partnerships within the staff and all are respected for their own arrangements.</p> <p>These topics are also covered through our Wider Curriculum Opportunity Days, PSHE and tutor time programme.</p>