

**THE HIGHEST
STANDARDS**

Always set and deliver
the highest standards:
never settle for less.

**INVEST TO
ACHIEVE**

Care about the now;
create the very best for
your future.

**EVERYONE IS
VALUED**

We are unique
individuals working
together to be the best.

**NO
EXCUSES**

Create solutions,
not excuses.

**NEVER
GIVE UP**

Resilience is essential;
self-belief drives
improvement.

**CULTIVATE YOUR
CHARACTER**

Qualifications open
doors; your character
gets you through them.

Staff Equality Objectives

At Sir Thomas Wharton Academy, we are passionate about achieving our vision. In order to achieve our vision, we want to ensure that there is equality of opportunity for all at all levels within the Academy. We aim to be an inclusive employee and the Academy of choice for staff and students within our area. In order to do that, we have devised three equality objectives for staff.

Objective 1:

To increase the diversity of staff working at STWA with relation to ethnic minority groups to ensure that students experience a learning community which better reflects the UK society as a whole.

Objective 2:

To actively promote gender equality at all levels with the aim that the number of male and female leaders at Senior leadership and Middle leadership levels are proportionate to the local demographics and that there is a gender distribution across all areas of the Academy including leadership, teaching and non-teaching staff, to provide role models for students and ensure that both male and female staff have the same chance of accessing PLD opportunities.

Objective 3:

There will be no evidence of bullying or discrimination across the Academy.

Objective 1

To increase the diversity of staff working at STWA with relation to ethnic minority groups to ensure that students experience a learning community which better reflects the UK society as a whole.

Current context and reasons for choosing this objective

Racial Demographics (2011 Census for Doncaster)

Ethnic Group	STWA Academy Staff	STWA Academy Students	Doncaster	Edlington	UK
White British	96.8%	96.64%	91.8%	97.6%	87.2%
Asian	2.1%	1.13%	0.6%	0.76%	7.5%
Black	0%	0.47%	0.4%	0.53%	3.3%
Mixed/Multiple	0%	2.35%	0.5%	0.92%	1%

In 2019, 13.19% of the national teaching workforce were of an ethnic minority group.

As the data above suggests, Doncaster and Edlington are very much monocultural communities. This could potentially limit our students' exposure to different races, religions and cultures and we want our students to have a learning experience which better reflects society as a whole. One of our Key Drivers is 'Everyone is Valued; we are unique individuals and we work together to achieve success'. In order for us to achieve this Key Driver, we must ensure our students are exposed to more people from different ethnic and religious backgrounds. Also, for our students from ethnic minorities, it is important that they see members of their race and or religion in aspirational positions within the Academy.

Action	Success Criteria	Responsibility of
Discussion at SLT about interview shortlisting to make SLT aware of unconscious bias. Training to be completed by SLT.	SLT awareness of unconscious bias will reduce any potential bias when it comes to making recruitment or retention decisions.	Principal & SLT
Any applicant to have names and ethnic groups removed from application forms during short listing – blind applications to avoid any unconscious bias	Being unaware of ethnic background will avoid any unconscious bias.	Principal & Principals PA
Any applicant from a non-white ethnic group will be shortlisted for interview if they meet all the essential criteria in the person specification.	Applicants from non-white ethnicities will not be hindered by any unconscious bias that may exist.	Principal
All candidates to continue to have the exact same questions and tasks during a recruitment process.	No candidate is disadvantaged by a variance in questioning/task difficulty.	Principal
Marketing documentation to visually demonstrate our 'Everyone is Valued' Key Driver.	Documentation to make it attractive for staff of different ethnic minorities so they want to work at STWA Academy.	Marketing team and Principal
A review of language and terminology used in job descriptions.	Removal of language and terminology which may subconsciously put off prospective candidates from different ethnic minorities.	Principal

Objective 2

To actively promote gender equality at all levels with the aim that the number of male and female leaders at Senior leadership and Middle leadership levels are proportionate to the local demographics and that there is a gender distribution across all areas of the Academy including leadership, teaching and non-teaching staff, to provide role models for students and ensure that both male and female staff have the same chance of accessing PLD opportunities.

Current context and reasons for choosing this objective

STWA Academy Staff Data

Group	Total	Males	%	Females	%
All	95	38	40.0%	57	60.0%
Teachers	59	28	47.5%	31	52.5%
Associate Professionals	36	10	27.8%	26	72.2%
Middle Leaders	15	7	46.7%	8	53.3%
Senior Leaders	11	5	45.5%	6	54.5%

Current staff breakdown

Subject Area	Gender of Subject Leader	Gender of teaching staff in department	
		Male	Female
English	F	3	8
Maths	M	5	4
Science	M	5	3
Geography	M	3	1
History	M	2	1
French	F	0	2
Business & Computing	M	2	2
PE	F	3	3
Art/Technology	M/F	2	2
Performing Arts	F	1	2
Religious Studies & Life Skills	F	0	2

The data above shows that the gender split in particular departments has been actively worked on, with the addition of two male English staff making a total of three there are now more male role models to instill a love of reading in the boys; History has also gained a greater gender balance with the addition of a female to the department. At the Academy, we want to ensure that we have an even distribution of genders across departments and leadership positions. This will provide all students with a fair range of inspirational role models in subject areas and in leadership positions as well.

Action plan

Action	Success Criteria	Responsibility of
All candidates to continue to have the exact same questions and tasks during a recruitment process.	No candidate is disadvantaged by a variance in questioning/task difficulty.	Principal
Marketing documentation to visually demonstrate our 'Everyone is Valued' Key Driver.	Documentation to make it attractive for staff of different genders to want to work at STWA Academy.	Marketing Team and Principal
A review of language and terminology used in job descriptions.	Removal of language and terminology which may subconsciously put off prospective candidates.	Principal
Track PLD opportunities offered to all staff at all levels to ensure equal opportunity for development.	Males and females equally developed through mentorship and leadership PLD. Tracking to ensure sustainability.	Principal & SLT

Objective 3

There will be no evidence of bullying or discrimination across the Academy.

Current context and reasons for choosing this objective

Bullying and discrimination are rare at the academy and any incidence of that has been dealt with appropriately through the Trust processes. We feel that it is essential staff are treated in line with our 'Everyone is Valued' Key Driver meaning that no bullying or discrimination takes place at the academy. No staff member should feel the burden of discrimination and everyone should always feel that they are valued and are given opportunity to develop their knowledge and skills.

Action Plan

Action	Success Criteria	Responsibility of
All leaders to be aware of acceptable behaviours and to model these on the MLT standards and expectations.	Leaders to act in line with 'Everyone is Valued' Key Driver and in line with the MLT behaviours.	Principal & SLT
All staff to be aware of clear reporting processes in place for accusations of bullying and discrimination through the Grievance and Whistleblowing policies.	All staff to know exactly how to report instances of bullying or discrimination and know that these are taken seriously.	Principal
Staff to be appropriately trained to deal with allegations of bullying and discrimination.	Leaders to know how to effectively deal with any allegations and subsequent investigations with training and advice via MLT.	Principal and all Leaders
Clear job descriptions.	All staff to have clarity of expectations that are regularly reviewed.	Principal
Robust, consistent, open and fair line management at all levels.	All staff receive fair, consistent and regular meetings with their line managers that are open and honest. Minutes are taken and shared.	Principal
Wellbeing section on all line management agendas.	All staff given the opportunity to discuss their current wellbeing with their line manager at each line management meeting.	Principal and Line Managers

Wellbeing Lead and Wellbeing Champions in place.	Wellbeing Champions are in place for each department and for Associate Professionals. Wellbeing at Work Award achieved.	Principal and Wellbeing Lead
Open dialogue with unions to ensure wellbeing at work is good.	Regular meetings with union representatives to keep an open dialogue about staff wellbeing.	Principal
Regular staff surveys.	Termly staff surveys will monitor wellbeing and any necessary follow up is swift.	Principal