Welcome to the Morton Academy Equality page. Here you will find details of how we meet our duties under the Equality Act 2010 and support our commitment to providing an environment in which each individual has complete equality of opportunities and do not suffer any discrimination, whether directly or indirectly.

Our General Equality Duty

In October 2010, the new Equality Act introduced a Public Sector Equality Duty, which requires the Academy to have due regard to the need to:

- **Eliminate unlawful discrimination, harassment and victimisation** and other conduct prohibited by the Act;
- **Advance equality of opportunity** between people who share a protected characteristic and those who do not; *and*
- **Foster good relations** between people who share a protected characteristic and those who do not.
-

Protected Characteristics - There are nine Protected Characteristics under the Equality Act; Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex and Sexual Orientation. The Equality Duty requires the Academy to consider how our activities affect the people who share these different protected characteristics and to publish information to show how we do this.

Equality Information - In order to meet our Equality Duty, we are required to publish Equality Information about how our policies and practices affect those with Protected Characteristics. To this end we have conducted an **Equality Analysis** (part one) to assess and demonstrate our compliance with our Equality Duty. We will conduct this analysis on an annual basis.

Equality Data (part two) **–** Information on the pupil population / Information about our employees.

Equality Objectives - As well as publishing Equality Information, we are required to establish at least one Equality Objective to address any areas of inequality, or possible inequality, identified as part of our analysis (part three). We will publish Equality Objectives at least every four years.

Business Planning - During our business planning process we ensure that we take into account the effect of our decisions on different groups. We consider if there are any unintended consequences for some groups and whether our business plan will be fully effective for all target groups.

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Further Information

Further information regarding our commitment to equality can be obtained by contacting Richard McGuire at richard.mcguire@rrfa.org.uk.

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Ethnicity	
Any Other Black Background	1
Any Other Mixed Background	1
Any Other White Background	8
Black - African	7
Gypsy / Roma	1
Information not yet obtained	5
Other White British	2
Refused	2
Turkish/Turkish Cypriot	1
White British	823
White English	6
White Irish	1
White Eastern European	5
White European	12
White Other	2
White Western European	3
White and Any Other Asian Background	1
White and Asian	1
White and Black African	3
White and Black Caribbean	2
White and Chinese	1
TOTAL	888

Age	
Age 11	21
Age 12	202
Age 13	165
Age 14	178
Age 15	162
Age 16	160
Total	888

Gender	
Female	426
Male	462
Total	888

Numbers correct as of 9th July 2024

Disability

Anxiety	
Arnold-Chiari Malformation	
Arthritis	
Asperger Syndrome	
ADHD	
Autism/Autistic Spectrum	
Bilateral Severes Disease	
Bone Marrow Odema & Join Effusion	
Cerebral Palsy	
Deaf	
Dyslexia	
Dyspraxia	
Ehlers-Danlos Syndrome (EDS)/Hypermobility	
Epilepsy	
Heart Conditions	
Kidney Problems	
Multiple Endocrine Neoplasia Type 1	
Oppositional Defiant Disorder	
Right Hemiplegia	
Scheuermann's Disease	
Scoliosis	
Sensory Processing Disorders (SPD)	
Sever's Disease (Calcaneal Apophysitis)	
Trimethoprim Allergy	

Pregnancy/Maternity

Yes	0

Religion

Anglican/Church of England	1%
Buddhist	0.1%
Christian	37%
Free Church	0.1%
Muslim	0.3%
No Religion	53%
Other Religion	2.2%
Protestant	0.1%
Refused Information	3.6%
Roman Catholic	1&
Jehovah's Witness	4%

PART ONE – Equality Analysis Key

RED   **High Priority**

To highlight in red you will have found minimal evidence to demonstrate compliance with the Equality Duty for any particular characteristic. You will need to agree objectives as to how your Academy can achieve compliance.

AMBER   **Medium Priority**

To highlight in amber you will have found some evidence to demonstrate compliance and these areas may form part of your objectives.

GREEN   **Low Priority**

To highlight in green, you will have found plenty of evidence to demonstrate compliance and it is unlikely that these areas will form part of your action plan. Actions should be detailed in the final column. These actions will form part of your objectives.

PART TWO – Equality Objectives

Please review any sections you have highlighted in part one as high priority (coloured in **RED**) and formulate these actions into and insert a deadline by which these will be achieved. Ensure the objectives are regularly reviewed and updated once achieved.

PART ONE – Equality Analysis

Protected Characteristic	Group	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?	What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?	What action do we need to take –these will form your objectives (see overleaf)
Race	All:	Equality Guidelines – Equality Act 2010; translation of key documents; Anti-Bullying Policy, SEND policy, prevent strategy and code of conduct. Complaints Policy Whistle-blowing Policy Academy Vision Statement Equal Opportunities Statement/Objectives Celebration of core values Data tracking and analysis Celebration of Success Awards Headteacher's Report LGB Minutes School activities to promote positive attitude to support protected groups, community activities to celebrate diversity. Principal's Newsletter School web-site, Facebook page	Celebrate diversity through assemblies and curriculum. Extended school activities, Anti-Bullying policy, Student Council and Student Voice.	School activities to promote positive attitude to support people from different ethnic backgrounds, community activities, celebrate diversity, provision of translators. Academy Vision Statement. (Cross curricular projects e.g. Art, Music and Food.)	Assembly program 2024-25 in place to increase topics such as diversity.
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, record of cases, recruitment monitoring, meetings with line managers, advice sought from HR.	Fair recruitment processes, documents translated on request.	Include all staff in activities, culture of academy, teamwork. staff briefings, monitoring of workforce EAP Scheme.	Analysis of staff surveys

Protected Characteristic	Group	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?	What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?	What action do we need to take –these will form your objectives (see overleaf)
	Students:	Admissions Policy, identity-based incident forms, Principal's report, Governors minutes, comparable attainment data, SIMS records, analysis of 'micro population groups' as defined by Ofsted. Admissions Policy Anti -Bullying Policy Anti-Radicalisation Policy e-Safety Policy	British Values Curriculum, anti-bullying policy, use data to identify groups and implement planned interventions to meet needs, extended school activities to include all groups, EAL support, review exam results to determine actions and interventions, Student mentoring Student Council/Voice. Broad humanities curriculum in KS3/4. Monitoring of incidents - types of bullying, content of graffiti, racial incident records Attendance data and analysis of reasons for school refusal Use data to identify groups and implement planned interventions to meet needs Extended school activities to include all groups Student mentoring. School Counselling Service Student Council/Voice.	Monitor types of bullying, content of graffiti (FM), taking seriously reasons for school refusal, rewards assemblies, support national events, culture weeks, displaying student photos, Student Council/Voice. Student Surveys SMSC/RE Curriculum Celebration of key festivals and special days, celebration assemblies, support and participation in national events, culture weeks e.g. Black History Month, Holocaust Day. Extended school activities Display	Anti-bullying week added to calendar – assemblies and tutor time. Raise awareness towards anti-bullying – discussion in School Council.
Disability	**All:**	Equality Guidelines, Anti-Bullying Policy. EHC plans, adjustments to building structures/access to lifts when required. Equality Policy Accessibility Policy Health and Safety Policy Complaints Policy Whistle-blowing Policy	Accessibility Policy, Equal Opportunities statement; DDA, lift passes when required, compliance – reasonable adjustments made. Academy Vision Statement Equalities statement/objectives Celebration of core values	Forums and newsletters. Communication records with parents of children with disabilities and provision for staff under DDA; Academy core values and mission statement.	Improve communication – add key information in a timeous manner.

Protected Characteristic	Group	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?	What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?	What action do we need to take –these will form your objectives (see overleaf)
			DDA compliance Communications record with parents of children with disabilities and provision for staff and students under DDA Data tracking and analysis Celebration of Success Awards Headteacher's Report LGB Minutes		
Disability (Cont'd)	*Staff:*	Equal Opportunities Statement, recruitment & selection policy, grievance procedure, HR data, recruitment and promotion data, support plans and info on phased returns, data on staff registered disabled.	CPD access, dialogue with unions and other forums, staff welfare committee, EAP scheme, staff survey, staff counselling (phone access), fair recruitment procedures, stress risk assessment.	Fair and transparent HR processes, 'Confidential Care' leaflets circulated to all staff; Occupational health screening, reasonable adjustments made, staff briefings.	Discuss with HR – confidential care leaflets. Increase awareness of outside support agencies.
	Students:	SEN Policy, SEN achievement data, data on disabilities and adjustments made, evidence of exam access, interviews with parents, DDA compliance, student support from academy, Disability & Access Policy, SEN/EHCP, Admissions Policy, analysis of 'micro population groups' as defined by Ofsted.	Assemblies, humanities curriculum, parents' forums and workshops, discussions on tolerance, student council/voice. TA support as required for students with EHC plans.	Supporting students with disabilities, staff advised via care plans, strategies in place, student council/voice. Provision maps. ECP and TA provisions/intervention. Student Surveys SMSC Curriculum Access to 'safe haven' at social times Extended school activities Display Participation in external events/challenges Engagement with Young Carers	Add to transition policy as well as updating admission policy. Share good practice with UL SENCO to improve provision maps.
Sex	*All:*	Academy core values, quality guidelines, anti-bullying policy.	Equality Guidelines, accessibility policy, assemblies – celebrating diversity	HR policies and procedures. School activities to promote positive attitude to support protected groups, community	Raise awareness through assemblies, tutor time and student council.

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				activities, celebrate diversity in assemblies.	
	Staff:	Equal opportunities statement, recruitment and selection policy, grievance procedure, HR data, tribunals, line management meetings. equal pay claims, cases of whistleblowing, recruitment and promotion data.	CPD access, EAP scheme, staff survey.	Fair and transparent processes, training availability and attendance, staff briefings, Occupational health screening, EAP scheme.	
	Students:	Admissions policy, pupil results, evidence of improvement, pupil data, incident forms, Governors minutes, SIMS, Student council, tutor time, analysis of 'micro population groups' as defined by Ofsted.	Inclusion, curriculum, assemblies, behaviour policy. Monitoring of incidents - types of bullying, content of graffiti, incident records Attendance data and analysis of reasons for school refusal Use data to monitor gender inequalities and implement planned interventions to meet needs Extended school activities to include all groups Student mentoring School Counselling Service Student Council/Voice.	Curriculum, training availability and attendance, assemblies, Student Council/Voice. Academy core values.	Principal assemblies around respect and tackling misogyny. CEASE workshops with Remedi targeting students who may be vulnerable to committing or receiving harmful sexual behaviours.
Gender Reassignment	All:	Examples of supporting transition, equality guidelines, monitoring forms and surveys, Anti-Bullying Policy.	Accessibility policy. Easy access to informed, relevant advice, newsletters, tutor time activities.	Awareness of nationally recognised support groups who provide info eg. GIRES and MERMAIDS. Forums and newsletters, EAP scheme, school counselling service, Academy vision statement.	Continue to raise awareness within assembly and tutor time. Increase awareness through signage around the Academy.

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	Staff:	Equal opportunities statement, recruitment and selection policy, grievance procedure, recruitment and promotion data for transgender, policy/guidance for staff transition.	Any transgender colleagues to be included in policy development. Staff training, clear recruitment processes, EAP scheme.	Include any transgendered staff at local level policy development, EAP scheme, staff briefings.	Currently no transgender staff – monitor.
	Students:	Achievement data on gender dysphoric students, recording all equalities incidents, guidance on pupil transition, incident reports, Governors minutes, Principal's report, comparable attainment data, SIMS, Admissions Policy, analysis of 'micro population groups' as defined by Ofsted.	Anti-bullying to include specifically transgender. PSHE item on transgender, School support service, Student Council/Voice.	Monitor type of bullying, content of graffiti, taking seriously the reasons for school refusal and being bullied if gender related, assemblies to promote ethos and diversity, school counselling service, student council/voice. Support for individual students	Achievement data on transgender students. Undertake analysis on 'micro population groups (transgender) for'. Increase awareness through assemblies. Explore the possibility for guest speakers in assemblies/focus groups.
Pregnancy & Maternity	All:	Equality guidelines.	Compliance with guidelines and policies, accessibility policy.	Ongoing communication and support, Academy vision statement and core values	Ongoing evaluation of UL policies
	Staff:	Equal opportunities statement, recruitment and selection policy, recruitment and promotion data, rate of return post maternity leave, HR policies and procedures, adoption policy, grievance procedure, tribunals.	Compliance with legislation, maternity entitlements, Flexible Working Requests / adjustments made, facilities made available to allow for expressing milk. Risk assessments completed when required.	Celebration of pregnancies and births, KIT days, invitations to Academy events, paternity leave granted, staff briefings.	
	Students:	Exclusions Policy, SEN Policy, data available, safeguarding team minutes, student care plans, tutor time/PHSE, adjustment to timetables.	Adjustments to support learning, liaison with other agencies, including HHTS provision, exams, flexibility over curriculum, Student Council/Voice.	Support network from pastoral team, student encouraged to maintain links with school during absence and kept informed of student activities, ongoing communication and support, curriculum, liaison with parents, assemblies.	

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Age	All:	Equality guidelines, Anti-Bullying Policy, Harassment and Bullying policy.	Compliance with guidelines, staff survey.	Academy vision statement and core values.	
	Staff:	Equal opportunities statement, recruitment and selection policy, grievance procedure, recruitment and promotion data, age profile of staff, HR policies/procedures and guidance, CPD availability and attendance.	Compliance with legislation. Academy data dashboard – staff profile.	All events inclusive, CPD inclusive of all age ranges, community volunteers, guest speakers, INSET, staff survey.	
	Students:	Tutor time, age-related curriculum.	Student Council/Voice.	All events inclusive, schoolwork experience, community volunteers, curriculum progression, guest speakers, assemblies, Student Council/Voice.	Community work to raise awareness of elderly/aging people in Carlisle – link to Honours.
Religion and Belief	All:	Equality Guidelines, anti-bullying policy, awards for cultural diversity.	Accessibility policy, time off for religious observation.	Community involvement, assembly rota.	Identify more opportunities to positively promote religious diversity, festivals and events. Assembly rota incorporates major religious diversity. Celebrations include RE Teacher assemblies.
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment and promotion data, meetings with line managers.	Fair recruitment processes, documents translated, fair recruitment processes.	Assemblies, awareness and community involvement, NISCU work with Y7 students, time off for religious observation, staff briefings, Academy Vision Statement.	School's calendar adapted to meet the needs of majority religious group (if appropriate).
Religion & Belief (Cont'd)	Students:	Group equal opportunities student statement, admissions policy, tutor time.	RE curriculum, use data to identify groups and implement interventions, extended school	Students provided with time and space to observe, assemblies, community involvement, time off for religious observation,	School calendar adapted to meet the needs of majority religious group. Opportunities for

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			activities for all, Student Council/Voice.	Student Council/Voice,	prayer/reflection in designated space (monitor).
Sexual Orientation	All:	Equality Guidelines, Anti-Bullying Policy.	Accessibility Policy.	Academy core values, briefings.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, line management meetings, recruitment data, grievance outcomes.	Fair recruitment processes, engage staff in policy development, EAP scheme.	Staff briefings, EAP scheme, assemblies.	
	Students:	Admissions Policy, Tutor time, identity-based incident forms, Governors minutes, comparable attainment data, SIMS, pupil population data, pupil exclusion for discriminatory behaviour, analysis of 'micro population groups' as defined by Ofsted.	PSHE curriculum, data to identify and implement interventions, Student Council/Voice.	Teamwork. Any needs identified and strategies put in place to support students, assemblies/ guest speakers, student Council/Voice. LGBT Group	Increase tutor time themes to incorporate this in assemblies.

Protected characteristic	Group	Objective	Deadline
Sex	Students	To address concerns raised by the Everyone's Invited initiative and reduce incidents of misogyny, misandry, and harmful sexual behaviours	January 2025
Gender reassignment	All	Raise awareness of nationally recognised support groups who provide information eg GIRES, MERMAIDS. Identify students who would benefit from this support.	January 2025
Gender reassignment	Students	Obtain achievement data on gender dysphoric students if available Develop policy/guidance for student transition. Anti-Bullying Policy to include transgender. PSHE, assemblies and tutor include items on transgender.	January 2025
Race	All	Identify more opportunities to positively promote cultural diversity, festivals and events. To create links with community groups, particularly those who are EAL.	January 2025

Approved by Governors: To be approved October 2024

Date of Next Review: September 2025