

Equality Objectives Action Plan and Annual Review of Impact

The nine protected characteristics under the Equality Act are referenced in the following Equality Objectives:

Age, Disability, Gender reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief and Sex.

Equality Objectives	Action	Action in place by when?	Annual Review – July 2020
<p>1. Promotion of cultural understanding and awareness of different religious beliefs between different ethnic groups within our academy community.</p>	<ul style="list-style-type: none"> • Teach a progressive PSHE curriculum that includes RE, relationships, citizenship (British Values) and health and wellbeing. • Provide themed days that address local, national and international culture and events. • Provide Themed Days that address local, national and international culture and events. • Develop the Academy Pupil Voice responsibility across school in fundraising, charity events and out of school representation. 	<p>Ongoing. All staff involved in delivering a rich curriculum.</p>	<ul style="list-style-type: none"> • Children experience a wide range of faiths, cultures and beliefs. They have a good understanding of these, both locally and globally.
<p>2. Monitoring and promotion of the involvement of all groups of students in the extra-curricular life of the academy, including leadership opportunities, especially students with special educational needs and disabilities.</p>	<ul style="list-style-type: none"> • Provide a diverse range of extra-curricular sports clubs which are open to all groups. • Monitor involvement in extra-curricular sports clubs. • Target non-involvement in extra-curricular sports clubs by providing a broad range of sports and tracking inclusion. • Ensure the Academy Pupil Voice is voted for in a democratic process in each class. • Develop a whole school approach to debate, that covers topical issues. • Develop inter-school debate competitions within partner schools. 	<p>Review termly by sports coach, SLT</p>	<ul style="list-style-type: none"> • There are equal opportunities to be involved in all clubs including sporting events. Children are targeted for non-involvement

<p>3. Actively close gaps in attainment and achievement between students and groups of students especially students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from minority ethnic groups.</p>	<ul style="list-style-type: none"> • Develop whole school provision mapping, work sample scrutiny and PIVATs tracking for SEND • Continue to conduct weekly/fortnightly progress meetings • Provide intervention for targeted groups or individuals 	<p>End of year review-14.07.21</p>	<ul style="list-style-type: none"> • The attainment of children is rigorously monitored through weekly/fortnightly pupil progress meetings. • Individuals and groups of children are monitored, underachievement is highlighted and interventions take place. • Provision mapping, monitoring and tracking of provision and achievement of SEND is consistent.
<p>4. Continue to improve accessibility across the school for students; staff and visitors with disabilities, including access to specialist teaching areas.</p>	<ul style="list-style-type: none"> • Consider accessibility when planning educational visits or workshops • Consider alternative arrangements to ensure inclusion in all aspects of school life and extra-curricular events 	<p>Ongoing</p>	<ul style="list-style-type: none"> • Accessibility is taken into account and any barriers are removed when planning school events. • Children/staff/visitors with physical impairment have alternative arrangements made to ensure fair access.
<p>5. Endeavour to ensure that the staff body and representation of staff in leadership roles is reflective of the local community.</p>	<ul style="list-style-type: none"> • Ensure all appointments are made under the public sectors equality duty by continuously updating training of those involved in recruitment. 	<p>Ongoing</p>	<ul style="list-style-type: none"> • All appointments are made under the public sectors equality duty.
<p>6. Reduce the incidence of the use of homophobic, sexist and racist language by students in the academy.</p>	<ul style="list-style-type: none"> • Develop a theme of diversity, tolerance and inclusion across school through the SMSC curriculum, themed days, whole school curriculum, RE and RSHE. • Ensure consistent use of the reward and consequence behaviour management policy • Ensure accurate recording of all behaviour incidents. 	<p>Ongoing</p>	<ul style="list-style-type: none"> • There is a zero-tolerance approach to discriminatory language. The Academy uses a system of consequences as a deterrent. Monitoring of such language is maintained and reviewed. • A theme of tolerance and respect runs through our assembly programme and SMSC curriculum. Student's views have been sought throughout the academic year.