

## Equality Objectives Action and Impact Plan – September 2022-23



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 – September 23
<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"> <li>• Teach a progressive PSHE curriculum that includes RE, relationships, citizenship (British Values) and health and wellbeing.</li> <li>• Provide themed days that address local, national and international culture and events.</li> <li>• Develop the Academy Pupil Voice responsibility across school in fundraising, charity events and out of school representation.</li> </ul>	<p>Ongoing. All staff involved in delivering a rich curriculum.</p>	<ul style="list-style-type: none"> <li>• PSHE curriculum that includes RE, relationships, citizenship (British Values) and health and wellbeing through Oracy sessions to ensure pupils were actively involved in conversations</li> <li>• Theme days that address local, national and international culture and events delivered throughout the year.</li> <li>• Pupil voice and venturists group developed to support local community</li> </ul>
<p>2. Monitoring and promotion of the involvement of all groups of students in the extracurricular life of the academy, including leadership opportunities, especially students with special educational needs and disabilities.</p>	<ul style="list-style-type: none"> <li>• Provide a diverse range of extra-curricular sports clubs which are open to all groups.</li> <li>• Monitor involvement in extra-curricular sports clubs.</li> <li>• Target non-involvement in extra-curricular sports clubs by providing a broad range of sports and tracking inclusion.</li> <li>• Ensure the Academy Pupil Voice is voted for in a democratic process in each class.</li> <li>• Develop a whole school approach to debate, that covers topical issues.</li> <li>• Develop inter-school debate competitions within partner schools.</li> </ul>	<p>Review termly by sports coach, SLT</p>	<ul style="list-style-type: none"> <li>• Extra curricular clubs provided across school free of charge in sports, board games, gardening, singing and mindfulness colouring</li> <li>• Pupil voice vote took place and met regularly to discuss topics within school</li> <li>• Whole school oracy sessions based around PSHE to ensure students are talking about relevant topical issues.</li> </ul>

<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"> <li>• Develop whole school provision mapping, work sample scrutiny and Bsquared tracking for SEND</li> <li>• Continue to conduct weekly/fortnightly progress meetings</li> <li>• Provide intervention for targeted groups or individuals</li> </ul>	<p>End of year review- July 22</p>	<ul style="list-style-type: none"> <li>• SENCO worked closely with teachers to ensure provision was in place for those with SEN.</li> <li>• Meetings took place weekly to discuss pupils and specifically PP students to discuss how best we can provide for them.</li> </ul>
<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"> <li>• Consider accessibility when planning educational visits or workshops</li> <li>• Consider alternative arrangements to ensure inclusion in all aspects of school life and extracurricular events</li> </ul>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• All students involved in trips and visits. Provisions made where necessary in terms of transport/accessibility.</li> </ul>
<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"> <li>• Ensure all appointments are made under the public sectors equality duty by continuously updating training of those involved in recruitment.</li> </ul>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Staff make up consists of many members of the local community.</li> <li>• New approach to admissions meetings means that SLT are always present and connecting with families immediately.</li> </ul>
<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"> <li>• Develop a theme of diversity, tolerance and inclusion across school through the SMSC curriculum, themed days, whole school curriculum, RE and RSHE.</li> <li>• Ensure consistent use of the reward and consequence behaviour management policy</li> <li>• Ensure accurate recording of all behaviour incidents.</li> </ul>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Pupils taught about diversity, tolerance and inclusion.</li> <li>• Local Police came in to discuss things like internet safety and bullying.</li> <li>• Staff training means any issues are logged and tended to immediately</li> </ul>