

## Academy Equality Objectives

### Public Sector Equality Duty (2011)

#### The Public Sector Equality Duty has three main aims:

- 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. Protected characteristics defined in the Equality Act 2010 are: **Age; Disability; Race, colour, nationality, ethnic or national origin; Sex (including transgender); Gender reassignment; Maternity and pregnancy; Religion and belief; Sexual orientation; and Marriage and civil partnership (for employees).**
- Foster good relations between people who share a protected characteristic and those who do not.

#### The Public Sector Equality Duty requires all schools to

- Publish information to demonstrate how they are complying with the Public Sector Equality Duty (updated at least annually).
- Prepare and publish equality objectives (published at least once every four years in compliance with the Public Sector Equality Duty).

#### The protected characteristics referred to in the Equality and Diversity Objectives are:

Age
Disability
Gender Reassignment
Marriage and Civil partnership
Pregnancy and maternity
Race
Religion or belief
Sex
Sexual Orientation

## Equality Plan: September 2023 to September 2026

Equality Objective	Action	Success criteria – expected impact indicators	Protected characteristics – strands								Lead person responsible for implementing	Impact 2023- 2026 review in July annually Developing – Objective in a developmental stage Embedding – Objective is in place across the academy Monitoring - Objective is routinely and consistently achieved				
			Sex (incl. transgen-der)	Race, colour, nation ality, ethnic origin	Disability	Religion & Belief	Sexual orientation	Gender reassign -ment	Pregnancy & Maternity	Age						
To promote cultural understanding and awareness of different religious beliefs between different ethnic groups within our academy community	Implement Jigsaw PSHE/RSE scheme across the school, including whole school assemblies. • Continue to develop the scope and impact of the RE scheme and associated activities. • Develop, through the SMSC calendar, a wider range of visits to other cultural places. • Explore and experience different religious celebrations and their significance. • Continue to teach British Values through assemblies and curriculum links.	All sections of society are celebrated through school events and activities.  Children express positive views about people who are different to themselves	x	x	x	x	x	x			x	HoA PSHE/R.E Lead SLT Teachers AAB	Evidence: Scrutiny of planning and pupils work Learning Walk report Pupil voice			
													Reviewed Last reviewed June 2025	D	E	M
To improve attendance of children from targeted groups: - Pupil Premium - SEND - FSM	Track and monitor the attendance of all children and key groups. Identify clear strategies to support targeted families to make improvements to overall attendance.	Attendance of FSM, PP and SEND pupils in line with or exceeding national averages. Reduction in the number of PP who are PA (in line with national averages).	x		x							Attendance officer, HoA, SENCo, Teachers, AAB	Evidence: Attendance tracker PowerBI Attendance data			
													Reviewed last reviewed June 2025	D	E	M

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To remove a child's perceived ceiling of learning and to model teaching and learning	To have an inclusive curriculum • To promote inclusion in the classroom	Children express positive views about themselves and their achievements. Increase in the number of			x						HoA, subject leads, Teachers,	Evidence: Attainment and progress data Learning walks Pupil voice Leaders' Subject-on-a-page
behaviours that avoid labelling.	<ul style="list-style-type: none"> <li>To provide adaptations to support SEND learning in class</li> <li>To ensure all groups have access to all aspects of school</li> <li>To provide a wide range of inclusive Extra curricular activities</li> <li>To increase the Pupil voice input into the curriculum</li> </ul>	pupils achieving greater depth of the expected standard.										<div>Reviewed last reviewed June 2025</div> <div>D</div> <div>E</div> <div>M</div>
To ensure all pupils are aware of, appreciate, and value difference and diversity	Review different curriculum events/activities to ensure all pupils are included. Ensure curriculum displays throughout school show a diversity from a range of backgrounds. Monitor behaviour logs to review incidents including different key groups	All sections of society are celebrated through school events and activities. Children express positive views about people who are different to themselves	x	x	x	x	x	x		x	HoA, PSHE Lead, SLT, Teachers	Evidence: Scrutiny of planning and pupils work Learning Walk Behaviour logs analysis CPOMS incident reviews <div>Reviewed last reviewed June 2025</div> <div>D</div> <div>E</div> <div>M</div>
To monitor and promote the involvement of all groups of students in the extracurricular life of the academy,	<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</li> </ul>	All pupils are enabled to access clubs.	x	x	x	x	x	x		x	HoA, P.E lead, SENCo, Teachers,	Evidence: Club registers and analysis Scrutiny of planning/pupils work Learning Walk report Pupil voice

including leadership opportunities, especially students with special educational needs and disabilities.	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												Reviewed June 2025	D	E	M
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	approach to debate, that covers topical issues.															
To ensure that there is proportional representation of diverse groups, for example through literature and images.	Continue to celebrate diversity in temporary and permanent displays. • Develop the breath of diversity in reading books, both fiction and non-fiction. • Celebrate diverse international events	Top 30 'This is me' books accessible for all pupils. Displays and learning environments are reflective of our diverse community and wider.	x	x	x	x	x	x		x	HoA, SLT, Reading Lead, Subject leaders, Teachers,	Evidence: Learning environment Pupil voice Books spines linked to the Reading Strategy Here I am top 30 Reads in all classes	Reviewed June 2025	D	E	M

Roles	Key Responsibilities
	<b>Consultation will be continuous, through a culture of good communication between all stakeholders. Consultation will be used to identify and review Equality objectives.</b>
Principal	As above including: <ul style="list-style-type: none"> <li>Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the academy in carrying out its day-to-day duties.</li> <li>Ensure that staff have appropriate skills to deliver equality, including pupil awareness.</li> <li>Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.</li> </ul>

Academy staff	<ul style="list-style-type: none"> <li>• Accountable for delivering the right outcomes for all pupils.</li> <li>• Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.</li> <li>• Design and deliver an inclusive curriculum</li> <li>• Ensure that you are aware of your responsibility to record and report prejudice related incidents.</li> <li>• Support the academy and the governing body in delivering a fair and equitable service to all stakeholders.</li> <li>• Uphold the commitment made by the Head of academy on how pupils, staff, parents/carers and all other stakeholders and visitors can be expected to be treated.</li> <li>• Support colleagues within the academy community.</li> <li>• Take an active part in identifying barriers for the academy community and in informing the head of academy or governing body of actions that can be taken to eradicate these.</li> </ul>
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Pupils	<ul style="list-style-type: none"> <li>Take an active role in supporting and challenging the school to achieve the commitment given by the academy community in tackling inequality and achieving equality of opportunity for all.</li> </ul>
Parents	<ul style="list-style-type: none"> <li>Support the academy to achieve the commitment made to tackling inequality.</li> <li>Uphold the commitment made by the Head of Academy on how pupils and parents/carers, staff and the wider community can be expected to be treated</li> </ul>
Whole Community	<ul style="list-style-type: none"> <li>Take an active part in identifying barriers for the academy community and in informing the head of academy or governing body of actions that can be taken to eradicate these</li> <li>Take an active role in supporting and challenging the academy to achieve the commitment made to the community in tackling inequality and achieving equality of opportunity for all.</li> </ul>

Last updated June 2025  
Review due June 2026