

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).

Equality Plan: September 2018 to September 2021

Equality Objective	Action	Success criteria – expected impact indicators	Protected characteristics – strands								Lead person responsible for implementing	Impact 2019- 2021 review in July annually				
			Sex (incl. transgender)	Race, colour, nationality, ethnic origin	Disability	Religion & Belief	Sexual orientation	Gender reassignment	Pregnancy & Maternity	Age		Developing – Objective in a developmental stage				
To ensure that all members of staff have the knowledge, tools and confidence to tackle homophobic, biphobic, and transphobic bullying in order to celebrate difference	Staff to receive 'Stonewall' training and use this as a basis to plan whole school foci	<p>Staff gain an overview of the current state of homophobic, biphobic and transphobic bullying</p> <p>Incidents of bullying are tackled confidently in a sensitive and appropriate manner resulting in less instances of bullying</p> <p>Staff learn practical ways of including different families in the curriculum.</p>	x				x	x			Principal	Embedding – Objective is in place across the academy				
												2018 - 19	D	E	M	
													2019 - 20	D	E	M
													2020 - 21	D	E	M

<p>To improve attendance of children from targeted groups:</p> <ul style="list-style-type: none"> - Pupil Premium - SEND - FSM 	<p>Track and monitor the attendance of all children and key groups. Identify clear strategies to support targeted families to make improvements to overall attendance.</p>	<p>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).</p>	x		X						Inclusion Lead	Evidence: Attendance data			
			2018 - 19	D	E	M									
			2019 - 20	D	E	M									
			2020 - 21	D	E	M									
<p>To narrow the attainment gaps at the end of EYFS between boys and girls</p>	<p>Identify boys at risk of underachievement through Pupil Progress Meetings. Ensure boys are carefully targeted through teaching and intervention.</p>	<p>The gap between boys and girls and boys to national is narrowed. Boys make at least as good progress through each key stage.</p>	X								Principal	Evidence: Attainment and progress data			
			2018 - 19	D	E	M									
			2019 - 20	D	E	M									
			2020 - 21	D	E	M									
<p>To challenge stereotypes throughout the school through education for all</p>	<p>Review different curriculum events/activities to ensure all pupils are included. Ensure curriculum displays throughout school show a diversity of pupils from a range of backgrounds. Monitor behaviour logs to review incidents including different key groups.</p>	<p>All different characteristics proportionately represented through different activities, clubs and curriculum events throughout the school.</p>	X	X	X	X	X	X		x	SMSC lead (CD)	Evidence: Scrutiny of planning and pupils work Learning Walk report Behaviour logs analysis			
			2018 - 19	D	E	M									
			2019 - 20	D	E	M									
			2020 - 21	D	E	M									
<p>To ensure all pupils are aware of, appreciate, and value difference and diversity</p>	<p>Review different curriculum events/activities to</p>	<p>All sections of society are celebrated through school events and activities.</p>	X	X	X	X	X	X		X	SMSC Lead (CD)	Evidence: Scrutiny of planning and pupils work Learning Walk including displays Behaviour logs analysis			

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	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	Children express positive views about people who are different to themselves										2018 - 19	D	E	M
												2019 - 20	D	E	M
												2020 - 21	D	E	M
To develop and implement systems to record and monitor incidences of discriminatory behaviour for key groups.	Ensure discrimination is addressed through lessons, curriculum events and themed weeks. Clearly record incidents of bullying incidents, including discriminatory behaviour in incident logs. Review behaviour logs to monitor any repeated incidents and how pupils respond to actions.	All children and key groups of pupils feel safe in school. Children know what to do and who to speak to if they feel at risk of bullying or discrimination. Behaviour logs clearly record incidents of discriminatory and identify next steps.	X	X	X	X	X	X	X	X	Deputy Principal (GS)	Evidence: Behaviour log analysis Exit interviews of staff Complaints records			
												2018 - 19	D	E	M
												2019 - 20	D	E	M
												2020 - 21	D	E	M
To keep children safe from bullying and respond promptly to signs of potential bullying and inappropriate behaviour.	Ensure bullying is addressed through lessons, curriculum events and themed weeks. Clearly record all incidents of bullying and the type of behaviour on SPT. Review behaviour logs to monitor any repeated incidents and how pupils respond to actions.	All children and key groups of pupils feel safe in school. Children know what to do and who to speak to if they feel at risk of bullying. Children involved in bullying incidents respond to any actions from the school.	X	X	X	X	X	X			Principal	Evidence: Analysis of bullying records			
												2016 - 17	D	E	M
												2017 - 18	D	E	M
												2018 - 19	D	E	M

Roles	Key Responsibilities <i>Consultation will be continuous, through a culture of good communication between all stakeholders. Consultation will be used to identify and review Equality objectives.</i>
Principal	<p>As above including:</p> <ul style="list-style-type: none"> 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. Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Academy staff	<ul style="list-style-type: none"> Accountable for delivering the right outcomes for all pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents. Support the academy and the governing body in delivering a fair and equitable service to all stakeholders. 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. Support colleagues within the academy community. 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.
Pupils	<ul style="list-style-type: none"> 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.
Parents	<ul style="list-style-type: none"> Support the academy to achieve the commitment made to tackling inequality. 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
Whole Community	<ul style="list-style-type: none"> 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 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.