

## 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 2021 to September 2024**

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 Embedding – Objective is in place across the academy Monitoring – Objective is routinely and consistently achieved			
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	Staff gain an overview of the current state of homophobic, biphobic and transphobic bullying  Incidents of bullying are tackled confidently in a sensitive and appropriate manner resulting in less instances of bullying  Staff learn practical ways of including different families in the curriculum.	x				x	x			Principal	Evidence: Attendance data			
			2021-22	D	E	M									
			2022-23	D	E	M									
			2023-24	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						Principal	Evidence: Attainment and progress data			
			2021-22	D	E	M									
			2022-23	D	E	M									
			2023-24	D	E	M									
To narrow the attainment gaps at the end of EYFS between boys and girls	Identify boys at risk of underachievement through Pupil Progress Meetings. Ensure boys are carefully targeted through teaching and intervention.	The gap between boys and girls and boys to national is narrowed. Boys make at least as good progress through each key stage.	X								Principal	Evidence: Attainment and progress data			
			2021-22	D	E	M									
			2022-23	D	E	M									
			2023-24	D	E	M									

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	including discriminatory behaviour in incident logs. Review behaviour logs to monitor any repeated incidents and how pupils respond to actions.	Behaviour logs clearly record incidents of discriminatory and identify next steps.										2022-23	D	E	M
												2023-24	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			
												2021-22	D	E	M
												2022-23	D	E	M
												2023-24	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> </ul>

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	<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> </ul>
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>