

Equality Objectives Plan

| Equality Strand | Action | How will the impact of the action be monitored? | Who is responsible for implementing? | What are the time frames? | Early success indicators | Impact Term 1 |
|---|---|---|--------------------------------------|---------------------------|---|---------------|
| To close the attainment gap between all groups of children to ensure that every child reaches their full potential. | The pupil premium and SEND plans are in place. Academy RAG meetings lead to pupil specific actions. Act on any trends of patterns in the data that require additional support for pupils. | Achievement data is analysed by race, gender and disability. Termly impact of plans is measured and actions adjusted when appropriate. Attainment gaps are reported to the AAB. | RDA/SAD | September 2025 onwards | In school attainment gaps are closed. | |
| To treat all children and adults within the academy community with dignity and respect. | Regular CPD from MSY ensures all staff know how to treat all pupils with respect. Equality objectives are shared with all staff. | Behaviour incidents are monitored by the inclusion team and shared with the SLT. | SAD | September 2025 onwards | Behaviour incidents reduce. Pupils say that they respect staff and each other in surveys. | |

... Changing Lives

| | | | | | | |
|---|---|---|-----------|------------------------|---|--|
| To be proactive in eradicating prejudice in relation to all the protected characteristics listed in the Equality Act 2010, (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation). | Identify, respond and report racist incidents. Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity. Implement diversity days. Ensure events such as LGBT+ history month and Holocaust Memorial Day are taught within the curriculum and through assemblies, tutor time and personal development days. | SLT will use the data to assess the impact of the academy's response to incidents. Audit of displays will ensure that diversity is promoted throughout the academy. Assembly, tutor time and the personal development day programme will be monitored by SLT. | All staff | September 2025 onwards | Teaching staff are aware of and respond to racist incidents. Diversity is reflected in academy displays across all year groups. Pupils understand prejudice and why it should be eradicated. Assembly focus on protected characteristics. | |
| To increase pupils' understanding of equality through direct teaching | Ensure equality is explicitly taught e.g. through the study of key texts in English: Y9 Born | HODs and SLT will monitor through academy QA. | ECH | September 2025 onwards | All staff are familiar with the objectives of the Equality Plan and use them when | |

... Changing Lives

| | | | | | | |
|---|--|--|-----------------|------------------------|--|--|
| across the curriculum | a Crime, through the study of history – Nazi Germany in Y9, in Health and Social Care, and in EPC in KS3 & 4 | | | | planning lessons and creating classroom displays. 5 -year curriculum plans ensure the Equality Plan objectives are met. | |
| To promote cultural development and understanding through a rich range of experiences, both in and beyond the academy | Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid and Hanukah. Implement a wide range of experiences for pupils (see experiences 5 - year learning journey). | Survey pupils after cultural events. Data will be shared with SLT and AAB. Participation rates are monitored using the enrichment tracker. | ECH | September 2025 onwards | Increased awareness of different communities can be seen in work scrutiny, lesson observations and through feedback in pupil surveys | |
| To enable fair access to | Promote equality of opportunity and | Attendance lists for academy trips, | SAD / RDA / RDU | September 2025 onwards | All children have access to | |

... Changing Lives

| | | | | | | |
|--|---|---|--|--|--|--|
| activities and opportunities for all children and adults within academy. | ensure all pupils have access to all activities provided, according to their age and ability. | work scrutiny, lesson observations. Participation at clubs and other extra-curricular activities using enrichment register. | | | activities that they would like to participate in. | |
|--|---|---|--|--|--|--|