Equality Objectives Annual Review 2023

The Public Sector Equality Duty 2011 has three aims under the general duty for Academies:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all Protected Characteristics – between people who share a Protected Characteristic and people who do not share it.

The need to advance equality of opportunity is defined further in the Equality Act 2010 as having due regard to the need to:

- Remove or minimise disadvantages.
- Take steps to meet different needs.
- Encourage participation when it is disproportionately low.

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act. Hence our current objectives and success criteria are as follows:

Action: What we intend to do and how we will do it	Success Criteria: How the experience or outcomes of students/staff will be different/improved.	Annual Review
Accessibility 1. Ensure that the relocated SEN department is accessible for students with a physical disability 2. Ensure that the sports pavilion is accessible to disabled people as planned and provides discrete changing facilities 3. To review accessibility on an annual basis and make any reasonable adjustments possible within budget constraints	1. All students are able to access the new SEN area, regardless of ability or disability; 2. People with a disability are able to use the new sports facility with similar ease to people without a disability; 3. Easier access / mobility around the site including ramps for wheelchair access	SEND relocation to the former Cabin area and provision improvements to include wellbeing area. Site access is monitored, and improvement actions taken in liaison with stakeholders and the Trust. Access arrangements for pupils identified with additional SEND or medical needs undertaken.

Analysis and engagement		
Analysis and engagement 1. Ensure students with a disability are identified in BROMCOM 2. Collect, analyse and publish information in regard to our progress in achieving the three aims of the Equality Act in relation to students with a disability 3. Where needs analysis indicates they are required, adopt specific and measurable objectives regarding progress on achieving the three aims of equality legislation in relation to students with a disability; 4. engage with staff, students, parents and the community regarding disability issues	1. The analysis shows where progress is being made and identifies areas that need to be targeted for improvement; 2. Fulfilment of objectives identified; 3. All staff and students feel valued and have had an opportunity to contribute to debate on issues for students with a disability;	New MIS system in place, Bromcom now used for more effective monitoring and tracking of key groups. We will routinely produce and analyse outcome data with regard to the progress and achievement of all students throughout the year, focussing on groups such as gender, EAL, Disadvantaged/Pupil Premium and SEND and comparing these results to in school and national figures. We will continue to have routinely updated Quality Assurance systems by senior leaders, middle leaders and the Astrea central team in the form of lesson observations, learning walks, and student voice. The impact of behaviour and systems on the range of pupils is monitored and analysed. Participation in extra-curricular clubs, activities, and educational visits is monitored using BromCom. Financial assistance is available, and arrangements adapted to the needs of pupils. Our Personal Development programme and PSHCE taught curriculum is annually reviewed. Surveys of parents and regular use of student voice surveys, are routinely conducted at least once a term. 'Meet the Principal' meetings are offered, and site visits arranged for parents to foster good relations and encourage feedback for improvement. Transition meetings to support pupils with SEND or medical conditions.

Assessment 1. With particular attention to vulnerable groups, ensure all staff are tracking students' progress and are using a range of strategies to tackle underachievement.	1. Students are aware of their progress and what they need to do to improve; 2. Students who are underachieving are supported to improve through appropriate intervention strategies; 3. The student support team is aware of those students who are underachieving and co-ordinates intervention when appropriate; 4. Students feel challenged and supported to achieve their best.	Data is used to track the performance of all students with particular emphasis on vulnerable groups of students. Interventions are put in place for students who are underachieving against prior data. - Y7 Baseline testing - NGRT - CAT4 - Corrective Maths - Fresh Start reading programme KS4 RAG system to identify and challenge underperformance though timely intervention, emphasis on vulnerable groups of students.
Attendance 1. Monitor the attendance of students with SEND compared to Non-SEND students. 2. Take any action necessary to address differences in the attendance of students.	1. Support will be provided if attendance is below that of students without SEND 2. SEND student attendance will see a positive upward trend over three year period	Attendance is monitored on a daily basis in the Academy working in conjunction with the Education Welfare Officer. There is also an annual review so that more general patterns can be identified. Rewards and praise and weekly recognition to promote good attendance. Attendance intervention meetings take place with regular and measurable targets agreed with parents/carers and students
Learning and teaching 1. Ensure staff meet the needs of students from diverse backgrounds including those with EAL. 2. Ensure that all students with a SEND have an individual learning plan which provides guidance for staff on appropriate strategies e.g. use of audio, enlarging print;	1. Vulnerable students engage with learning; 2. Students with EAL make appropriate progress at the end of KS4. 3. Students' learning will be more personalised and this should impact on progress; 4. Students are positive about their learning experiences and feel they are making	Professional learning and CPD programme established to promote quality first teaching Quality Assurance systems (e.g. work scrutiny report on marking and feedback) includes reporting on the range of students, including SEND and PP. Use of P0 and P6 lessons to provide interventions and support for achievement.

3. Focus on differentiation of input and outcomes in individual lessons for pupils where needed	progress and their needs are being addressed. 5. Variations in students' performance (by gender, SEND, pupil premium, ethnicity / EAL) are addressed constructively with departments/teams as appropriate.	
Curriculum 1. Ensure the curriculum challenges stereotypes / supports the protected characteristics; 2. Ensure access to all curriculum pathways. 3. ensure the curriculum addresses issues of disability and celebrates diversity; 4. Ensure the curriculum challenges stereotypes and promotes the Equality Act / protected characteristics; 5. Ensure access to a broad and balanced curriculum (wherever possible); 6. Ensure any reasonable adjustments are made in order that students with a disability can access the same provision as students who do not have a disability.	1. Students have opportunities to learn about and celebrate the achievements of people with disabilities; 2. Students have opportunities to consider their own views on equality and to challenge stereotypes; 3. Students receive appropriate Information, Advice and Guidance and choose an appropriate Map curriculum experiences to ensure issues are addressed and stereotypes challenged; 4. Year 9 options choices and Year 11 destinations information to be monitored and evaluated; 5. Ascertain and evaluate pupil voice Ongoing (- 2025) with annual review; 6. curriculum pathway based on available data, professional opinion and their interests and aspirations.	Map curriculum experiences to ensure issues are addressed and stereotypes challenged; Year 9 options choices and Year 11 destinations information to be monitored and evaluated. Ascertain and evaluate pupil voice Uptake of the Ebacc subjects is monitored, showing significant uplift since 2019. Knowledge Organisers created for Y7-10 to support all pupils to sequence core knowledge and support teaching and learning. Our Personal Development programme and PSHE taught curriculum is annually reviewed. Surveys of parents and regular use of pupil voice surveys, are routinely conducted. Appropriate careers advice and guidance developed as part of whole-school CIAG offer.
Harassment, victimisation or discrimination 1. The school will log any incidents relating to the protected characteristics on CPOMS 2. Address issues related to the protected characteristics in assemblies, PSHE and the curriculum where appropriate.	1. All persons involved will recognise the equality implications of any incident and appreciate how the situation is dealt with in the light of this. 2. Students will have a greater understanding of equalities; 3. the number of incidents will be low and will be dealt with appropriately with staff	CPOMs used to log incidents and training provided to all staff. Ernulf Academy is school fully committed to being an inclusive environment for all, which is underpinned by our five core values: scholarship, curiosity, tenacity, responsibility and respect.

	and students involved feeling supported and having confidence in the outcomes.	These values are at the heart of our vision for the school and the important qualities and characteristics we want all pupils to develop. Our pupils are encouraged to develop confidence, independence and resilience. We strive for them to be ambitious and 'be the best they can be', whilst being considerate, tolerant and willing to contribute positively to the wider community. We will have utilised our Personal Development programme, Respect Campaign, PSHCE taught curriculum, morning address and assemblies to educate the student body about different ethnicities, origins and backgrounds, sexuality, and the need to respect British Values. Staff trained through safeguarding briefings, updates and relevant training. All staff completed online module in Equality, Diversity and Inclusion.
Trips and extra-curricular activities 1. Continue to monitor students' involvement in trips, visits and extracurricular activity – considering the protected characteristics 2. Wherever possible, make reasonable adjustments to ensure that a student with a disability can participate in trips or extra-curricular activities as appropriate.	1. Involvement is broadly proportionate to the student population relevant to the activity; 2. Students with a disability will be able to access appropriate trips due to reasonable adjustments being made.	Staff to consider the attendance of different groups of pupils on trips, ensuring appropriate actions are taken in response. Financial assistance provided to reduce participation barriers.
Personal Emergency Evacuation Plan 1. Students with a SEND/ medical need have a personal emergency evacuation plan (if appropriate) as a result of an individual meeting with a member of staff	1. Students are able to evacuate safely in the event of an emergency.	PEEPs (Personalised Emergency Evacuation Plans) are created as required.

| **Sanctions and exclusions**
1. monitor the number of exclusions and sanctions for students from different pupil groups, considering the protected characteristics such as gender, EAL/ethnicity, SEND (take any action necessary to address the difference in numbers) | 1. The Academy will be monitoring that groups of vulnerable students are not being treated less favourably than their peers;
2. Students will receive support to help them improve their attitude and/or behaviour as appropriate | Exclusions are monitored on a regular basis centrally. Intervention and support provided as part of the readmission process and monitored by pastoral team. |