

EQUALITY OBJECTIVES

This document has been produced taking into account all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. These equality objectives are published in keeping with requirement to do so in Equality Act 2010.

- Age (for staff only)
- Disability
- Marital status
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Objective	Action	Monitoring/ Review/Evidence	Impact
<p>Ensure that all stakeholders and members of the community are consulted on the development, review, evaluation and impact of all relevant improvement plans, procedures and policies.</p>	<p>Share policy with all members of the community.</p> <p>Encourage comments from staff/ parents/ governors/ stakeholders.</p> <p>Regularly review equality policy/ objectives as appropriate.</p> <p>Provide hard copies for access to policies where stakeholders may not be able to access internet.</p>	<p>LGB/ Parents forum mins</p> <p>Emails to staff</p> <p>AP letter</p> <p>Policy will be available to all on Academy website.</p>	<p>All stakeholders are aware of expectations and shared vision in relation to equality and diversity.</p>
<p>Collect and analyze available information and data without discrimination in relation to micro-populations across the Academy.</p> <p>Provide analysis in order to ensure all students are making at least expected progress in relation to suitable learning targets.</p>	<p>Keep accurate records in relation to profile of students/ staff at the Academy – share with stakeholders as appropriate.</p> <p>Employ a fair recruitment strategy – gathering appropriate information re characteristics at application for monitoring.</p> <p>Info re disability/SEN is collated in enrolment in order to ensure that the school can meet</p>	<p>CALs/HOY management tasks – analysis of data and evaluations/</p> <p>Pastoral intervention trackers.</p>	<p>All students supported in fulfilling potential by putting actions in place to meet individual needs.</p> <p>Fair recruitment/ access to opportunities for staff/ students.</p>

<p>Ensure that appropriate intervention be put into place if necessary in order to overcome any barriers to learning – ensure that there are purposeful means to evaluate effectiveness of interventions/ actions or support put into place to support all students regardless of micro-populations.</p>	<p>individual needs of all students.</p> <p>Analyse performance data/ attendance/ behaviour of all students/ micro-populations so that action can be taken to support all in fulfilling potential regardless of characteristics</p>	<p>SEN support/ pastoral support documents</p>	<p>Staff/ student wellbeing</p>
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<p>Ensure that the wider Academy curriculum makes explicit and implicit provision to promote and celebrate diversity and a cohesive community.</p> <p>Provide opportunities for students/ staff to engage with members of the wider community and support raising awareness of different cultures, faiths and lifestyles through the Academy's SMSC provision; both on SMSC days and embedded across the curriculum.</p> <p>Provide every opportunity for students to embrace British Values; tolerance, liberty, democracy, rule of law and mutual respect for all.</p> <p>The Academy will support national events and themed weeks to promote equality and diversity; including but not exclusive to; Red Card Against Racism, Anti-homophobia week and anti-bullying week.</p>	<p>SMSC days – diversity days including visiting speakers including but not exclusive to; LGBT, Holocaust Trust, Ethnic Diversity Team, Signright etc</p> <p>Visiting speakers/ visits to places of worship</p> <p>Provide access to support/ information to support students/ staff with identified characteristics that they can access for further support.</p> <p>The Academy will promote role models inside and outside the curriculum of different gender, sexuality, ability, sex, sexual orientation, race or religion.</p> <p>Posters around the Academy of positive inspirational role models across a range of characteristics.</p> <p>SMSC tracker – documenting promotion of equality/ diversity across curriculum</p>	<p>SMSC tracker</p> <p>SMSC evaluation documents</p> <p>SMSC evidence files</p> <p>SMSC day documentation</p> <p>Assembly files/ rotas</p> <p>Academy website/ twitter</p> <p>Student planners/ website – support details/ contacts.</p> <p>Peer mentor/ student council minutes</p> <p>Anti-bullying records</p>	<p>Culture and ethos of the Academy is inclusive – students have access to range of opportunities and positive role models to encourage tolerance and acceptance of diversity.</p> <p>Students pro-active in being instrumental in providing opportunities to celebrate difference and embrace tolerance for others.</p> <p>All individuals have access to support for mental health in relation to needs arising from individual characteristics.</p> <p>Staff/student wellbeing.</p>
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	<p>Charities group</p> <p>Academy work scrutiny documents highlighting work across the curriculum in relation to equality/ diversity/ SMSC.</p> <p>Anti-homophobia week/ Anti-bullying week/ Red Card against racism – Beliefs curriculum</p> <p>Tackle bullying/discrimination in the Academy/ workplace as appropriate with zero tolerance.</p>		
<p>We will work to remove any barriers suffered by individuals as a result of their protected characteristics; we will work with other stakeholders and agencies as appropriate to address individual needs regardless of characteristics.</p>	<p>Accessibility/ SEN policy – regularly updated – available on Academy website and hard copies from school office on request.</p> <p>CALS/HOY management tasks identify barriers and make referrals for students as appropriate to meet needs regardless of characteristics.</p> <p>HR dept to work with staff to complete risk assessments or overcome barriers to work on case by case basis.</p>	<p>Academy website/ policies</p> <p>Intervention trackers</p> <p>Student referrals</p>	<p>All students are inspired and provided with individual and bespoke support in fulfilling potential.</p>
<p>Employ system to maintain a high standard of behaviour and respect for others throughout the Academy. Ensure that any incidents of discrimination are</p>	<p>Incidents of homophobia, race, and discrimination are recorded and logged separately</p>	<p>Incident log file/ statements from students – incident record sheets</p>	<p>Staff are equipped to recognise incidents of hatred and discrimination and are</p>

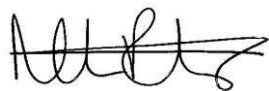
<p>recorded, monitored and addressed appropriately – information will be reported to other stakeholders where appropriate.</p> <p>Where any incidents occur of discrimination we will support both victims and perpetrators in addressing unacceptable discriminatory attitudes – systems will be put into place to evaluate effectiveness of any intervention put into place.</p> <p>Actively challenge any incidents of hatred or discrimination that may be characteristic of extremism or radicalization – we will work with police/ Prevent in relation to such concerns as appropriate.</p>	<p>and reported to stakeholders as appropriate.</p> <p>Where there are incidents of discrimination appropriate support is put into place to support students involved – effectiveness of action taken is evaluated.</p> <p>Incidents are reported to LA, governors periodically.</p> <p>Staff training; safeguarding/ prevent/ extremism etc Staff CPD may be both online and face to face.</p> <p>Prevent referrals – recorded in CPOMS</p> <p>Analyse and report as appropriately incidents that arise, action taken in response and any impact as a result of action taken.</p>	<p>Intervention tracker/ resources</p> <p>Preventative support file – safeguarding</p> <p>Arbor behaviour records/ analysis</p> <p>Governors minutes</p> <p>Staff CPD logs</p>	<p>supported in dealing with these effectively.</p> <p>Records are kept to inform intervention and monitor effectiveness.</p>
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Agreed by Hyndburn Academy September 2021

Ratified by Governors

Lyndsey Sims Sept 2021.

Signed by Head Teacher



Date

Review date:

Sept 2025

