E-ACT St. Ursula's Academy Equality Objectives 2023 - 2026

As a public organisation, under The Equality Act 2010 we are required to;

- **Publish information to show compliance with the Equality Duty. This is via our Trust Equality Policy**

- **Publish Equality Objectives which are specific and measurable.**

and that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation,** and any other conduct 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** between people who share a protected characteristic and people who do not share it

Our Equality Objectives are:

1. **Provide an environment that welcomes, protects, and respects diverse people.**

2. **Ensure that all students are given the opportunity to make a positive contribution to the life of the school.**

3. **Address cultural events through the curriculum to increase student awareness and understanding of issues in different communities.**

4. **Actively close gaps in attainment and achievement between students and all groups of students; especially students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from minority ethnic groups.**

5. **Promotion of cultural understanding and awareness of different religious beliefs, ethnicities, gender, and disability related issues**

6. **To promote mental health awareness and develop appropriate interventions where necessary.**

7. **Continue to improve accessibility across the school site for pupils, staff, and visitors with disabilities**

8. **To continue to develop positive social behaviours that enable all to feel included and safe.**

9. **To continuously review and revise the curriculum so that it represents a diverse culture and society and encourages tolerance and respect.**

10. **To ensure all our stakeholders understand our inclusive ethos both for our local and wider community.**

E-ACT St. Ursula's Academy is an inclusive school, where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality, and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

1. **All learners are of equal value**
2. **We recognise and respect difference**
3. **We foster positive attitudes and relationships and a shared sense of cohesion and belonging**
4. **We observe good equalities practice in staff recruitment, retention, and development**
5. **We aim to reduce and remove inequalities and barriers that already exist**
6. **We have the highest expectations of all our children**

We ensure that our pupils are exposed to and taught about all protected characteristics through our curriculum. The objectives below are our priorities for the next 3 years.

Our Academy equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

Objective	Rationale/Existing Data	Action/Intervention	Progress	Outcomes
To increase parental engagement with the Academy in order to support parents/carers with issues relevant to their and their child's well-being.	We have seen a significant increase of parents and children with mental health issues needing referral to CAMHS and for parents needing referrals to families in focus or other appropriate agencies. Parents/carers have also requested additional support around the areas of SEND, behaviour management and online safety. The intention is to offer the academy as the centre-point for the various support groups that our families need as well as to provide workshops on site (as far as reasonably practicable) to support families.	Identify groups within the community that parents and families can go to for support. Offer the academy as a centre for groups to be able to access this support. Organise workshops to support families as per identified needs. Ensure appropriate amount of staff are trained in supporting adults and children with mental health issues.	**Year 1:** **Year 2:** **Year 3:**	

To ensure that all pupils (with SEND pupils being a focus) can fully access the curriculum, including extra-curricular provision.	One of the school's priorities is the development of SEND provision. This is also a Trust priority. Behaviour data shows that a significant portion of low and mid-level behaviour incidents are due to pupils struggling to access the curriculum.	Alignment of the Academy with the Trust's priority to improve provision for SEND children. Trust's SEND strategy to be fully implemented. CPD for staff on how to effectively scaffold and differentiate in all curriculum lessons. Effective use of ISPs with SENDCo monitoring. PP and SEND children to have access to school trips, visitors and after school clubs. Running of SEND and PP sports sessions to be continued from previous years. Introduction of a wider range of after school clubs with SEND and PP children having priority places. Breakfast club being offered to any PP children struggling to attend school on time.	**Year 1:** **Year 2:** **Year 3:**	

| To improve attendance for PP and SEND pupils across the Academy, to be broadly in line with National Average. | PP and disadvantaged pupils tend to have poorer attendance than non-PP and non-SEND pupils and this was the case at St. Ursula's in the previous academic year, term after term. The PP and non-PP, SEND and non-SEND attendance gaps were also larger than the national average. Empirical research and internal data demonstrate that poor attendance affects a pupil's progress and attainment. | Promote and celebrate good attendance in the school.

Attendance action plan in place for families falling below target percentage.

Attendance rewards in place.

Family Attendance and Liaison Officer to monitor and track attendance, supporting vulnerable families as appropriate.

Work alongside the LA for fines and fixed penalty notices.

Use of school minibus targeting PP and SEND children as a priority. | **Year 1:**

Year 2:

Year 3: | |
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Develop/promote understanding of tolerance and respect for others through the promotion of British values.	This continues to be a focus within the Academy as the number of children attending the Academy who have English as an Additional Language has increased and continues to. While there have been only a few incidents of discriminatory language used by children within the Academy, we are striving through education to ensure children understand discriminatory language and behaviour is unacceptable.	Assemblies that include a focus on/support with British Values and SMSC. Personal Development Curriculum to be further developed to promote and encourage children to be good citizens and positive members of their local community. Ensure all children are exposed to different cultures, faiths and religions through first hand experiences and through the use of varied resources as well as directly through R.E. lessons.	**Year 1:** **Year 2:** **Year 3:**	

To prevent and respond to all incidents linked to sexual violence and harassment	Recent feedback from OFSTED across the UK shows that this area is a growing concern; challenging and preventing these	To have a zero-tolerance policy towards sexual violence and harassment.	**Year 1:** **Year 2:**	

	behaviours will reduce the number of incidents we have.	Plan a yearly programme of education in PSHE around appropriate talk and touch/ PANTs. Collect information around incidences of sexual violence and harassment to ensure preventive education programme is having impact. Mentors and leaders in school work with children and families following any incidents of SV&H. Links to local PCSO to organise support and ongoing mentoring and signposting to prevent future incidents. Staff CPD around identifying and challenging behaviours.	**Year 3:**