



E-ACT Blackley 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 Blackley 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

Action/Intervention

Progress

Outcomes

“To foster a culture of consent, which challenges Sexual Harassment and Peer on Peer abuse”.

- Sexual harassment policy written and shared with all stakeholders.
- “Appropriate touch” assemblies to be conducted in whole-school assemblies.
- Specific, sexual-harassment assemblies to be held with Year 5 and 6 pupils.
- PANTS to be covered with Years 1-4.
- “PoP means Stop” initiative launched throughout the school to tackle child-on-child abuse, both physical and emotional.
- “PoP means Stop” booster sessions held annually with every class.
- Partnership with local PCSO’s to deliver sessions with whole school and identified groups.
- Worry boxes implemented in class.
- Issues related to consent and abuse covered throughout RSHE scheme of learning.

Y1 -

Y2 -

Y3 -

- Foundation stage: Know that “private parts are private” and we should not touch these areas on another person’s body.
- Key Stage 1: Know the acronym “PANTS” and suggest how it can be applied in a range of situations.
- Lower Key Stage 2: Know and apply the acronym “PANTS” and begin to use the language of consent.
- Upper Key Stage 2: To use the vocabulary of consent and identify how to recognise and report sexual harassment.

	<ul style="list-style-type: none"> • CPD delivered to all staff on recognising and dealing with incidents of peer-on-peer abuse. 		
<p>“To challenge prejudice, assumptions and generalisations about people who fall under the Protected Characteristics (disability, age, gender reassignment, race, religion/belief and sex), or any other form of diversity.”</p>	<ul style="list-style-type: none"> • Equality and Diversity explicitly referenced within the RSHE scheme of learning. • Ensure Equality and Diversity is referenced within the wider-curriculum where possible. • Ensure the environment is accessible to all members of the school community. • Ensure teaching materials e.g. books, worksheets and assessments include representation of our diverse society. • Foster links with individuals from diverse backgrounds, to support children with their learning and personal development. • Pupils who fall under one of the Protected Characteristics to be offered pastoral support as required. 	<p>Y1 -</p> <p>Y2 -</p> <p>Y3 -</p>	<ul style="list-style-type: none"> • Foundation stage: Know that everybody is different and know some ways that they are different and the same as their peers. • Key Stage 1: Identify things that make them special, and things that make other people special. Explain how we can be respectful to people who are different than us. • Lower Key Stage 2: Identify examples of discrimination and prejudice and explain

	<ul style="list-style-type: none"> • Drop-down days delivered to highlight areas of equality and diversity, in line with school calendar. • Assembly rota to be planned to focus on areas of equality and diversity as needed. • Specific intervention planned and delivered for identified groups, where issues related to discrimination are apparent. • Child-friendly Anti-bullying policy is distributed annually, that outlines unlawful discrimination and any other form of harassment as zero-tolerance behaviours. 		<p>why this is wrong. Describe how British Values link to equality and diversity.</p> <ul style="list-style-type: none"> • Upper Key Stage 2: Actively challenge discrimination and prejudice and suggest ways in which we can make our community more equitable for all.
<p>“To close the gap in performance of all pupils with special educational needs or disabilities.”</p>	<ul style="list-style-type: none"> • Relevant plans are put in place by appropriate professionals i.e. SENDCO; Speech & Language Therapists; Educational Psychologists, and disseminated for guidance to relevant staff. • Ensuring all pupils receive quality first teaching, through various 	<p>Y1 - Y2 - Y3 -</p>	<ul style="list-style-type: none"> • SEND children achieve in line with their peers. • The gap between SEND children and their peers is closed. • Attendance of SEND pupils improves in line with their peers nationally.

performance management strategies.

- Appropriate intervention is put in place and relevant curriculum objectives are delivered, through initiatives such as the Hazel Hub.
- Equality of access to wider curriculum and enrichment activities.
- SEND Action plan written and implemented over course of the academic year.
- Follow the robust Attendance Strategy, that is specific in improving SEND attendance.
- Conduct regular Safeguarding meetings to create action plan for SEND children who need additional support to succeed in social, emotional, behaviour and mental health development.
- To ensure our lowest 20% of readers, including those with SEND, make accelerated progress in order to

- Reduction in number of SEND children who are listed as persistent absentees.
- Reduction in internal suspensions for SEND pupils.
- Pupil voice reflects a culture of support and challenge for SEND pupils.

	<p>close the gap with their peers, through the Reading Action Plan.</p>		
<p>“To close the gap in performance between disadvantaged and non-disadvantaged groups.”</p>	<ul style="list-style-type: none"> • Ensuring all pupils receive quality first teaching. • Rigorous data analysis ensures any gaps identified are closed through interventions and careful curriculum planning. • Equality of access to wider curriculum and enrichment activities. • Children have the opportunity to attend homework club during school time, enabling them to receive additional support. • Teachers know Pupil Premium children, and make an active effort to target these within lesson input and feedback. • To ensure our lowest 20% of readers, including those who are disadvantaged, make accelerated progress in order to close the gap with their peers, through the Reading Action Plan. 	<p>Y1 -</p> <p>Y2 -</p> <p>Y3 -</p>	<ul style="list-style-type: none"> • Disadvantaged children achieve in line with their peers. • The gap between disadvantaged children and their peers is closed. • Attendance of disadvantaged pupils improves in line with their peers nationally. • Reduction in number of disadvantaged children who are listed as persistent absentees. • Reduction in internal suspensions for disadvantaged pupils. • Pupil voice reflects a culture of support and challenge for disadvantaged pupils.

