

Our equality objectives are:

To promote spiritual, moral, social and cultural development through all appropriate curricular and extra-curricular opportunities. We aim to meet this objective with particular reference to issues of equality and diversity.

To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.

To move beyond notions of fixed ability and to model teaching and learning behaviours that avoid labelling.

To narrow the gap between boys' and girls' attainment in writing

To promote cultural development and understanding through a rich range of experience, both in and beyond the school.

To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010.

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve the equality and tackle disadvantage. We will regularly review the progress we are making in reaching our objectives

| Aim | Rational | Person Responsible | Resources/Action | Date | Impact/Success Criteria |
|--|---|---|--|----------|---|
| Provide training for all staff and governors on equality and diversity | To ensure everyone is kept up to date with the most current research and findings | Principal Trust Governors Training | Training in house and trust Safeguarding/Safer Recruitment/Prevent/LGBT/Gender neutral | Autumn 1 | All staff and governors are able to identify where the academy has taken action and improved provision for these areas. |

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| To promote spiritual, moral, social and cultural development through all appropriate curricular and extra-curricular opportunities, with a focus on equality and diversity | To ensure children in a predominately white british community are aware of differences To ensure there is an equality of opportunity to provision particularly extra-curricular. | All staff | Diversity Week for Children where each class explores and presents to the whole school their findings regarding Race/Religion/Gender/Disabilities seen and unseen workshops and sharing of learning whole school Explore the use of mindfulness to promote mental health and wellbeing Teaching specific strategies to help children manage their own anxieties and relationships Target children who previously have not accessed extra curricula activities from minority groups | Oct 2017 | Children to explore and debate different aspect of equality and diversity and reduce prejudice Greater % of pupils from minority groups accessing extra curricula FSM/SEND/gender sports/Ev6 |
| To narrow gaps in Writing between boys and girls in the academy | To ensure children are equipped with the fine motor skills to develop fluent and legible handwriting | All Staff | Promote the use of styles of handwriting that support fluency. Ensure consistent approach to the teaching of handwriting and early skills Provide opportunities to celebrate and share writing for all groups but particularly raising the profile of boys writing | March 2019 | Any gaps between boys and girls are at least in line with national gaps Gaps are narrowing in all year groups |
| To move beyond the notions of fixed ability and to model teaching and learning behaviours that avoid labelling. | To support pupil views of themselves as learners and remove pre conceptions linked to ability or gender | | Teach using a growth mind-set approach Teach pupils to teach each other within and beyond the classroom Recognise the cognitive learning approaches of individuals and the different ways some children may learn. Improving outdoor learning opportunities | Dec 2017 | Pupils to demonstrate positive attitudes to their own learning, and show resilience, risk taking, reflection and relationships development through the 5Rs ethos |
| To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010. | To ensure all pupils are free from prejudice | All staff | Ensure pupils have a clear understanding of the characteristics in a child friendly language through the PHSE curriculum Pupils to discuss and debate prejudice they are aware of and what their part is in overcoming any barriers Pupils to understand seen and unseen disabilities | Jan 2018 | Reduce any incidents linked to the protected characteristic |

