E-ACT Badock's Wood E-ACT 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 Badock's Wood 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.

Equality Objectives What this means for Badock's Wood E-ACT Primary Academy	
To close the attainment gap between boys and girls in English, Mathematics and Science at all key stages.	- Ensuring all pupils receive quality first teaching. - Rigorous data analysis ensures any gaps identified are closed through interventions and careful curriculum planning. - Gender stereotypes are challenged and equality of sexes promoted. - Curriculum content is carefully planned to ensure balanced coverage.
To close the gap in performance of all pupils with special educational needs or disabilities.	- 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.
To close the gap in performance between disadvantaged and non-disadvantaged groups.	- 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 - Appointment of Pupil Premium Champion to ensure opportunities to close the gap are developed and secure to continue to raise standards.

To promote cultural development and understanding through a rich range of experiences both in and beyond the curriculum.	● Ensuring all children, regardless of disability, gender, race, religion, gender reassignment, sexual orientation, pregnancy or age have equal opportunities in taking part in extra-curricular activities. ● Collecting information about those attending to evaluate representation and accessibility. ● We will actively look at ways of tackling any barriers that prevent accessibility. We will regularly obtain the views of all children and their parents/carers, particularly those with Education Health and Care Plans (EHCP) and physical disabilities, to ensure that we are meeting their needs and making any necessary adjustments.
To prevent and respond to all hate incidents and prejudice-based bullying.	● Plan a yearly programme of education in PSHE around anti-bullying & PSHE. ● Collecting information around incidences of bullying to ensure preventive education programme is having impact. ● Mentors and leaders in school work with children and families following any incidents of bullying to ensure not repeated and appropriate policies followed.
To prevent and respond to all incidents linked to sexual violence and Harassment .	● To have a 0 tolerance policy towards Sexual violence and Harassment ● Plan a yearly programme of education in PSHE around appropriate talk and touch/ PANTs. ● Collecting 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 ● Links to local PCSO to organize support and ongoing mentoring and signposting to prevent future incidents .

Equality Objectives: 2021-2024

Objective	Action/Intervention	Progress	Outcome	Reviewed sept 2022
To close the gap in performance of all pupils with special educational needs or disabilities. - By raising the attainment of SEND pupils in English	• Ensuring all pupils receive quality first teaching. • Rigorous data analysis ensures any gaps identified are closed through interventions and careful curriculum planning. • Gender stereotypes are challenged and equality of sexes promoted. • Curriculum content is carefully planned to ensure balanced coverage • Attainment gap to be less than 3%	Year 1: Gap narrows below 5% Year 2: Gap narrows below 2% Year 3: No significant gap	End of Year 4: School is above national average for all key vulnerable groups	Closed KS2 gap In reading by 9% Writing by 4% and maths by 1%
To close the attainment gap between boys and girls in English, Mathematics and Science at all key stages. - by raising attainment of boys in English	• Ensuring all pupils receive quality first teaching. 95%+ teachers working at expected typicality • Rigorous data analysis ensures any gaps identified are closed through interventions and careful curriculum planning. • Equality of access to wider curriculum and enrichment activities. • Attainment gap to be less than 3%	Year 1: Gap narrows below 5% Year 2: Gap narrows below 2% Year 3: No significant gap	End of Year 4: School is above national average for all key vulnerable groups	Gaps have remained relatively even in 2022
3. To prevent and respond to all hate incidents and prejudice-based bullying. - by *reducing the number of racist incidents*	• Plan a yearly programme of education in PSHE around anti-bullying & PSHE. • Collecting information around incidences of bullying to ensure preventive education programme is having impact. • Mentors and leaders in school work with children and families following any incidents of • bullying to ensure not repeated • Number of bullying incidents below 5 • COC termly reviews show 70% reduction in incidents	Year 1: number of incidents are below 7 and all are resolved with positive restorative approach Year 2: number of incidents are below 5 and all are resolved with positive restorative approach Year 3: No registered incidents and cultural acceptance ensures a positive learning community	End of Year 4: School regularly has reformed members of the community in to support messages and provide targeted and successful outreach work to the local community	8 racist incidents recorded last year and actioned accordingly

4. To promote cultural development and understanding through a rich range of experiences both in and beyond the curriculum. - *by increasing understanding between religious groups*	• Ensuring all children, regardless of disability, gender, race, religion, gender reassignment, sexual orientation, pregnancy or age have equal opportunities in taking part in extra- curricular activities. • Collecting information about those attending to evaluate representation and accessibility. • We will actively look at ways of tackling any barriers that prevent accessibility. We will regularly obtain the views of all children and their parents/carers, particularly those with Education Health and Care Plans (EHCP) and physical disabilities, to ensure that we are meeting their needs and making any necessary adjustments. • Number of bullying incidents below 5 • COC termly reviews show 70% reduction in incidents	Year 1: number of incidents are below 7 and all are resolved with positive restorative approach Year 2: number of incidents are below 5 and all are resolved with positive restorative approach Year 3: No registered incidents and cultural acceptance ensures a positive learning community	End of Year 4: School regularly has reformed members of the community in to support messages and provide targeted and successful outreach work to the local community	1 recorded incident last year
5. To close the gap in performance between disadvantaged and non-disadvantaged groups. - By increasing attendance of PP children - By raising the attainment of EAL pupils in English	• 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 • Appointment of Pupil Premium Champion to ensure opportunities to close the gap are • developed and secure to continue to raise standards. • Attainment gap to be less than 3%	Year 1: Gap narrows below 5% Year 2: Gap narrows below 2% Year 3: No significant gap	End of Year 4: School is above national average for all key vulnerable groups	Only 3 ppt gap in attendance in favour of NPP