

Equality Objectives Action Plan and Impact Assessment 2019-20

Whetley Academy Equality Objectives 2019-2020	Action	Action in place by when?	Impact - Review July 2019
1. Promotion of cultural understanding and awareness of different religious beliefs between different ethnic groups within our academy community.	<ul style="list-style-type: none"> • Develop the SMSC curriculum through development of the Foundation Subjects in topic work • Provide Themed Days that address local, national and international culture and events 	Ongoing – all staff involved in delivering a rich curriculum	Foundation subjects have begun to contribute to a curriculum which supports SMSC.
2. Monitoring and promotion of the involvement of all groups of students in the extra-curricular life of the academy, including leadership opportunities, especially students with special educational needs and disabilities.	<ul style="list-style-type: none"> • Provide a diverse range of extra-curricular sports clubs • Monitor involvement in extra-curricular sports clubs • Target non-involvement in extra-curricular sports clubs by providing a broad range of sports and tracking inclusion 	Review termly by PE leader	<p>There are equal opportunities to be involved in sporting events as well as after school clubs.</p> <p>Children are targeted for non-involvement</p>
3. Actively close gaps in attainment and achievement between students and groups of students especially students eligible for free-school meals, students with special educational needs and disabilities, looked after	<ul style="list-style-type: none"> • Develop whole school provision mapping, work sample scrutiny and tracking for SEND • Continue to conduct weekly/fortnightly progress meetings • Provide intervention for targeted groups or individuals 	From Sept 2018 for all classes	<p>The attainment of children is rigorously monitored through weekly/fortnightly pupil progress meetings.</p> <p>Individuals and groups of children are monitored, underachievement is highlighted and interventions take place.</p>

children and students from minority ethnic groups.			Provision mapping, monitoring and tracking of provision and achievement of SEND is Consistent
4. Continue to improve accessibility across the school for students; staff and visitors with disabilities, including access to specialist teaching areas.	<ul style="list-style-type: none"> • Consider accessibility when planning educational visits or workshops • Consider alternative arrangements to ensure inclusion in all aspects of school life and extra-curricular events 	Ongoing	<p>Accessibility is taken into account when planning school events</p> <p>Children/staff/visitors with physical impairment have alternative arrangements made to ensure fair access.</p>
5. Endeavour to ensure that the staff body and representation of staff in leadership roles is reflective of the local community.	<ul style="list-style-type: none"> • Ensure all appointments are made under the public sectors equality duty by continuously updating training of those involved in recruitment 	Ongoing	All appointments are made under the public sectors equality duty
6. Reduce the incidence of the use of homophobic, sexist and racist language by students in the academy.	<ul style="list-style-type: none"> • Develop a theme of diversity, tolerance and inclusion across school through the SMSC curriculum, themed days, RE and SRE • Ensure consistent use of the reward and consequence behaviour management policy • Ensure accurate recording of all behaviour incidents 	Ongoing	<p>There is a zero tolerance approach to discriminatory language. The Academy uses a system of consequences as a deterrent.</p> <p>Monitoring of such language is maintained and reviewed.</p> <p>A theme of tolerance and respect runs through our assembly programme and SMSC curriculum.</p>

			Student's views have been sought throughout the academic year.
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