



E-ACT Reedswood Primary 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 Reedswood 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
<p>To ensure that the Academy building/ environment is accessible to all.</p>	<p>All children/adults can be safely evacuated.</p> <p>All pupils and visitors can park within a reasonable distance of the school.</p> <p>Accessible toilet facilities for all.</p> <p>Consistent maintenance of the school site to remove any barriers for accessibility.</p>	<p>Personal Emergency Evacuation Plans (PEEPs) for all pupils with difficulties and fire marshals aware of relevant children and how they may need to support the safe removal of these children.</p> <p>At least one designated parking space in the nearby vicinity that is clearly signposted for a disabled person front and rear carpark areas.</p> <p>Specific disabled toilet available in main building and ensuring other toilets are accessible.</p> <p>Site manager conducting regular audits and site checks and open communication between site manager and staff to identify any relevant accessibility barriers as soon as possible.</p>	<p>Year 1:</p> <p>Year 2:</p> <p>Year 3:</p>	



<p>To ensure that all pupils (with disadvantaged pupils being a focus) can fully access the curriculum, including our extra-curricular provision.</p>	<p>Targeted children area focus of after school sports provision as identified in the SPremium documentation.</p> <p>Vulnerable families are funded to attend breakfast club to enable a positive start to the day.</p> <p>NTP sessions in place for pp children Y1–6 in order to close the attainment gap.</p>	<p>Continue to monitor take up of after school provision for vulnerable pupils.</p> <p>Analyse data to ensure progress is made for pp pupils; interventions put in place to narrow the gap e.g. phonics, times tables, Y2 and Y6</p> <p>Continue to use NTP funding for pp.</p>	<p>Year 1:</p> <p>Year 2:</p> <p>Year 3:</p>	
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<p>To improve attendance for SEN (Special Educational Needs) pupils across the Academy, to be broadly in line with National Average.</p>	<p>Current attendance for SEND is above national.</p> <p>Rewards in place for individuals and class.</p> <p>SEND tracked weekly by attendance officer and SLT.</p>	<p>Continue to track and target SEND children to ensure attendance continues to be above national.</p> <p>Continue to develop rewards for 100% attendance children.</p>	<p>Year 1:</p> <p>Year 2:</p> <p>Year 3:</p>	
<p>Develop/promote understanding of tolerance and respect for others through the promotion of British values.</p>	<p>British values strands fed through PHSE curriculum, discussed with children and located on the knowledge organisers.</p> <p>Picture news shared with children weekly linking to a different British Values strand each week.</p> <p>Assemblies and focused days/weeks that can be linked and promote key British Values strands.</p>	<p>Continue to develop links to British Values through Personal Development and PHSE curriculum.</p> <p>Specific British Values strands for each PHSE focus area identified in each year group so can be tracked and built upon.</p> <p>Continue to share picture news and offer a variety of assemblies linked to British Values strands and focuses.</p>	<p>Year 1:</p> <p>Year 2:</p> <p>Year 3:</p>	



<p>To develop stronger links with the community, to increase parental engagement.</p>	<p>Parent voice in place.</p>	<p>Undertake parental voice at parents evening for SEND, safeguarding ... and analyse for needs.</p> <p>Work closely with our chair and parent ambassadors to develop our community links and support our understanding of parental viewpoints to increase parental engagement.</p>	<p>Year 1:</p> <p>Year 2:</p> <p>Year 3:</p>	
<p>To establish the Academy as a 'Community Hub,' to offer support and guidance to all members of our community, and to support those vulnerable to mental health or financial hardship.</p>	<p>Pastoral newsletter sent out half-termly, weekly school newsletter sent to parents with guidance and support re. HAF and points of contact.</p> <p>Open door policy in place for parents to access safeguarding team for support.</p>	<p>Continue to use contextual safeguarding to inform and support parents.</p> <p>Signpost parents for support i.e. food bank voucher, camhs, Beacon Centre ...</p> <p>Workshops held for parents by Safeguarding Team or other relevant agencies.</p>	<p>Year 1:</p> <p>Year 2:</p> <p>Year 3:</p>	