



E-ACT Shenley 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 Shenley 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 mitigate the potential for sexualised violence and establish a zero-tolerance culture within our community ensuring the elimination of all sexual violence and sexual harassment.</p>	<p>We have low levels reported, but assume that sexualised violence is potentially prevalent and will continue to be proactive and vigilant.</p>	<ul style="list-style-type: none"> • Everyone invited action plan and resources deployed • We have had numerous assemblies and form time activities to raise awareness. • External drama work shop on misogyny • Rigorous tracking and intervention of all incidents, ensuring the pastoral and behaviour mechanisms never be pass off sexualised violence as “banter”, “just having a laugh”, “part of growing up” or “boys being boys”. • Challenging all physical behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. • Deploy preventative education embedded throughout the curriculum but also through a compressive PSHCE program that includes 	<p>Year 1: Review sept 2024</p> <p>Year 2: Review sept 2025</p> <p>Year 3: Review sept 2026</p>	<p>To maintain our culture, values and standards that make clear that we have a zero tolerance towards sexual violence and sexual harassment in all aspects of academy life.</p>

		<p>age appropriate Relationships and Sex Education (RSE). .</p> <ul style="list-style-type: none"> • Staff CPD 		
<p>To ensure that all pupils (with disadvantaged pupils being a focus) can fully access the curriculum, including our extra-curricular provision.</p>	<p>Our rationale is to ensure that all students can access a broad curriculum offer including: core subjects, RS, arts, sport and enrichment. Ensure additional support is available for students who have been identified.</p>	<ul style="list-style-type: none"> • We will collect information about those attending extracurricular to evaluate representation and accessibility. We will actively look at ways to improve attendance for students with a protected christianistic. • We will plan a program that ensures that all our students, regardless of disability, gender, race, religion, gender reassignment, sexual orientation, pregnancy or age have equal opportunities in taking part in extracurricular activities 	<p>Year 1: Review sept 2024</p> <p>Year 2: Review sept 2025</p> <p>Year 3: Review sept 2026</p>	<p>We will close the attainment gap between PP and Non-PP and have students attending extracurricular on par with their peers.</p>

		<ul style="list-style-type: none"> • Wheel chair basketball added to enrichment program • Targeted coding club for disadvantaged students to increase attainment in STEM related subjects. • Targeted enrichment such as coding with an external provider. • Tailored support through all transitions including options and destinations. • All clubs have reviewed their accessibility. Launched mental health support club Funding of DofE • SLT lead on SLT championing PP students access to curriculum. • Department exam analysis has reviewed key trends within protected characteristics and action plans have been submitted. • Analysis of students with protected characteristics relative progress is evident in the SIP and departmental action plans. 		
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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>The rationale is based on the trend that students with a statement of Special Education Need (SEN), or Education, Health and Care (EHC) plan have a lower attendance rates than Students without. It is imperative that children and young people with SEND are not unnecessarily disadvantaged by irregular attendance</p>	<ul style="list-style-type: none"> • Attendance is rigorously tracked • Due process in place for same day contact in the event of absence and home visits. • All Key worker meetings have attendance as a standing agenda item. • SLT linked to SEND attendance • Early help meetings deployed • SENCO working with key families • Proactive use of external agencies • SEND Students Voice given a meaningful platform. • Positive rewards focus, including low stakes rewards and awards evening. • Strong partnerships with parents with regular face to face contact. • Clear teaching and learning focus to ensure all SEND needs are met in lessons • Trauma support and use of school therapist. • Aspire Program 	<p>Year 1: Review sept 2024</p> <p>Year 2: Review sept 2025</p> <p>Year 3: Review sept 2026</p>	<p>SEND students will have an attendance equal to non-SEND students.</p>
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<p>To create an ethos where discrimination is challenged by both teachers and students at all times</p>	<p>The rationale is based on the need to challenge all forms of discrimination as not doing so would undermine our culture and the life changes of students with protected characteristics disproportionately.</p>	<ul style="list-style-type: none"> • Staff CPD focused on our school values and culture delivered. • CPD delivered on unconscious bias. • PSHCE LTP adapted to meet local needs Contextual safeguarding personal development sessions and assemblies made with a clear rationale – EG: CPOMS logs. • Students have been specifically taught about the Equality Act 2010 and the protected characteristics through personal development sessions and RS. • The equality act 2010 is displayed within classrooms 	<p>Year 1: Review sept 2024</p> <p>Year 2: Review sept 2025</p> <p>Year 3: Review sept 2026</p>	<p>Students will have a clear moral compass and challenge all instances of discrimination.</p>
<p>To develop stronger links with the Shenley community, to increase parental engagement.</p>	<p>The rationale is that supporting all protected characteristics will requires the collaboration and from our local community and all stakeholders.</p>	<ul style="list-style-type: none"> • Termly Parent voice via Microsoft forms • Regular parents' workshops • SEND coffee evenings • DofE participations used to build community links through social action and volunteering. • Termly ambassadors' meetings • Active use of social media and a regular newsletter published to celebrate success and news with the community. 	<p>Year 1: Review sept 2024</p> <p>Year 2: Review sept 2025</p> <p>Year 3: Review sept 2026</p>	<p>We will have strong links with the local community that strength our work to support equality.</p>

