



Equality Objectives
Sybil Andrews Academy
2020-2023

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Equality Objectives Sybil Andrews Academy 2020-2023

The Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

We are committed to the promotion of community cohesion in our school and community, implementing all necessary actions in relation to protected characteristics.

We assess and analyse our school practices and implement all necessary resulting actions to ensure pupils and staff are not discriminated against because of their:

- Sex
- Race
- Disability
- Religion or Belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity
- These 'protected characteristics' have been set out in law in the Equality Act 2010.

We are committed to eliminating practices, which could result in unfair or less favourable treatment for persons with a protected characteristic.

Our equality objectives 2019-2021 have been identified by looking at data available to the school relevant to current issues in the school community.

Equality Objective	Rationale	How will this be achieved?
<p>To provide an environment that welcomes, protects and respects diversity amongst people</p>	<p>We want for our students to be open minded, tolerant and accepting of others, irrespective of race, religion or sex. We aim to challenge stereotypes and reduce prejudice.</p>	<ul style="list-style-type: none"> ✓ Through the pastoral curriculum which includes subject teaching, assemblies, the tutor programme and calendared events ✓ Everyday interactions between students/staff ✓ Clear displays around the school and clear references to the British Values within the whole school curriculum
<p>To use performance data to monitor student achievement and respond to variations between groups of learners, subjects, courses and key stages, trends over time and comparisons with local and national pictures.</p>	<p>There is still work to be done to reduce in school variation, and gaps are evidence in attainment and progress data. National school closures have further impacted upon this variation.</p>	<ul style="list-style-type: none"> ✓ CPD and QA processes to further improve the quality of classroom teaching and home learning ✓ Targeted support and bespoke interventions ✓ Continued engagement with parents. ✓ Provision of resources where required
<p>To reduce the exclusion rates for SEND and disadvantaged students.</p>	<p>We consider the exclusion rates of SEND and disadvantaged students to be too high, therefore potentially impacting on progress and life chances</p>	<ul style="list-style-type: none"> ✓ Increased ELSA support in school. ✓ Adapted SAA approach to support students with SEND ✓ CPD for staff to support disadvantaged and SEND students in the classroom, including communication via staff bulletin ✓ Maintain high parental engagement. ✓ Reflection and restorative practice. ✓ Implementation of Support Plans (with allocated key workers) with bespoke interventions to assist those most in need
<p>To ensure that the school values of:</p> <ul style="list-style-type: none"> • We are kind • We have courage • We take responsibility <p>Are embedded across the school.</p>	<p>We believe that embedding these values as the core of our beliefs and the way we communicate with each other to make amendments and adjustments to the way we treat each other will improve the already very positive culture of the school and ensure care, compassion and harmony and equality for students and staff.</p>	<ul style="list-style-type: none"> ✓ The Sybil Scholar programme ✓ Pupil passports ✓ The SAA Approach ✓ The pastoral curriculum – including assemblies, tutor programmes and calendared events ✓ The SAA rewards strategy. ✓ Restorative practice and daily interactions with teaching and support staff





Monitoring and reporting

The Academy will report on implementation as part of its review of the Academy improvement plan. The objectives chosen are intended to last for 3 years. However, the methods of achieving the objectives will be refined each year and the outcomes reported to the governing body as part of the development plan process.

Methods for assessing the impact of policies and practices on equality.

The academy has a wide range of different self-evaluation and feedback processes which it uses in order to scrutinise provision, as well as inform itself of any issues or concerns. This regular assessment of provision forms part of the school methods of assessing the impact of its policies and procedures.