

Listerdale Junior Academy Equality Objectives 2023 to 2026

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not (the protected characteristics are age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation).
- Foster good relations between people who share a protected characteristic and people who do not share it.

This document summarises Listerdale Junior Academy's objectives over the next four years. The first three objectives link ACET's equality objectives which have been identified as the areas we wish to tackle across the whole Trust, and shows how we at Listerdale Junior Academy will work to achieve these. The last three objectives are specific to this academy and have been identified as the biggest priority for our local academy community.

| | OBJECTIVE | HOW |
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| 1. | To close the gap(s) in attainment and attendance of Most Able, SEND, EAL, pupil premium and any other disadvantaged groups of students/pupils | <ol style="list-style-type: none">1. Analyse data frequently to identify which groups of learners need additional support to close any gaps in attainment.2. Monitor the quality of teaching and learning provided to identified groups.3. Provide Continued professional Development (CPD) for staff as appropriate and monitor the impact of this.4. Monitor the progress identified groups are making, review current provision and implement next steps.5. Analyse attendance data frequently and identify and pupils for whom this is a concern – with swift support / challenge being put in place.6. Work with parents and carers, the academy EWO, the Local Authority and outside agencies to improve the attendance of all groups of pupils. |

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| 2. | To ensure all academy curriculums are broad and balanced, ensuring all students/pupils have access to a holistic and rounded education, regardless of their background or starting point. | <ol style="list-style-type: none"> 1. Leaders to regularly review policies and planning to ensure the curriculum intent is correct. 2. Leaders to regularly monitor teaching and learning outcomes to ensure all pupils are accessing the full curriculum and that time spent on each subject is balanced. 3. Leaders to regularly review timetables to ensure additional interventions do not prevent pupils from accessing a broad and balanced curriculum. 4. All pupils to have the opportunity to attend visits or workshops each half term to enhance their curriculum. 5. Subject leads to ensure all pupils have opportunities to apply the disciplinary knowledge and skills needed in each subject. |
| 3. | To ensure equality of access to extra-curricular provision in all ACET academies, ensuring attendance is encouraged by children of all backgrounds, social demographic and irrespective of any protected characteristic | <ol style="list-style-type: none"> 1. To offer bespoke extra-curricular activities at lunch time to meet the needs of specific pupils. Activities carefully selected and planned for. 2. To analyse pupil voice results and implement suggestions where possible. 3. To monitor which pupils are attending extra-curricular activities and look at any barriers being presented (PE Lead and Pupil Premium Lead). 4. To use Pupil Premium funding to support disadvantaged pupils in attending extra-curricular activities. |
| 4. | To reduce prejudice related bullying/ incidents and the use of derogatory language. | <ol style="list-style-type: none"> 1. To regularly review the curriculum to ensure pupils are accessing lessons that promote diversity, equality and inclusion. 2. To ensure a fair representation of books used for guided/ whole class reading are written or illustrated by an author from an under-represented group. 3. To ensure books available/ on display in the library and classroom reading areas promote cultures, different family units and people with disabilities. 4. To ensure the culture is that staff respond to incidents effectively 5. To work with pupils who show prejudice or use derogatory language and their families to develop their appreciation and tolerance of others. |

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| 5. | To increase the percentage of pupils who receive for Pupil Premium funding who achieve combined expected at the end of Key Stage 2. | <ol style="list-style-type: none"> 1. Analyse data frequently to identify which learners need additional support to close any gaps in attainment. 2. Monitor the progress identified pupils are making, review current provision and implement next steps. 3. Targeted discussion around pupils who receive pupil premium funding as part of termly Pupil Progress meetings. 4. Consider access arrangements for identified pupils for when they complete the KS2 SATs. |
| 6. | To promote British Values, equality and diversity among all stake holders through the curriculum and wider opportunities. | <ol style="list-style-type: none"> 1. Ensure all stake holders understand the importance of the RHSE curriculum, why it is taught and which parts are statutory. 2. To regularly review the curriculum to ensure pupils are accessing lessons that promote all British values. 3. To promote British values throughout school through displays, books, signs, posters and staff language. 4. To invite parents and carers to workshops where specific units of the curriculum can be discussed and any questions answered. 5. To invite parents and carers to class workshops and showcases, which celebrate diversity, equality and inclusion. |