

Etonbury Academy

Equality objectives

Etonbury Academy and the Equality Act 2020: equality objectives

Vision

Our vision is based on the mantra to develop the learner and the person in and outside of the classroom and the school ethos of the ETA way (Everyone is respectful. Together we care. Always aim higher.) With these at the heart of our school community we will ensure that all children and staff have equal opportunity regardless of background or family circumstances.

We will achieve this vision through three strategic aims, which are mutually reinforcing. The aims outlined below will benefit all children and staff, continuing to ensure “Pupils enjoy attending and feel safe. Leaders have high expectations for pupils’ behaviour. There is a culture of tolerance and acceptance of the views of others. There are many examples that demonstrate these values, such as pupils delivering assemblies on equality issues.” (Ofsted February 2020)

Raising the profile and awareness of equality and diversity

We have reviewed and adapted the curriculum to raise and promote the awareness to equality and diversity, not exclusive to PSHCE learning. Examples include the selection of literature across all year groups that include more diverse cultural development, these being a focus in afternoon Personal Development sessions. The introduction of topics such as Black Tudors in History, the representation of ethnic minority women in the media, in Media studies and a host of extra-curricular clubs that promote equality and diversity, such as the LGBTQ+ club.

We will also appoint an equality and diversity lead from our student council to lead on and develop awareness through the student channel.

Closing the progress gap between Key Performance Indicator groups

We will aim to narrow the progress gap for children and young people, including children in care, by ensuring increased opportunities and improved outcomes. We will do this by continuing to monitor the progress being made by all KPIs at regular points in the academic year. Supporting pupils and their families where needed, for example via remote learning in the current climate, issuing technology to ensure no child is left behind. Stretching and challenging groups via extra provision such as Tute and making the best use of Pupil premium funding to develop those learners so that the disadvantaged progress gap is closed.

Supporting all children and young people, particularly SEND pupils

We will continue to support all children and young people, with a particular focus on SEND pupils. We have reviewed the SEND provision in the school, looking at teaching spaces, arrangements and staffing levels. We will monitor the progress of SEND pupils at an academic level and also through personal development, implementing changes where needed, for example the level of support required, in the delivery of the curriculum and the curriculum on offer.

Staff will complete APRD (Action.Plan.Review.Do) documentation that will be used in conjunction with the PPP (Personalised.Provision.Plan), providing a heightened level of detail in supporting SEND pupils to attain and make good levels of progress.