

Bourne End Academy Equality Objectives 2021 - 2024

The Equality Act 2010 requires us to publish information that demonstrates 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.

Ethos:

Bourne End Academy is an inclusive academy, where we focus on the well-being and progress of every student and where all members of our community are of equal worth.

We believe that the Equality Act (2010) 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 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	Actions	Lead	Success Criteria	Progress
To ensure that Bourne End Academy is a fully inclusive academy, allowing all pupils access to a knowledge-rich curriculum which supports their needs and their personal development	Implement the Bourne End Academy Professional Development curriculum, with clear progression and intent integrated into our medium and long-term curriculum planning.	SLT/HOYs	Personal Development DCPs, Student Voice	
	Ensure the curriculum continues to support the needs of all pupils through regular team co-planning in all curriculum areas.	SLT/SLs	Pupil passports and impact in lesson planning	
	To create 'safe spaces' for vulnerable pupils during break and lunch times.		Safe spaces established, monitored and reviewed	
	Ensure a consistent approach to maintaining high standards and high expectations, making reasonable adjustments where required.	SLT/DSL	Monitored through call out data, PSP monitoring and reasonable adjustments in place on pupil passports	
	To ensure that safeguarding is	SLT/SLs/HOYs	CPOMs data, Personal Development	

	<p>emphasised to both staff and students and is a key responsibility of all members of the academy.</p> <p>Provide additional enhanced-curriculum opportunities, in the form of societies, across a range of areas to enhance students social and cultural capital.</p>	<p>DSL/Safeguarding team</p> <p>SLT/SLs</p>	<p>Curriculum safeguarding planning</p> <p>Student Voice</p>	
<p>To provide support to all members of the academy community and ensure that they have access to relevant support services. The services will provide the appropriate support for each student to maintain 100% attendance, improve their well-being and sustain academic success.</p>	<p>Addressed missed work as a result of absence through Microsoft Teams and ensure that the expectation that work is caught up on is maintained.</p> <p>Ensure that DCP data is used to inform teacher planning to address key gaps inside and outside of the classroom</p> <p>Use of the Mental Health Team student mentors to maintain the profile of student support and mental health</p> <p>Embed key messages around support services in the Professional Development Curriculum</p>	<p>SLT/Attendance Team/SLs</p> <p>SLT/SLs</p> <p>DSL/SLT</p>	<p>Microsoft Teams, Attendance Data</p> <p>DCP Data, Curriculum Planning, Lesson Planning</p> <p>Mentors around the academy site, CPOMs data</p>	

	<p>To use CPOMs and meetings to hold 'team around the student' meetings to ensure that all required information is shared and embedded into teaching practice</p> <p>Regularly update Pupil Passports to ensure that staff are receiving up-to-date information on the best strategies to support each student in the classroom</p>	<p>SLT/HOYs</p> <p>DSL/SLT</p> <p>SEND Team/SLT/SLs</p>	<p>Personal Development Curriculum</p> <p>CPOMs Data</p> <p>Pupil Passports on ClassCharts</p>	
<p>Ensure that we enable all students, staff and parents with medical, physical or mental disabilities to have full access to the academy environment.</p>	<p>Establish and monitor the practice of utilising Parago to raise concerns about access and health and safety around the academy site</p> <p>Share with staff the PEEPs for students with individualised evacuation plans in case of an emergency</p> <p>Site Team/Health and Safety Team</p>	<p>Site Team/SLT</p> <p>Site Team/SEND Team</p>	<p>Parago Data, Site walks</p> <p>PEEP paperwork, Pupil passports</p>	

	walks of the academy site to assess the accessibility of key academy areas	Site Team/SLT	Site walks	
To tackle prejudice, assumptions and generalisations through a knowledge-rich Personal Development curriculum	<p>Implement the Bourne End Academy Professional Development curriculum to tackle key areas of prejudice and discrimination</p> <p>Ensure that there is flexibility within the Professional Development curriculum to address new developments or safeguarding concerns</p>	<p>SLT/HOYs</p> <p>SLT/HOYs/DSL/SEND Team</p>	Professional Development curriculum planning	
Provide all students with the skills and knowledge required to become successful leaders.	<p>Embed careers knowledge and skills in each curriculum area</p> <p>Embed 'Speak like a Leader' sessions into the Personal Development curriculum and use other opportunities to raise social and cultural capital and aspirations.</p>	<p>SLT/SLs</p> <p>SLT/HOYs</p>	<p>Careers development planning</p> <p>Professional Development curriculum planning</p>	