

Equality Information and Objectives for 2021 - 2024

The Equality Act 2010 requires schools to publish specific and measurable equality objectives designed to protect discrimination against groups on the following basis – age, disability, gender reassignment, pregnancy and maternity, race, religion and belief, sex and sexual orientation.

Our equality objectives are based on our analysis of data and other evidence. 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.

Diversity encompasses difference and at Howard Community Academy we value diversity. Differences are unique and specific to each individual, such as their age, gender, ethnicity, race, appearance, experiences, religion, beliefs, sexual orientation, accent, personality, background, place of birth etc.

At Howard Community Academy we acknowledge that everyone has a right to be treated fairly, feel safe and secure, and with the knowledge that any allegations of discrimination, harassment and victimisation will be taken seriously, and will be effectively dealt with using our systems and processes of investigating, logging, reporting and monitoring. This is our legal duty.

Equality Objective 1:
Improve gender equality and avoid future potentially degrading and abusive behaviour from some pupils.
Specific Actions: by all staff members/ teaching staff
<ol style="list-style-type: none"> 1. Staff to challenge/ deal firmly with derogatory comments and sexist actions made and 'banter'; 2. To make sure that if there are any behavioural issues related to ensuring equalities that these are fed through into the relationships education curriculum – so picked up and addressed in an age appropriate way, very quickly. 3. To ensure that curriculum intent, when appropriate, promotes gender equality and mutual respect.
Success Outcome
<ul style="list-style-type: none"> - To create a culture of mutual respect both in school and the community where no pupil is subject peer on peer abuse; - Children, especially boys, are fully aware of what is appropriate/ inappropriate to say to the opposite sex - With improved self-confidence, all pupils will succeed at school (and later in society) both socially and academically.

Equality Objective 2
To raise awareness of diversity
Specific Actions By all teachers & monitor by subject leads/ SLT/ governors
<ol style="list-style-type: none"> 1) To further develop our curriculum so that, across all subjects, the gender, race and personal beliefs of individuals is never a barrier to their accomplishments being celebrated and learned about 2) To promote the lives and successes of female; non-white; LGBT+ historical and contemporary individuals;

- 3) Check curriculum planning and associated books are not providing barriers/creating issues for children who belong to, or need to understand protected groups;
- 4) Through CPD, staff awareness is raised when planning new topics and when selecting new resources in order to promote diversity;
- 5) When revising the school's promotion material, ensure that it contains the diverse representation of our school community and expectations of equity

Success Outcome

- Planning will show diversity and positive imagery from all backgrounds and beliefs;
- The learning and understanding of our predominantly white pupils will result in their knowledge, understanding and tolerance of other cultures and beliefs;
- Racial prejudice will end and a deeper sense of respect will be nurtured for those different to ourselves;
- School promotion material is representation of our community and these expectations

Equality Objective 3

The outcomes for disadvantaged pupils are in line with or better than their peers

Specific Actions

By all teaching staff. Monitored by subject leads/ SLT and governors.

- 1) All children's progress, but especially that of disadvantaged pupils, will be reviewed in the termly pupil progress meetings. Barriers of all kinds, academic, social, cultural, economic and educational are understood and addressed.
- 2) Disadvantaged children will have access to a mental health champion, if required;
- 3) A senior leader, who is their pupil premium champion, will ensure that each disadvantaged child, and their family as necessary, receives the additional support/ resources that they require.

Success Outcome

- Progress made will be assessed formatively throughout the year and during termly pupil progress meetings and measured against non-disadvantaged children;
- The knowledge and skills gaps between those who are disadvantaged and those who are not, will close;
- The self-esteem and confidence in school life of disadvantaged pupils and willingness to take on independent learning/ general attitude to learning will improve;
- All pupils to be given the same life chances irrespective of their family backgrounds.