# E-ACT Parkwood Academy Equality Objectives 2023 - 2026

**As a public organisation, under The Equality Act 2010 we are required to;**

- **Publish information to show compliance with the Equality Duty. This is via our Trust Equality Policy**

- **Publish Equality Objectives which are specific and measurable.**

and 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

Our Equality Objectives are:

1. **Provide an environment that welcomes, protects, and respects diverse people.**
2. **Ensure that all students are given the opportunity to make a positive contribution to the life of the school.**
3. **Address cultural events through the curriculum to increase student awareness and understanding of issues in different communities.**
4. **Actively close gaps in attainment and achievement between students and all groups of students; especially students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from minority ethnic groups.**

5. **Promotion of cultural understanding and awareness of different religious beliefs, ethnicities, gender, and disability related issues**
6. **To promote mental health awareness and develop appropriate interventions where necessary.**
7. **Continue to improve accessibility across the school site for pupils, staff, and visitors with disabilities**
8. **To continue to develop positive social behaviours that enable all to feel included and safe.**
9. **To continuously review and revise the curriculum so that it represents a diverse culture and society and encourages tolerance and respect.**
10. **To ensure all our stakeholders understand our inclusive ethos both for our local and wider community.**

E-ACT Parkwood Academy is an inclusive school, where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act 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 Academy 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 | Rationale/Existing Data | Action/Intervention | Progress | Outcomes |
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| Create an environment in which unlawful discrimination, harassment and victimization is not tolerated. | Academy policies and information sharing clearly outline our expectations with all stakeholders<br><br>Regular staff training is embedded within the CPD calendar<br><br>The Academy JLT report directly to SLT with feedback from the student body and are beginning to enact change to policy based on their feedback<br><br>Student voice shows that the students feel confident to report concerns and know that any discriminatory incident will be challenged and followed up | Continue to develop the PD curriculum offer to:<br>- ensure understanding and recognition of the protected characteristics<br>- provide non-stereotyping information about different groups of people and develop opportunities to discuss differences to allow students better understand these differences<br>- develop opportunities to celebrate differences<br>Diversity and inclusion embedded within the curriculum so that all staff capitalise all opportunities to explore equality.<br><br>QA PD curriculum to ensure that all aspects of the PD agenda are being met. | **Year 1**<br>All policies shared with staff and students to raise awareness of our expectations.<br><br>PD programme embedded within the curriculum to educate all staff and students on equality, diversity and inclusion.<br><br>Establish links beyond the Academy to support education curriculum in place.<br><br>Learning beyond the classroom to work with other academies within the trust or within our local authority.<br><br>Regular temperature checks with students and staff to ensure that student voice represents our views on students' feelings. Over 80% of students.<br><br>Increased awareness of all cultures and representation within the academy to celebrate all cultures and minorities within the academy. | All staff, families and students are aware of our expectations regarding discriminatory language.<br><br>Major reduction on incidents relating to peer-on-peer abuse.<br><br>Student and parental voice states that our Academy is a safe space for all students.<br><br>Students are active by-standers and challenge their peers on all incidents.<br><br>Students feel comfortable and supported reporting all incidents, removing the stigma of a 'snitch' culture but now viewed as supporting other students and helping to maintain a safe culture. |

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| | | Engage with outside agencies to increase student awareness of inclusion and diversity.

Design, build and maintain an active calendar that will celebrate weekly the diverse and inclusive community that we share. | **Year 2**
Ensure that all policies are reviewed regularly to meet the needs of all stake holders. Updates shared with all staff.

CPD programme in place for all staff, especially ITT's and NQT's to ensure all updates and training is in place. SLT leading on CPD sessions.

Deeper development of PD programme to further student and staff understanding.

Maintain links with outside providers and other schools to ensure high quality of provision provided.

Increased majority, over 90% of students and families stated that Parkwood is a safe and inclusive school that supports all students.

Student voice demonstrates that all students are represented within the Academy and all feel acknowledged.

**Year 3**
Ensure that all policies are reviewed regularly to meet the needs of all stake holders. Updates shared with all staff. | Students implementing change to policies within the academy. Leading by example and outstanding social norms in place to enhance the culture within the academy. |

| | | | CPD programme in place for all staff, especially ITT's and NQT's to ensure all updates and training is in place. SLT and ML's leading on CPD sessions. | |
| | | | Student leaders, collaborating with key stakeholders, developing PD programme to further student and staff understanding. | |
| | | | Increased majority of students and families stated that Parkwood is a safe and inclusive school that supports all students. | |
| | | | All students and families stating that Parkwood is a safe and inclusive school. | |
| **To foster a culture of consent which challenges Sexual Harassment** | Review and development of the Personal Development curriculum with bespoke tthe workshopped session delivered to all year groups to aid understanding<br><br>Staff CPD undertaken throughout the year to aid understanding and developed staff confidence in dealing with incidents | We will ensure that there is a zero-tolerance approach to stop the normalising of sexualised behaviours.<br><br>All staff to be fully trained and confident in dealing with any incidents of sexualised behaviour under the current guidance: Sexual Violence and Harassment between schools and colleges and to recognise and embrace the 'it could happen here' approach | **Year 1:**<br>Personal Development curriculum embedded with age-appropriate class sessions throughout the year to ensure understanding.<br><br>Additional booster workshops provided for those students who require additional support in recognizing and understanding.<br><br>Staff CPD planned throughout the year that focuses specifically on this topic and empowers all staff to be able to address and action any incidents effectively. | All staff, families and students are aware of our expectations regarding sexual harassment.<br><br>Eradication of incidents relating to sexual harassment.<br><br>Student and parental voice states that our Academy is a safe space for all students. |

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| | relating to sexual violence and harassment<br><br>Data analysis show incidents are rare and students feel confident in disclosing incidents to us as they know they will be addressed appropriately | Personal Development Curriculum reviewed and delivered to empower students | Awareness of sexual harassment, peer on peer and the appropriate response embedded within new staff and visitor safeguarding inductions.<br><br><br>**Year 2:**<br>Ensure that all policies are reviewed regularly to meet the needs of all stake holders. Updates shared with all staff.<br><br>CPD programme in place for all staff, especially ITT's and NQT's to ensure all updates and training is in place. SLT leading on CPD sessions.<br><br>Staff-voice identifies additional CPD and support requirements.<br><br>Student voice identifies and drives changes required to the Personal Development Curriculum and support required.<br><br>CPOM categories used effectively to QA response to incidents<br><br>Partnership with local PCSO's and organizations to further add value to the Personal Development Curriculum | Students are active by-standers and challenge their peers on all incidents.<br><br>Students feel comfortable and supported reporting all incidents, helping to maintain a safe culture. |

| | | | **Year 3:** Ensure that all policies are reviewed regularly to meet the needs of all stake holders. Updates shared with all staff.

CPD programme in place for all staff, especially ITT's and NQT's to ensure all updates and training is in place. SLT leading on CPD sessions.

CPOM analysis shows a downward trend in sexual harassment and CCA incidents | |
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| **Provide a secure environment where all individuals can be their authentic self.** | A multi faith prayer room has been designated for student and staff use throughout the day

Students have greater opportunities to explore and celebrate their cultures and beliefs

Curriculum reviews have taken place in all Academy curriculum areas with specific reference to improving accessibility to diversity | Be clear in all polices that the Academy will take all the above factors into account.

Provide training to all staff on equality, diversity and inclusion.

Review the curriculum offer for all students and ensure the following:
- Reference to role models and historic figures who represent a wide range of lifestyles
- Links to careers education that breaks generalisations in the protected characteristics | **Year 1:** Embed the culture curriculum across all year groups with a clear focus on Safe. Subject leaders to explore and capitalise on all opportunities to embed inclusion within their curriculum areas and to actively support inclusivity. Staff directed to training opportunities within the academy and beyond. Established JLT within the academy.

**Year 2:** Embed the reviewed culture curriculum across all year groups with a clear focus on Safe. | Student confidently speak of positive role models reflective of the protected characteristics within historic or literacy contexts.

SOW is reflective of references to diverse and relevant figures, texts and resources.

Students engage with a range of subjects and activities with an equal balance or students with protected characteristics. SOW show ongoing opportunities to explore protected characteristics |

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| | | - Opportunities to explore and engage with a wide range of activities to fully prepare students to live in a multi-cultural society.<br>Continue to develop the PD curriculum offer to:<br>- ensure understanding and recognition of the protected characteristics<br>- provide non-stereotyping information about different groups of people and develop opportunities to discuss differences to allow students better understand these differences<br>- develop opportunities to celebrate differences<br>- to sign post student to support groups in the community such as Chillipep, MyLife, NSPCA, Boys and Girls Club SY, New Arrivals programme.<br><br>Promote a learning environment where all students will feel a sense of belonging by: | All opportunities to capitalise on diversity and inclusion within the curriculum are explicit for staff and students to see.<br>Staff actively seeking training opportunities beyond the academy to support learning and provisions in place.<br>JLT actively leading on change within the academy and influencing policy change.<br><br>**Year 3:**<br>Embed the culture curriculum across all year groups with a clear focus on Safe.<br>Students engage with a variety of activities to develop their understanding of diversity within each curriculum area. Common practice within areas.<br>Staff directed to training opportunities within the academy and beyond.<br>JLT continuing to maintain and grow the development or practice all subject within the academy. | Students access a range of support services inside and outside of the Academy.<br><br>Student Leadership/Student Voice used to influence SoW and topics covered.<br><br>JLT and representative of all students.<br><br>Students proudly speak of what they have influenced and how this has benefited the Academy community.<br><br>The environment/displays reflect the diverse community in which Parkwood Academy serves. |

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| | | - ensuring diversity is represented in all student leadership teams<br>- promoting and publishing how students' needs and opinions are being met<br>- promoting diversity through the displays throughout the building<br>- promoting services available internal and external to the students | | |
| **Improve outcomes for White British boys..** | Maths 4+ - 58%<br>English 4+ - 42%<br>Crossover - 42%<br><br>RAP meetings are held weekly for all KS4 students with specific focus on students within identified groups to support their individual achievement<br><br>All amber students are on specific intervention pathways in English and maths | Mentors for Amber boys carefully selected.<br>Specialist intervention in place for all amber students from Sept 21 with the focus selected from careful baseline and y10 QLA.<br>Pupils identified and highlighted in RAP meetings and are a focus for monitoring at assessment points. | **Year 1:**<br>Results are in line with the national average.<br><br>**Year 2:**<br> Results are in line with the national average.<br><br>**Year 3:**<br>Results are in line with the national average | Outcomes to be in line with the National average 60.9% |

| Improve outcomes for in English for Somali girls. | Maths 4+ - 80% English 4+ - 50% Crossover - 60% <br><br> RAP meetings are held weekly for all KS4 students with specific focus on students within identified groups to support their individual achievement <br><br> ESOL provision at KS3 and KS4 has been increased by the recruitment of a teacher of EAL | All amber pupils assigned to intervention pathway 1 session per week for English <br><br> Specific intervention in place for all green pupils falling below expected outcomes from Oct and reviewed at each assessment point (baseline/mock (Oct/Nov/Dec and fortnightly from Jan) <br><br> Pupils identified and highlighted in RAP meetings and are a focus for monitoring at assessment points. <br><br> Y11 mentors carefully allocated | **Year 1:** Results are in line with the national average. <br><br> **Year 2:** Results are in line with the national average. <br><br> **Year 3:** Results are in line with the national average. | Outcomes to be in line with the National average 69.3% |

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| **Improve outcomes for Roma Slovak pupils.** | Maths 4+ - 0%<br>English 4+ - 0%<br>Crossover - 0% | RAP meetings are held weekly for all KS4 students with specific focus on students within identified groups to support their individual achievement<br><br>ESOL provision at KS3 and KS4 has been increased by the recruitment of a teacher of EAL | **Year 1:**<br>Results are in line with the national average.<br><br>**Year 2:**<br>Results are in line with the national average.<br><br>**Year 3:**<br>Results are in line with the national average. | Outcomes to be in line with the National average 13.7% |
| **`Improve outcomes for students new to English, particularly in English** | Maths 4+ - 20%<br>English 4+ - 0%<br>Crossover - 0%<br><br>RAP meetings are held weekly for all KS4 students with specific focus on students within identified groups to support their individual achievement | Further develop ESOL provision in KS3 and 4 for new to English pupils.<br>Pre-teaching of key concepts and vocabulary<br>Focus on developing writing skills for the exam and exam technique lessons<br>ESOL qualifications in English introduced.<br>EAL specific approach to teaching literature to increase chance of gaining English 'best of' through delivery of plot, character and language analysis. | **Year 1:**<br>Maths – 26%<br>All students will gain ESOL qualification.<br>5% will gain Level 2 qualification<br><br>**Year 2:**<br>Maths – 29%<br>All students will gain ESOL qualification.<br>10% will gain level 2 qualification.<br><br>**Year 3**:<br>Maths – 33%<br>All students will gain ESOL qualification.<br>15% will gain level 2 qualification. | ESOL provision at KS3 and KS4 has been increased by the recruitment of a teacher of EAL<br><br>100% of those entered gained an ESOL qualification |

| Increase the extent to which disabled students can participate fully in the Academy curriculum. Improve the delivery of information to students, staff, parents and visitors with disabilities. | CPD delivered to all staff to raise awareness of needs specific to students who are disabled. | Develop therapeutic activities for disabled students who are unable to access the curriculum:<br>- Improve delivery of information shared with students, staff, parents and visitors<br>- Ongoing specialised support and staff training to support staff in delivering curriculum activities to students with disabilities | **Year 1**<br>CPD programme in place to support all staff.<br><br>Student voice to ensure that all students feel supported and needs are addressed.<br><br>**Year 2**<br>Ongoing CPD programme in place to support all staff. Reviewed yearly to ensure all needs of students within the academy are met.<br><br>Students responding well to feeling supporting in all lessons and part of our community at Parkwood<br><br>**Year 3**<br>CPD programme in place to support all staff. Reviewed and revised yearly to ensure all needs of students within the academy are met.<br><br>All students and families responding well to feeling supporting in all lessons and part of our community at Parkwood | Internal alternative provision – ARK, Nurture provision and wellbeing room offer alternative therapeutic activities.<br><br>Website has 'read text' facility for visitors.<br><br>Links made with VI and HI services to ensure all key information is available at reception accessible to visitors with hearing or sight difficulties.<br><br>Adaptive technology identified and purchased to support students who need it in the classroom. |

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| **Increasingly show our understanding of students, staff, parents and visitors needs in being able to fully engage within the Academy community and fully value this contribution.** | A Diversity Lead has been appointed within the Academy<br><br>Parkwood joined with Pathway's Academy to again celebrate Diversity Summer Term<br><br>Review of all curriculum planning has taken place with a focus on increasing access to appropriate and diverse role models<br><br>All leaders within the Academy have engaged with diversity training to raise awareness<br><br>The Academy have actively worked towards achieving The Anti-Racism Award with support and whole staff CPD lead by David Hermitt | Be clear in all polices that the Academy will take all the above factors into account.<br><br>Provide training to all staff on equality, diversity and inclusion.<br><br>Review the curriculum offer for all students and ensure the following:<br>- Reference to role models and historic figures who represent a wide range of lifestyles<br>- Links to careers education that breaks generalisations in the protected characteristics<br>- Opportunities to explore and engage with a wide range of activities to fully prepare students to live in a multi-cultural society.<br><br>Continue to develop the PD curriculum offer to:<br>- ensure understanding and recognition of the protected characteristics<br>- provide non-stereotyping information about different groups of people and | **Year 1**<br>Actively seeking parental ambassadors to represent our academy community.<br><br>Staff training around appropriate use of language using gender neutral language or non-descriptive language.<br><br>Increased attendance at Academy events. 50-60% attendance.<br><br>Reduction in incidents recorded on CPOMS, all incidents followed up, escalated and closed.<br><br>**Year 2**<br>Parent ambassadors established and actively encouraging others to engage.<br><br>Continued staff training around appropriate use of language using gender neutral language or non-descriptive language.<br><br>Increased attendance at Academy events.<br>70 -80% attendance.<br><br>Reduction in incidents recorded on CPOMS, all incidents followed up, escalated and closed.<br><br>**Year 3** | Parent Forum representative of Academy Community.<br><br>Event publicised and taken place<br>Learning walks around the Academy.<br><br>Show better use of language, for example avoiding 'when you go home to mum and dad', avoidance of grouping students by gender.<br><br>Learning walks and behaviour reports show students use correct use of language and a reduction in use of derogatory terms.<br><br>All incidents recorded and logged onto CPOMS differentiated by category. |

| | | develop opportunities to discuss differences to allow students better understand these differences<br>- develop opportunities to celebrate differences<br>- to sign post student to support groups in the community such as Chillipep, MyLife, NSPCA, Boys and Girls Club SY, New Arrivals programme. | Parent ambassadors working with staff and other key stakeholders to implement change within the academy and support publicity of the academy.<br><br>Continued staff training around appropriate use of language using gender neutral language or non-descriptive language.<br><br>Increased attendance at Academy events. 80 - 100% attendance.<br>Reduction in incidents recorded on CPOMS, all incidents followed up, escalated and closed. | |
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