

EQUALITIES OBJECTIVE

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.

One Multi Academies Trust is committed to promoting equality of opportunity and foster good relationships between staff and pupils. We do this through our Universal Sikh Values, our curriculum and our working environment.

We are committed to supporting our staff and pupils to be their authentic selves at academy and within the work place, without judgement and ensuring that diverse communities are celebrated. We do not discriminate against anyone on the basis of age, disability, gender identity and/or reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex, or sexual orientation (the protected characteristics), in line with the Equality Act 2010.

We have developed 6 equality objectives:

Objective 1:	The Trust's commitment to equality is evident in its strategic and development planning.
Objective 2:	Barriers to participation are removed to enable all our staff and pupils to play a full part in the life of the academy.
Objective 3:	All our staff and pupils are aware of their own and the academy's responsibilities for advancing a culture of equality.
Objective 4:	Equality is reflected in our learning, teaching and assessment activities leading to an excellent pupil experience at the academy.
Objective 5:	Our commitment to equality is reflected in behaviour and practices throughout each academy.
Objective 6:	Our awareness and understanding of equality is increased through the analysis of data relating to staff and pupils and the findings used to improve our policies and practices.



The Single Equality Action Plan For Each Academy Within One Multi Academies Trust

Objective 1: The academy's commitment to equality is evident in its strategic and development planning.							
Actions	Target Date	Evidence/Outcomes	Measurable Data	Responsibility	Monitoring and Review	RAG	
a) Ensure that the academy's commitment to equality is evident in its key strategies, policies and documents	Commitment to be included in documents for 2024/2025	<ul style="list-style-type: none"> The academy's commitment to equality is evident in the following key documents: <p>ONE MAT Handbook ONE MAT and Academy's Development Plans ONE MAT and Academy's Prospectus / Website Staff Handbook</p>	Draft documents are sent to the Trust for approval	Principal	Annually by Trust HR Manager, LABS & People and Culture Committee.		
b) Ensure that the academy's commitment to community cohesion is evident in its key	Commitment to be included in documents for 2023/2024	<ul style="list-style-type: none"> The academy's commitment to equality is evident in the following key document: 	SDP – Strengthening Stakeholder Strategy included	Principal	Annually by Trust HR Manager, LABS & People		

strategies and policies		ONE MAT and Academy's Development Plans			and Culture Committee.		
Objective 2: Barriers to participation are removed to enable all our staff and pupils to play a full part in the life of the academy.							
Actions	Target Date	Evidence/Outcomes	Measurable Data	Responsibility	Monitoring and Review	RAG	
a) Ensure that the academy's commitment to equality is evident in its admission procedures	Admission procedures for admission in, 2023/24	<ul style="list-style-type: none"> Admission procedures Diverse, non-stereotypical images in all marketing materials Admissions policy Appeals statement 	<p>Admissions policy in line with LA approved policies.</p> <p>Admissions are allocated by the LA and appeals considered by an independent panel.</p>	Principal	Annually by Trust HR Manager, LABS & People and Culture Committee.		

<p>b) Develop further the academy's employment policies and procedures in order to provide a barrier-free environment for recruitment and employment</p>	<p>Recruitment procedures reviewed annually</p>	<ul style="list-style-type: none"> • All applicants receive full and fair treatment and are considered solely on their ability to do the job • All applicants for employment who have a disability and who meet the essential criteria are invited for interview • Availability of information about vacancies in alternative formats (large print, audio) 	<p>All applicants are shortlisted against the JD & PS.</p> <p>Any applicants with a disability and meet the essential criteria would be invited to interview.</p> <p>All adverts state information available in other format upon request.</p>	<p>Principal & SLT</p>	<p>Annually by Trust HR Manager, LABS & People and Culture Committee.</p>		
<p>c) Ensure that where practicable, all new and existing academy buildings are accessible to all staff and pupils</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Planning documentation • Wheelchair access wherever possible to all areas of the academy • Provision of footstools in science labs for pupils with disabilities 	<p>Accessibility Plan</p> <p>Site is wheelchair friendly, lift access for staff & students if required.</p>	<p>Principal & SLT</p>	<p>Annually by LABS & Trust.</p>		

		<ul style="list-style-type: none"> • Provision of study / social space for pupils with disabilities • Contractors employed by the academy are aware of the academy's expectations regarding equality 	<p>Use of library/SSC for students</p> <p>Contractors informed of standards required in term and conditions of agreement</p>				
d) Ensure that we eradicate barriers in implementing the Equalities Act 2010, in our processes and structures when considering professional development and promotion of staff.	CPD and recruitment processes are reviewed annually.	<ul style="list-style-type: none"> • Ensure that everyone is considered on merit for CPD externally and internally, through staff training. • Ensure that we provide equal opportunity for those who share protected characteristics when considering staff for promotion, through a diverse and representative panel of interviewees. 	<p>Whole school CPD for all staff</p> <p>External qualifications (NPQs/Digital apprenticeships) available for all to access in line with requirements of the course.</p> <p>Equalities Policy and Recruitment & Selection Policy provided to all</p>	Principal/HR Manager	Annually by LABS & CEO.		

		<ul style="list-style-type: none"> • Train staff who are recruiting on the panel, to understand the equalities objectives as well as the equalities Act 2010. • Ensure at least one panel member will be safer recruitment trained. • Ensure that we encourage good relationships between line managers and employees so that there is an understanding of protected characteristics and line managers roles when considering promotion or professional 	<p>panel members prior to any interviews to aid understanding.</p> <p>Interview panel always consists of Safer Recruitment trained member.</p> <p>SLT/ML panel for area of need.</p>				
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		development opportunities.					
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Objective 3: All our staff and pupils are aware of their own and the academy's responsibilities for advancing a culture of equality.						
Actions	Target Date	Evidence/Outcomes	Measurable Data	Principal & SLT	Annually by SLT and LABs	RAG
a) Provide a clear and coherent learning experience for all pupils which enable them to understand others, value diversity and	Ongoing	<ul style="list-style-type: none"> Curriculum provision/documentation PSHE / assemblies Safeguarding curriculum and training 	Curriculum plans and maps available on website. All resources from the PSHE Association.	Principal & SLT	Annually by Trust HR Manager, LABs & People and Culture Committee.	

<p>human rights, and participate responsibly in their communities</p>			<p>Protected Characteristics data is collected and analysed.</p>			
<p>b) Provide opportunities for pupils and their families to interact positively with people from different backgrounds and communities and provide extended services which make a positive contribution to the community</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> ● Curriculum provision/documentation ● Provision of activities ● Assemblies involving members of different communities ● Community events open to all ● Parental workshops / coffee mornings 	<p>Student led charity events e.g. Morocco & Libya donations</p> <p>Assemblies by leaders of different faiths</p> <p>3 x annual Sikh events – open to all</p> <p>Half- termly "Chai & Chat" mornings</p>	<p>Principal & SLT</p>	<p>Annually by Executive Principal, LABS & People and Culture Committee.</p>	

<p>c) Integrate appropriate forms of on-going training on equality and community cohesion issues into the academy's staff development programme</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • The academy's staff development programme • Training for new teachers in providing reasonable adjustments (e.g. handouts, board work, use of voice) and in how to approach the possible differences in learning needs • Raised awareness of new staff of the range of disabilities and associated technical terms 	<p>Staff development programme is being created</p> <p>T&L Toolkits and CPD provide staff with skills and knowledge to ensure all students can access learning</p>	<p>Principal & SLT</p>	<p>Annually by Trust HR Manager, LABS & People and Culture Committee.</p>	
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<p>Objective 4: Equality is reflected in our learning, teaching and assessment activities leading to an excellent pupil experience at the academy.</p>						
Actions	Target Date	Evidence/Outcomes	Measurable Data	Responsibility	Monitoring and Review	RAG

<p>a) Provide a broad and balanced curriculum that meets all pupils' needs</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Evaluation of the quality of the curriculum – its match to pupils' needs – and improvement over time 	<p>DoQS and DoE education reviews</p> <p>External reviews</p> <p>Curriculum plans and maps reviewed regularly</p>	<p>Principal & SLT</p>	<p>Annually by Trust Director of School Improvement, LABS & Standards Committee.</p>	
<p>b) Evaluate the quality teaching and its impact on the learning of all protected characteristic groups</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • The academy's own evaluations of the quality of teaching • External evaluations of the quality of teaching • The views of pupils, parents and staff of the quality of teaching • Analysis of pupil progress by subject, cohort, pupil group and teaching group • The effective strategies for improving teaching: identifying and using best 	<p>Internal reviews and actions</p> <p>External reviews and actions</p> <p>Ofsted inspection</p> <p>Parent & Pupil voice/surveys</p> <p>Data analysis – x3 Yrs 7-10 & 12, x4 Yr 11 & 13</p>	<p>Principal & SLT</p>	<p>Annually by Trust Director of School Improvement, LABS & Standards Committee.</p>	

		<p>practice; monitoring and acting on the findings; coherent CPD (including coaching, training (inc Child Protection), mentoring, curriculum development, and tackling underperformance)</p> <ul style="list-style-type: none"> • systematic performance management 	<p>QA cycle, LWs, book scrutiny, PMs</p> <p>CPD calendar</p> <p>Support Plans – formal & informal</p>			
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Objective 5: Our commitment to equality is reflected in behaviour and practices throughout the academy.						
Actions	Target Date	Evidence	Measurable Data	Responsibility	Monitoring and Review	RAG
a) Ensure the systematic and consistent management of behaviour	Ongoing	<ul style="list-style-type: none"> • Policies and systems for managing behaviour, exclusions and attendance • Views expressed by pupils, parents, staff and governors about behaviour, bullying, safety, respect and courtesy • Behaviour evidence from lesson observations, 'learning walks' and off-site provision • Overall and persistent absence and attendance rates for different groups of pupils • Punctuality tracking • Rates of permanent and suspensions 	Values & Rewards Policy (Behaviour Policy) Suspensions & Permanent Exclusions Policy Behaviour data dashboards LWs Attendance data dashboards Discriminatory Incidents data	Principal & SLT	Annually by Trust Director of School Improvement, LABS & Standards Committee.	

		<ul style="list-style-type: none"> Tracking of behavioural sanctions/rewards and evaluations of impact Tracking of incidents of bullying and their resolution Tracking and evaluation of racist incidents Evidence of pupils' risk awareness from lesson observations and pupil feedback; Evidence of the impact of teaching about risk. Analysis and evaluation of incidents and breaches of IT protocols 	<p>Monthly Student Council meetings to obtain issues of concern and importance</p> <p>Filtering & monitoring log – SENCO</p>			
b) Ensure that all pupils are safe.	Ongoing	<ul style="list-style-type: none"> Management of safeguarding arrangements, including safe recruitment and identifying pupils at risk or in need Appropriate arrangements for child protection Following up absence 	<p>Safeguarding & Child Protection Policy</p> <p>Child on Child Abuse Policy</p> <p>Internal & external</p>	Principal & SLT	Annually by Trust Director of School Improvement, LABS & Standards Committee.	

		<ul style="list-style-type: none"> • Promoting safety and safeguarding topics through the curriculum. • Engagement with parents and carers in supporting pupils' achievement, behaviour and SMSC 	<p>safeguarding reviews</p> <p>Chiltern Trust review</p> <p>Attendance procedures – home visits log, working with EWA</p> <p>PSHE curriculum</p> <p>External speakers on a range of topics: knife crime, road safety, joint enterprise etc</p> <p>Parent workshops tackling county lines etc</p>			
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Objective 6: Our awareness and understanding of equality is increased through the analysis of data relating to staff and pupils and the findings used to improve our policies and practices.						
Actions	Target Date	Evidence/Outcomes	Measurable Data	Responsibility	Monitoring and Review	RAG
a) Use performance data to monitor learner achievement and respond to variations between groups of pupils, subjects, courses and key stages, trends over time and comparisons with other academies.	Ongoing	<ul style="list-style-type: none"> Attainment and progress from historic exam/test results/ and comparisons with national standards and floor targets – last 3 years Attainment and progress of current pupils Attainment and progress of sub-groups of pupils, including by SEND, LAC, intake ability Attainment and progress in different subjects 	<p>External exams analysis against local and national</p> <p>Exam review meetings with HODs – termly</p> <p>Raising Achievement Plans for underperforming subjects and/or groups of</p>	Principal & SLT	Annually by Trust Director of School Improvement, LABS & Standards Committee.	

			students – PP, EAL etc			
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