

## E-ACT Royton & Crompton 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.**

*Opening doors, opening minds.*

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 Royton & Crompton 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.

*Opening doors, opening minds.*

Honesty • Excellence • Aspiration

Objective	Rationale/Existing Data	Action/Intervention	Progress	Outcome
<p>To ensure that all pupils (with Disadvantaged pupils being a focus) can fully access the curriculum, including our extra-curricular provision.</p>	<p>We have an increasing cohort of EAL &amp; PP students in the academy and an increasing number of parents who don't speak English.</p> <p>We have an increasing cohort of students have reading ages that are below their chronological age.</p>	<p>Tours for families of all children offered.</p> <p>Early assessment completed by to identify need. (e.g NRG &amp; CATS)</p> <p>Specific planning by SENDCO and interventions run by TA to help child progress. students to be a given a class buddy who is a good role model of the English language.</p>	<p>Year 1: New pupils are supported and make good progress in a term. Pupils have a positive transition to Royton &amp; Crompton.</p> <p>Year 2: Gap narrowed in specific year groups and subjects (as identified through data analysis).</p> <p>Year 3: Behaviour incidents will reduce across the school, especially with boys.</p> <p>Students will have positive interactions in class and during social time</p>	<p>End of Year 4: children have a positive experience of academy life and can fully access the curriculum.</p>
<p>To improve attendance for SEN (Special Educational Needs) pupils across the Academy, to be broadly in line with National Average.</p>	<p>Attendance for SEND students is lower than other groups.</p>	<p>Ensure that Sen students attendance is at least as high as other groups within the academy.</p> <p>New structure and capacity within the Attendance Team to drive attendance standards up within each year group. Clear responsibilities for all.</p> <p>AHT with responsibility for raising attendance.</p> <p>Use of school transport to ensure those with difficulties are able to attend school.</p>	<p><b>Year 1:</b> Pastoral Team &amp; AHT supporting specific groups of students &amp; minibus available for SEN students to bring into school (widened from current PP)</p> <p><b>Year 2 &amp; 3:</b> Plans in place to support all SEN in order to increase their attendance where needed.</p>	<p><b>End of year 4:</b> all SEN students attendance is in line with other groups</p>

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	Outcome
To continue to promote and embed non-stereotyping information on protected characteristics.	To continue to ensure we provide a secure environment in which all students can flourish, achieve and belong. That they see themselves reflected and have a sense of belonging.	Early intervention from Form tutors, HOYs, Pastoral Leaders. Continual sharing of safeguarding information and key contacts details, plus the importance of being upstanders within our school community. Links with past students to celebrate success stories.	<p><b>Year 1:</b> To promote the Academy positively, share weekly successes in assembly &amp; via displays.</p> <p><b>Year 2:</b> Make links with alumni and their success stories to raise aspirations</p> <p><b>Year 3:</b> Display boards throughout the Building, Superstar celebration letters home, Social Media, Newsletters</p>	<p><b>End of Year 4</b> A positive and secure environment, where all students past and present are proud of the community, share their success stories and feel they can and do belong.</p>
	Increasing number of students are questioning their identity and/or come from families where there may be parents who are of the same sex.	Ensure that we are gender neutral with regards to home/school communication and review our application forms so they do not favour one type of family set up or traditional gender stereotypes.	<p><b>Year 1:</b> Working with Rainbow Trust on Rainbow Flag Award re gender neutral uniform and policies.</p> <p><b>Year 2:</b> All uniform information to be gender neutral on website. All application forms for students &amp; parents to be gender neutral.</p> <p><b>Work 3-</b> Retain Rainbow Trust Award.</p>	<p><b>End of Year 4</b> Retain Rainbow Trust Award. All inclusive environment, where students flourish regardless of their gender.</p>
	Student voice reveals that some of the role models displayed throughout the building and within our curriculum are not relevant to our students.	Evaluate current displays to ensure all protected characteristics are promoted and celebrated. Curriculum Audit- to evidence protected characteristics across subjects.	<p><b>Year 1:</b> Audit of curriculum and displays around the school. CPD delivered to staff and assemblies delivered to students on equality &amp; diversity. Generic posters raising awareness of protected characteristics displayed around the academy.</p> <p><b>Year 2:</b> Moved to a new building. Re-design of all displays to celebrate equality &amp; diversity and promote the protected characteristics. CPD &amp; Student assemblies.</p> <p><b>Year 3:</b> Continued promotion and creation of displays around the academy. CPD &amp; Student assemblies.</p>	<p><b>End of Year 4</b> CPD &amp; student assemblies- An all inclusive environment, where equality and diversity is celebrated throughout. Audit of new curriculum to evidence inclusion of protected characteristics. Key events celebrated- ie Pride, Black History Month, Holocaust Memorial Day to raise awareness and celebrate all society. that all protected characteristics are represented and promoted positively throughout the curriculum and the Academy building.</p>
	In an ever changing world, it is crucial to adapt and keep abreast of current local, national and international events. Celebrate and discuss, so that all students are well rounded individuals with a good knowledge of current affairs and their importance.	Weekly assemblies with a focus on diversity and understanding racism. Aspire2be sessions highlight key local, national & international events. Planning events throughout the year. (e.g. Black History Month, HMD). Study famous people with protected characteristics to celebrate their diversity. (e.g. Pride month etc) Assemblies, Aspire2be sessions, newsletters, careers events and our school Calendar will include events that celebrate equality and diversity.	<p><b>Year 1:</b> An assembly rota produced linking to key local, national and international events. HMD &amp; Remembrance Day covered.</p> <p><b>Year 2:</b> Assemblies cover all key local, national and international events, delivery by some external visitors. What's on Weekly0local , national and international events celebrate diversity. Weekly quotes for KS3 &amp; KS4 came from a plethora of people from all around the globe. Students were encouraged as part of the sessions to dig deeper and find out more about the person behind the quote.</p> <p><b>Year 3:</b> Life skills sessions deliver on equality and diversity. What's on weekly sessions promote key events and enable students to discuss equality &amp; diversity.</p>	<p><b>End of Year 4</b> Bespoke RSE lesson for all students focussing on the protected characteristics, equality &amp; diversity. Children and staff have a good understanding of equality and diversity through assemblies and discussions. Information promoted and celebrated vis the newsletter.</p> <p>Our vision and values promote respect for differences at Royton &amp; Crompton.</p>

Objective	Rationale/Existing Data	Action/Intervention	Progress	Outcome
<p>To continue to challenge discriminatory and sexual harassment behaviours within our organisation. Develop/promote understanding of tolerance and respect for others through the promotion of British values.</p>	<p>Crucial to keep staff &amp; Students updated on the Equality Act of 2010 as part of CPD.</p>	<p>To deliver CPD on protected characteristics and how to celebrate these in lessons. To deliver Equality Act via Life Skills, FBV and RSE sessions to all year groups.</p>	<p><b>Year 1,2 &amp; 3:</b> Staff CPD on the Equality Act &amp; student life skills/ RSE lessons on the Equality Act.</p>	<p><u>End of Year 4.</u> Staff &amp; students have up to date knowledge and understanding and celebrate in lessons and curriculum time. Bespoke RSE sessions delivered to all year groups on the Equality Act. Students demonstrate a good knowledge and understanding of protected characteristics.</p>
	<p>Staff and students know and are continually reminded of how challenge and report discrimination (Pastoral structure and CPOMS to support.) the engagement of external agencies.</p>	<p>Assemblies/ RSE/ Life skills sessions to clearly outline how to challenge behaviour and how to report this via CPOMS. All data to be collated and reported back via AHT (POG)</p>	<p><b>Year 1, 2 &amp; 3:</b> CPOMS &amp; CPD for staff and how to report and challenge discrimination. Safeguarding Assemblies throughout the year to raise importance of how to challenge and report.</p>	<p><u>End of Year 4</u> Staff CPD on how to challenge and report discrimination. All assemblies have had RSE &amp; life skills sessions delivered on consent and sexual harassment. These are reinforced by assemblies and displays around the academy. Issues are covered through Aspire2be RSE lessons. Students report that they are safe and all discrimination is reported and acted upon.</p>
	<p>As a result of 'Everyone's Invited, 'Staff and students know how to challenge and report sexual harassment (Pastoral structure and CPOMS to support.) the engagement of external agencies.</p>	<p>Assemblies/ RSE/ Life skills sessions to clearly outline how to challenge behaviour and how to report this via CPOMS. All data to be collated and reported back via DHT (SLE)</p>	<p><b>Years 1,2 &amp; 3</b> Staff CPD on Sexual Harassment, hot to report. Links with external agencies made- (LA)</p>	<p><u>End of Year 4</u> Staff CPD on sexual harassment as a response to Everyone's Invited re-visited again. . Form Tutor CPD CPD on Sexual Harassment and how to report this. All assemblies have had RSE &amp; life skills sessions delivered on consent and sexual harassment. These are reinforced by assemblies and displays around the academy. Staff and students report that they are safe and all sexual harassment is reported and acted upon.</p>

Objective	Rationale/Existing Data	Action/Intervention	Progress	Outcome
<p>To develop stronger links with the Royton &amp; Crompton community, to increase parental engagement.</p>	<p>Lack of opportunities for students and parents to take part in decision making in the academy.</p>	<p>Each year group to have Parental Partnership Evenings at the start of every Academic Year.  Virtual Parental Updates to share key messages calendared termly to relay important messages.  Evaluation of the communication systems with in the academy.  Key contact numbers shared with all parents/carers via website and other communications continuously throughout the term.  Use the AAG to invite more parents into the academy.  Newsletter to be issued half termly.  Half Termly parents voice to be fed back with 'You said, We did.'  Increased number of events and initiatives held within the academy to remove barriers and increase parent engagement.  Increased number of organised Transition events to support parents before students arrive in Year 7 and when they leave in Year 11.  Virtual and face to face parent workshops (Community Hub) to focus on parental support.  Key workers to support students.  Tours for families/students with EHCPs.  Early assessments carried out.  EAL TA to support students and families/ intervention activities  Plan and deliver interventions.  Use of behaviour mentors &amp; TA's to support students and families.</p>	<p><b>Year 1:</b> Parent/carer whole key dates calendar to be shared at the start of each term to support parent/carers. Launch of Partnership evenings etc. Feedback from termly parents voice in a timely manner to show impact.  <b>Year 2:</b> Increased positive parental feedback &amp; involvement as per above, to be monitored.  <b>Year 3:</b> Increased positive parental feedback &amp; involvement as per above, to be monitored.</p>	<p>Year 4: Positive Parental feedback and increased involvement in all aspect of life at Royton &amp; Crompton.</p>

Objective	Rationale/Existing Data	Action/Intervention	Progress	Outcome
<p>To establish the Academy as a community hub to offer support and guidance to all members of our community, and to support those vulnerable to mental health or financial hardship</p>	<p>Royton &amp; Crompton E-Act Academy is in an area of high deprivation. The cost of living is having a huge impact and we are aware our families are struggling financially in the current climate to access local services and resources.</p>	<p>Parent voice and local community research to identify the specific needs for our community and whether these have changed.  Re-launch community hub with community and local services.  Timetable different agencies to use the hub at regular times.  Improve links with local foodbanks and local businesses.  Weekly SEND/Safeguarding coffee morning to invite parents in.  Uniform collection &amp; foodbank continuously advertised within the community.</p>	<p><b><u>Year 1:</u></b> Clear identification of community needs, timetable of different agencies within the hub.  Promotion of the community hub via different media to inform stakeholders.  Calendared foodbank collections and SEND meetings held in the hub.  <b><u>Year 2 &amp; 3:</u></b> Support from local businesses for our parents/carers, so the provision offered is diversified and the number of parents/carers utilising the community hub increases.</p>	<p><b><u>End of Year 4:</u></b>  Community Hub is used by all and is an essential part of the community, supporting our families and ensuring they have access to the agencies and resources they need.</p>