

Denham Green Equality Objectives 2018- 2021

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.

Denham Green 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 characteristic 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 | Evaluation |
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| 1 | <p>To further tackle prejudice, assumptions, about people with disabilities.</p> <p>Enable pupils, staff and parents with medical, physical or mental disabilities (and any other protected characteristic) to fully access the curriculum and to ensure that the environment is accessible as possible to all.</p> | <p>A site walk every term to make sure the environment is accessible for all</p> <p>Train staff in how to avoid prejudice and assumptions. Staff to complete appropriate Educare training for equality and inclusion (ongoing 2019-2020)</p> <p>Create individual action plans/risk assessments for disabled pupils/staff to access all school activities (daily life and emergencies e.g. fire alarm/lock down.).</p> | <p>Site Manager / Health & Safety Officer (Sue Lockley)</p> <p>Headteacher Inclusion Lead</p> <p>Inclusion Lead</p> | <p>All staff to have had training on equality and inclusive practice</p> <p>All staff, parents and pupils can fully access the site and curriculum and have equality opportunities in extracurricular clubs.</p> <p>All risk assessments for pupils and staff access has been completed.</p> | <p>A site walk has been completed to ensure accessibility for all (Last one completed March 2020 in consideration of application for place for pupil with mobility restrictions).</p> <p>All updated January 2020 – in staffroom. Individual risk assessments completed for ‘vulnerable’ staff during</p> | <p>Staff still need individual risk assessments for CEV staff in September. Building & accessibility, we had two pupils needing to use a wheelchair or walking frame in Summer Term 2020 which we weren’t prepared for; this will need to roll over to the next plan.</p> |

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| | | <p>Ensure all children are exposed to different cultures, faiths and religions through first hand experiences and through the use of varied resources.</p> | <p>Inclusion lead / Ambassador Chair</p> <p>Headteacher/ SLT</p> | <p>Ambassadorial group to organise for leaders from faith communities to present Assemblies to whole-school.</p> | <p>Covid-19 lockdown (over 50 / male / BAME)</p> <p>These were organised for Summer Term 2020 – to be organised for 23020-2021. Assemblies 1 x monthly centred around different world religions (2019-2020)</p> <p>RE days every half-term (last one 7/2/2020) and CLPE books ensure children are exposed to different cultures, religions and faiths. We have redrafted CLPE long-term plan and included RE into weekly timetable for academic year 2020-2021</p> | |
| | | <p>Ensure that all our children, regardless of their protected characteristics (e.g. disability, sexuality, gender identity, gender, race or religion etc) have equal opportunities in taking part in extra-curricular activities.</p> | <p>Headteacher/ SLT</p> | <p>TA support for 1:1 needs in extra-curricular activity is provided by the Academy (2018-2019 and 2019-2020)</p> | <p>Sports Festival 2018-2019 had mixed football team; all clubs provided by the Academy open to all; children with EHCP attend clubs. Postponed Summer 2020 – to do again Summer 2021</p> | |

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| | | Actively look at ways of tackling any barriers that might exist that prevent accessibility e.g. establishing a mixed football team, seeking proportionate representation of both genders to attend the science club, ensuring staffing allows for those with EHCPs to take part in lunchtime/afterschool clubs. | | | TA support for 1:1 needs in extra-curricular activity is provided by the Academy (2018-2019 and 2019-2020 – will also be implemented for 2020-2021). | |
| 2 | To ensure that all groups of pupils regularly attend school in line with national averages | <p>Ensure parents and pupils are aware of importance of attendance as a life skill.</p> <p>Promote and celebrate good attendance in the school.</p> <p>Attendance action plan.</p> <p>Attendance rewards in place.</p> <p>Attendance and wellbeing officer in post who monitors all absence alongside the headteacher.</p> <p>Work alongside the LA for fines and fixed penalty notices.</p> | <p>Attendance and wellbeing officer (AWBO) /Headteacher</p> <p>AWBO / Headteacher</p> | <p>School attendance is at least in line with national averages</p> <p>All groups' attendance is at least in line with national averages.</p> | <p>Daily calls for children absent</p> <p>Home visits for persistent absentee pupils (2019-2020)</p> <p>Vulnerable parents to have ASP (2019-2020 plans in place.</p> <p>Pastoral Manager to work with Attendance Lead in Office to continue tracking the attendance weekly, and supporting more vulnerable pupils for 2020-2021</p> | <p>Unfortunately, our attendance in both 2019-2020 and 2020-2021 took a dip below National Average, mainly due to Covid-19 and parental anxiety about sending pupils to school. Pupils with SEND as a group in particular had lower attendance, so we will target the attendance for this group in the next plan.</p> |

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| <p>3</p> | <p>Develop/promote pupil understanding of tolerance and respect for others through the promotion of British values.</p> <p>Ensure equality of opportunity: prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community</p> | <p>Ensure all children are exposed to different cultures, faiths and religions through first hand experiences and through the use of varied resources.</p> <p>Expose children to a rich range of experience both in and beyond school.</p> <p>Review curriculum and implement changes where necessary</p> <p>Train staff in equality and inclusion practice</p> <p>Achieve the silver Rights Respecting School award</p> <p>Review our English texts to ensure that they give insight into wider global issues and allow enquiry into issues around diversity and discrimination. This will be monitored in SOWs and planning.</p> <p>We will ensure that visitors invited to speak to the children about their jobs are</p> | <p>Headteacher/ SLT</p> <p>Headteacher/ SLT</p> <p>Headteacher/ SLT</p> <p>Inclusion Manager</p> <p>SLT</p> <p>Headteacher/ SLT</p> <p>Headteacher/ SLT</p> | <p>Review of English texts has been completed</p> <p>Achieve the silver award for Right Respecting.</p> <p>Exposure for all pupils in terms of experiences and protected characteristics.</p> <p>New curriculum in place for 2019-202; review for 2020-2021.</p> <p>Achieved in 2018-2019; look into Gold Award for 2020-2021</p> <p>Ambassadorial group to action leaders of faith</p> | <p>Weekly assemblies linked to British values (SEND/CO/KS2 lead 2019-2020 and to continue in 2020-2021)</p> <p>Silver RRSA Award achieved 2018-2019; look into gold award for 2020-2021.</p> <p>Reviewed new English CLPE texts to ensure that cover diversity and discrimination – reviewed June 2020 for Academic Year 2020-2021</p> <p>Have reviewed PSHE curriculum (Summer Term 2019) policy to ensure coverage of diversity and discrimination – covered as part of our ‘Jigsaw’ PSHE scheme in on school curriculum.</p> <p>Unable to complete due to school lockdown – to be</p> | <p>We achieved the RRSA award, however we feel that the promotion of British Values is still something we need to develop further; although we timetabled weekly assemblies and still help them remotely during lockdowns, we held less so we couldn’t focus on this theme as much, as could not have visitors/trips/ speakers in. We are also developing our Personal Development curriculum for 2021-2022 to embed this.</p> |
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| | | representative of the diversity within our school community. | | communities presenting in Assembly 2019-2020. | postponed to academic year 2020-2021 | |
| 4 | Provide positive non-stereotyping information about gender roles, family units, and diverse ethnic and cultural groups | <p>Actively seek to be gender neutral with regards to home/school communication. This includes not making assumptions over primary contact numbers and actively seeking to engage parents/carers of both genders in engaging with the life of the school.</p> <p>Ensure that women are asked to speak to our pupils about their jobs as often as men are.</p> <p>Encourage representatives from our local community to contribute to school life, even when language is a barrier. We will strive to make all families feel welcome and able to contribute. Our Ambassadorial group will support us on this.</p> | <p>Headteacher/ SLT</p> <p>Headteacher/ SLT</p> <p>Headteacher/ SLT</p> <p>AAG/HT</p> | <p>Gender balance of speakers in school.</p> <p>Children are positive when using stereotyping information.</p> | <p>New home/ school agreement written which makes no assumption regarding gender. Parents signed at parents evening.</p> <p>Ambassadorial group is represented by the local community (nursery, church, medical staff), and is made up of multi-faith members.</p> | <p>We feel this has been met; all communication home is gender-neutral, and out revised SRE curriculum teachers children about the different types of family unit. Our RE curriculum covers all world religions and cultures, and these are celebrated in the Academy through whole-school assemblies and themed days/weeks.</p> |