

Denham Green Equality Objectives 2021- 2024

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 characteristics 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	Rationale/Existing Data	Action/Intervention	Progress	Outcomes
<p>To ensure that the Academy building/ environment is accessible to all.</p>	<p>In the previous year, we had two pupils whom were wheel-chair bound temporarily, and we found it difficult to be able for them to move between parts of the Academy.</p> <p>As a result of Covid, the Academy have had to prepare stringent risk-assessments and reopening plans.</p>	<p>Termly site-walk.</p> <p>Monthly Health & Safety meeting.</p> <p>Create individual action plans/risk assessments for disabled pupils/staff to access all school activities.</p> <p>Adaptations made in line with need as and when required</p> <p>Individual risk assessments for vulnerable members of staff.</p> <p>COVID risk assessments / reopening plans.</p>	<p>Year 1:</p> <p>Year 2:</p> <p>Year 3:</p>	
<p>To ensure that all pupils (with disadvantaged pupils being a focus) can fully access the curriculum, including our extra-curricular provision.</p>	<p>Pre-lockdown, disadvantaged pupils were not engaging with extra-curricular clubs, and during the first lockdown, disadvantaged pupils were not as able to access remote learning (as a school, we found approximately 55% were access online learning) without resource support from the Academy; as a consequence of providing resources, the average participation in online learning rose to 80%.</p>	<p>Quality First Teaching, with scaffolded support where appropriate for SEN pupils.</p> <p>Modified curriculum plans where applicable.</p> <p>Provision for pupils with EHCP to be able to access extra-curricular provision.</p> <p>Funding for disadvantaged pupils to engage in enrichment and extra-curricular activity.</p>	<p>Year 1:</p> <p>Year 2:</p> <p>Year 3:</p>	

		Remote Learning processes established and pupils isolating able to access work.		
To improve attendance for SEN pupils across the Academy, to be broadly in line with National Average.	Last academic year, SEND pupil attendance was below National Average and below non-SEND pupils, at 92.9%. This has also been the case historically.	<p>Promote and celebrate good attendance in the school.</p> <p>Attendance action plan in place for families falling below target percentage.</p> <p>Attendance rewards in place.</p> <p>Pastoral Manager to monitor and track attendance, supporting vulnerable families as appropriate.</p> <p>Work alongside the LA for fines and fixed penalty notices.</p>	<p>Year 1:</p> <p>Year 2:</p> <p>Year 3:</p>	
Develop/promote understanding of tolerance and respect for others through the promotion of British values.	Having been unable to hold assemblies together as a school the last two years, the focus on British Values and celebrating differences has been predominantly through curriculum rather than assemblies; now we can have assemblies together, we intend to implement our personal development	<p>Weekly Assemblies around British Values and SMSC.</p> <p>Personal Development Curriculum to be implemented for 2021-2022.</p> <p>Ensure all children are exposed to different cultures, faiths and religions through first hand experiences and</p>	<p>Year 1:</p> <p>Year 2:</p> <p>Year 3:</p>	

	curriculum via whole-school assemblies as well as in curriculum time.	through the use of varied resources. Expose children to a rich range of experience both in and beyond school.		
To develop stronger links with the Traveller community, to increase parental engagement.	Historically, parent engagement with our traveller community is weaker, with few rarely attending parent meetings, or engaging with the Academy in offering support.	Invite Traveller Liaison into the Academy termly – liaise with families we know to be vulnerable. Invite targeted parents (attendance/behaviour) into the Academy to meet. Support Traveller families with documentation and forms regarding school, e.g. transition.	Year 1: Year 2: Year 3:	
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.	We have seen a significant increase of parents and children needing referral to CAMHS and for parents needing financial support via foodbanks, as well as referrals to Early Help for mental health/family support. The intention is to offer the academy as the centre-point for the various support groups that our families need.	Identify groups within the community that parents and families can go to for support. Offer the academy as a centre for groups to be able to access this support. Ensure appropriate amount of staff are trained in Adult MHFA and all staff in Youth MHFA Develop relationship with local community charity ('Give & Share') to offer support to families in financial hardship.	Year 1: Year 2: Year 3:	

<p>To reduce the number of POP/COC incidents amongst pupils on our vulnerable tracker.</p>	<p>Analysis of CPOMS shows the majority of POP incidents involve children on our vulnerable tracker, primarily boys, and those with SEND or Traveller background.</p>	<p>Referral to PRU for outreach support for Year 6 traveller boys.</p> <p>Work with Traveller Liaison.</p> <p>Pastoral Manager to target specific groups/pupils for smaller intervention.</p>	<p>Year 1:</p> <p>Year 2:</p> <p>Year 3:</p>	
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