



E-ACT Denham Green 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 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 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
To ensure that the Academy building/environment is accessible to all.	In a previous year, we had two pupils who were wheel-chair bound temporarily, and we found it difficult to be able for them to move between parts of the Academy.	<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>Year 1: portable ramps purchased for areas where accessibility is more difficult. New site manager to be appointed and to work on an accessibility plan with Health & Safety lead.</p> <p>One pupil with HI – site check with Specialist Teacher</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>In recent year, disadvantaged pupils have not been engaging with extra-curricular clubs. Also, disadvantaged pupil attainment is generally lower than their peers in core subjects across the Academy.</p> <p>Also, due to the rise in rates and the cost of living, more families are struggling financially, so we intend to fully fund trips (exception being Y6 residential which will be partially funded) to ensure disadvantaged pupils can access the same provision as their peers.</p>	<p>Quality First Teaching, with scaffolded support where appropriate.</p> <p>Modified curriculum plans where applicable.</p> <p>Provision for pupils with EHCP to be able to access extracurricular provision.</p> <p>Funding for disadvantaged pupils to engage in enrichment and extra-curricular activity.</p>	<p>Year 1: with the Academy having 38% of classes having a teacher new to the Academy, to implement the Denham Green curriculum and rigorous monitoring to ensure quality first teaching. To fully fund enrichment opportunities for disadvantaged pupils.</p> <p>Year 2:</p> <p>Year 3:</p>	
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<p>To improve attendance for SEN (Special Educational Needs) pupils as well as disadvantaged pupils across the Academy, to be broadly in line with National Average.</p>	<p>Last academic year, SEND pupil attendance and disadvantaged pupil attendance were below their peers, as has been the case historically.</p>	<p>Implement new Trust-wide EACT attendance strategy from the Autumn Term.</p> <p>Attendance lead to track attendance weekly, supporting vulnerable families as appropriate.</p> <p>Work alongside the LA to ensure we follow correct procedures.</p>	<p>Year 1: Incentivise attendance for disadvantaged and SEN pupils to improve attendance and reduce persistent absenteeism – termly incentive to be in place.</p> <p>Year 2:</p> <p>Year 3:</p>	
<p>Develop/promote understanding of tolerance and respect for others through the promotion of British values, including teaching children explicitly about protected characteristics.</p>	<p>Personal Development Lead retired Spring Term 2023; a new subject lead will be appointed to monitor this as the PD hasn't been included in whole-school curriculum map.</p>	<p>Appoint new subject lead to map out the personal development curriculum, including where and when protected characteristics will be explicitly taught.</p> <p>Assemblies to have British Values theme once a half term.</p>	<p>Year 1: Personal Development curriculum to be included on whole school curriculum map, as well as how this will be tracked/monitored. DHT to present one assembly each half term around the British Values.</p> <p>Year 2:</p> <p>Year 3:</p>	

<p>To develop stronger links with the traveller community, to increase parental engagement.</p>	<p>Historically, parent engagement with our traveller community is weaker, with few rarely attending parent meetings, or engaging with the Academy in offering support.</p>	<p>Invite Karen Ross (Bucks Traveller Liaison) into the Academy to meet with our attendance and welfare team. Work alongside the charity currently supporting one of traveller families around attendance and behaviour. Ensure all letters/reports etc are communicated appropriately to any of our families where literacy is a known barrier.</p>	<p>Year 1: Meet with traveller liaison office to ensure we have a full picture of how best we can support our traveller pupils and their families with engaging with the academy.</p> <p>Year 2:</p> <p>Year 3:</p>	
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<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>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.</p>	<p>Identify groups within the community that parents and families can go to for support.</p> <p>Offer the academy as a centre for groups to be able to access this support, e.g. school nursing, family support.</p> <p>Ensure appropriate amount of staff are trained in Adult MHFA and all staff in Youth MHFA; be able to offer appropriate therapies for most vulnerable pupils.</p> <p>Continue relationship with local community charity ('Give & Share') to offer support to families in financial hardship.</p>	<p>Year 1: Offer the Academy to run a second round of the 'Family Links Programme' for parenting support with targeted families.</p> <p>Year 2:</p> <p>Year 3:</p>	
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<p>To reduce the number of fixed term exclusions in the Academy, by working alongside appropriate bodies.</p>	<p>The previous academic year saw our largest number of FTE, which we need to work to reduce.</p>	<p>Work alongside the Pupil Referral Unit in Bucks, to offer both in-reach and out-reach support.</p> <p>To implement a MCP where pupils attend a PRU.</p> <p>To secure an EHCP for pupils where they may be an underlying SEND need.</p> <p>Train appropriate staff in positive handling techniques consistent with those used by the PRU to ensure consistency for out most vulnerable pupils.</p>	<p>Year 1: Secure EHCP funding for pupils at risk of PX. Work alongside PRU to implement appropriate levels of in-reach and out-reach support. Arrange positive handling training for the Autumn term.</p> <p>Year 2:</p> <p>Year 3:</p>	
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