



E-ACT Perry Court 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 Perry Court 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.

Equality Objectives What this means for E-ACT Perry Court Primary Academy	
To close the attainment gap between boys and girls in English, Mathematics and Science at all key stages.	<ul style="list-style-type: none"> • Ensuring all pupils receive quality first teaching. • Rigorous data analysis ensures any gaps identified are closed through interventions and careful curriculum planning. • Gender stereotypes are challenged and equality of sexes promoted. • Curriculum content is carefully planned to ensure balanced coverage.
To close the gap in performance of all pupils with special educational needs or disabilities.	<ul style="list-style-type: none"> • Ensuring all pupils receive quality first teaching. • Rigorous data analysis ensures any gaps identified are closed through interventions and careful curriculum planning. • Equality of access to wider curriculum and enrichment activities.
To close the gap in performance between disadvantaged and non-disadvantaged groups.	<ul style="list-style-type: none"> • Ensuring all pupils receive quality first teaching. • Rigorous data analysis ensures any gaps identified are closed through interventions and careful curriculum planning. • Equality of access to wider curriculum and enrichment activities • Appointment of Pupil Premium Champion to ensure opportunities to close the gap are developed and secure to continue to raise standards.
To promote cultural development and understanding through a rich range of experiences both in and beyond the curriculum.	<ul style="list-style-type: none"> • Ensuring all children, regardless of disability, gender, race, religion, gender reassignment, sexual orientation, pregnancy or age have equal opportunities in taking part in extra- curricular activities. • Collecting information about those attending to evaluate representation and accessibility. • We will actively look at ways of tackling any barriers that prevent accessibility. We will regularly obtain the views of all children and their parents/carers, particularly those with Education Health and Care Plans (EHCP) and physical disabilities, to ensure that we are meeting their needs and making any necessary adjustments.

<p>To prevent and respond to all hate incidents and prejudice-based bullying.</p>	<ul style="list-style-type: none"> • Plan a yearly programme of education in PSHE around anti-bullying & PSHE. • Collecting information around incidences of bullying to ensure preventive education programme is having impact. • Mentors and leaders in school work with children and families following any incidents of bullying to ensure not repeated and appropriate policies followed.
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Equality Objectives				
Objective	Rationale	Action/Intervention	Progress	Outcome
<p>1. To close the gap in performance of all pupils with special educational needs or disabilities.</p>	<p>- by raising the attainment of SEND pupils in English</p>	<ul style="list-style-type: none"> • Ensuring all pupils receive quality first teaching. Effective leadership to improve T&L linking to the tracker. • Rigorous data analysis ensures any gaps identified are closed through interventions and careful curriculum planning. • Targeted intervention programme in place and monitored closely for impact. • Gender stereotypes are challenged and equality of sexes promoted through the curriculum and other opportunities. • Curriculum content is carefully planned to ensure balanced coverage. 	<p>Year 1: Gap narrows below 5%</p> <p>Year 2: Gap narrows below 2%</p> <p>Year 3: No significant gap</p>	<p>End of Year 4: School is above national average for all key vulnerable groups</p>
<p>2. To close the attainment gap between boys and girls in English,</p>	<p>- by raising attainment of boys in English</p>	<ul style="list-style-type: none"> • Ensuring all pupils receive quality first teaching. Effective leadership to improve T&L linking to the typicality tracker. 	<p>Year 1: Gap narrows below 5%</p> <p>Year 2:</p>	<p>End of Year 4: School is above national average for all key vulnerable groups</p>

<p>Mathematics and Science at all key stages.</p>		<ul style="list-style-type: none"> • Rigorous data analysis ensures any gaps identified are closed through interventions and careful curriculum planning. • Ensure equality of access to wider curriculum and enrichment activities. 	<p>Gap narrows below 2%</p> <p>Year 3: No significant gap</p>	
<p>To close the gap in performance between disadvantaged and non-disadvantaged groups.</p>	<p>- by increasing attendance of PP children - by raising the attainment of EAL pupils in English</p>	<ul style="list-style-type: none"> • Ensuring all pupils receive quality first teaching. Effective leadership to improve T&L linking to the typicality tracker. • Rigorous data analysis ensures any gaps identified are closed through interventions and careful curriculum planning. • Ensure equality of access to wider curriculum and enrichment activities • Pupil Premium Lead ensures that money is spent effectively to ensure opportunities to close the gap are developed and continue to raise standards. 	<p>Year 1: Gap narrows below 5%</p> <p>Year 2: Gap narrows below 2%</p> <p>Year 3: No significant gap</p>	<p>End of Year 4: School is above national average for all key vulnerable groups</p>
<p>To prevent and respond to all hate incidents and prejudice-based bullying.</p>	<p>- through analysis of incidents and addressing issues forensically to ensure symptoms are treated.</p>	<ul style="list-style-type: none"> • Deliver a yearly programme of education in PSHE around anti-bullying & PSHE. • Collecting information around incidences of bullying to ensure preventive education programme is having impact. • Mentors and leaders in school work with children and families following any incidents of bullying to ensure not repeated 	<p>Year 1: Review evidences that any incidents have been dealt with swiftly and effectively.</p> <p>Year 2: number of incidents are below 5 and all are resolved with positive restorative approach</p>	<p>End of Year 4: School regularly has reformed members of the community in to support messages and provide targeted and successful outreach work to the local community</p>

		<ul style="list-style-type: none"> • COC termly reviews show any incidents have been dealt with swiftly and effectively. 	<p>Year 3: No registered incidents and cultural acceptance ensures a positive learning community.</p>	
<p>To promote cultural development and understanding through a rich range of experiences both in and beyond the curriculum.</p>	<p>- by increasing understanding between religious group</p>	<ul style="list-style-type: none"> • Ensuring all children, regardless of disability, gender, race, religion, gender reassignment, sexual orientation, pregnancy or age have equal opportunities in taking part in extra- curricular activities. • Collecting information about those attending to evaluate representation and accessibility. • We will actively look at ways of tackling any barriers that prevent accessibility. We will regularly obtain the views of all children and their parents/carers, particularly those with Education Health and Care Plans (EHCP) and physical disabilities, to ensure that we are • meeting their needs and making any necessary adjustments. 	<p>Year 1: Pupil voice is positive linked to the curriculum and extra-curricular provision including equality of opportunity and understanding between religious groups.</p> <p>Year 2: Pupil voice is positive linked to this area. All pupils regularly access extra-curricular opportunities as well as the curriculum.</p> <p>Year 3: Pupils can clearly and confidently articulate their understanding between different religious groups across the curriculum and beyond.</p>	<p>End of Year 4: School regularly has reformed members of the community in to support messages and provide targeted and successful outreach work to the local community</p>



<p>To prevent and respond to all incidents linked to sexual violence and harassment .</p>	<p>- through analysis of incidents and addressing issues forensically to ensure symptoms are treated.</p>	<ul style="list-style-type: none"> • To have a 0 tolerance policy towards Sexual violence and Harassment • Plan a yearly programme of education in PSHE around appropriate talk and touch/ PANTS. • Collecting information around incidences of Sexual Violence and Harassment to ensure preventive education programme is having impact. • Mentors and leaders in school work with children and families following any incidents. • Links to local PCSO to organise support and ongoing mentoring and signposting to prevent future incidents. 	<p>Year 1: Safeguarding evidence shows that all incidents are addressed in accordance with policy. Review evidences that any incidents have been dealt with swiftly and effectively.</p> <p>Year 2: Number of incidents are below 10 and all are resolved with positive restorative approach. Pupil voice shows a basic understanding of appropriate talk and touch.</p> <p>Year 3: Number of incidents below 5 and cultural acceptance ensures a positive learning community. Pupil voice shows an embedded understanding of appropriate talk and touch.</p>	<p>End of Year 4: School regularly has reformed members of the community in to support messages and provide targeted and successful outreach work to the local community.</p>
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