



EQUALITY OBJECTIVES

2023/2024



Unified Academy Equality Objectives

At Unified Academy we value multi-culturalism and celebrate diversity, creating opportunities for all to contribute, participate and grow. We are committed to ensuring that:

- We treat individuals fairly, with dignity and respect.
- Opportunities are open to all.
- We provide a safe, supportive, inclusive, and welcoming environment for students, staff, our families and visitors.
- We ensure that all students, including those who are eligible for pupil premium, have adequate support so that they attend school regularly and that the majority make nationally expected progress that is at least commensurate with that made by their peers.
- We ensure all students progress after Year 11 to further education, training, traineeship, apprenticeship or a job.

Our key priorities are:

- To actively promote and maintain a positive school ethos and image that represents our values and commitment to equality, diversity, and inclusion
- To ensure students, staff and visitors are aware of and comply with our equality and diversity policy
- To provide an accessible physical environment, that meets the needs of our students' staff and visitors (please see accessibility plan)
- To provide a supportive, non-threatening yet challenging learning environment across the curriculum
- To ensure that the curriculum is representative of our commitment to equality and diversity
- To provide extended services which meet the needs of our students and their families
- To ensure accurate and effective monitoring of equality and diversity at all levels of reporting and policy

Equality strand/ characteristic	Equality objective	Strategy	Monitoring	Who is responsible	Success indicators
All	To publish and promote the Equality Objectives to the school community.	Publish and promote the Objectives through the school website, assemblies, form times and staff briefings.	Regular follow up discussion around the Objectives with staff, students, and parents.	The whole school, led by the Senior Leadership Team(SLT).	All staff are familiar with the principles of the Equality Objectives and use them when planning lessons, creating classroom displays. Students and parents are aware of the Equality Objectives.
Race Gender Disability	To monitor and analyse student outcomes including attainment and attendance by race, gender and disability (and pupil premium status) and to act on any trends in the data that require additional support for individuals or groups of students.	SLT will use data to plan interventions with specific staff for specific or groups of students.	Achievement data will be analysed by race and disability (and pupil premium status) using classroom monitor via 6 weekly data drops.	SLT	Data will be analysed and used to plan additional support where required, and achievement gaps will, in most cases, be eradicated.
Religion and belief	In order to keep a high profile religion and belief we will study and visit different places of worship as part of our school curriculum activities.	By the end of the academic year all KS2/3 students will have taken part in at least one school visit to a place of worship. All KS4 students will have studied one religion in detail.	Students will visit at least one of the following places of worship: Church, Hare Krishna temple, Gurdwara temple, Mosque.	PSHE/RSE teacher	All KS2/3 students will visit at least one place of worship. Students will be able to describe their experiences and learning via exercise books and published articles on the school website.

<p>Race</p>	<p>Unified Academy recognises that its cohort is not culturally diverse and the need to ensure that its students appreciate and celebrate different races, cultures, and beliefs.</p>	<p>The school will identify and celebrate key dates and events throughout the year that observe and recognise other faiths, cultures, and beliefs.</p>	<p>The school will publish selected dates and events in its school calendar which is available to all stakeholders.</p>	<p>All staff.</p>	<p>Students will appreciate and experience key dates throughout the academic year via assemblies, specific lessons and topics, and menu choices. These will be regularly reported on via the school website.</p> <p>The school will be able to demonstrate a reduction in prejudice and discriminatory incidences via its behaviour and safeguarding systems.</p>
<p>Sex Sexual orientation Gender reassignment</p>	<p>Students will learn about all types of different relationships with a key emphasis on what is a healthy relationship?</p>	<p>The school will deliver a PSHE/RSE curriculum which is cumulatively sequenced throughout the year and across all year groups to develop and enhance all students' knowledge and understanding of different types of relationships, identities, and sexual preferences.</p>	<p>The PSHE/RSE curriculum will be regularly scrutinised along with the whole school curriculum. Lessons will be observed, outcomes analysed and student's books will be scrutinised by SLT. Reporting and recording of safeguarding concerns will be robustly reviewed to identify interventions including adaptations to the sequencing of the curriculum.</p>	<p>PSHE/RSE teacher, SLT, Safeguarding team.</p>	<p>Students will demonstrate a knowledge and appreciation of different relationships and sexual preferences, through both their work and interactions with each other and the wider community.</p> <p>The school will be able to demonstrate via regular work scrutiny, evidence of the delivered curriculum and its impact via a reduction in or a stop to discrimination incidences.</p>