

Astrea Academy Dearne

Equality Objectives 2024/25 – 2027/28

Purpose

To actively encourage positive attitudes towards those with protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy & maternity, race, religion & belief, sex, sexual orientation)

Overall Impact Objective

Astrea Academy Dearne is fully inclusive and there is equality of opportunity for all.

NB: These objectives, actions and activities are to be reviewed on a yearly basis to ensure relevance to the changing school demographics.

Action	Success Criteria	Activities (to be reviewed)
Systematically seek the views of all stakeholders, respond to concerns and improve inclusive practice within the school community.	<ul style="list-style-type: none"> All scholars can share their views/concerns about equality/inclusion at AAD, through face-to-face or online means. All parents can share their views/concerns about equality/inclusion at AAD, through face-to-face or online means. School leaders actively engage with local community groups to understand their views/needs with regard to equality and inclusion. 	<ul style="list-style-type: none"> Termly scholar and parent voice Yearly website reviews Behaviour and safeguarding incidents are monitored and responded to on a daily basis. Overall trends are reported to SLT for analysis and action. The school environment is audited termly to ensure that diversity is promoted through the school and that all areas of the building are accessible.
Provide regular opportunities to promote and celebrate inclusivity, diversity and tolerance.	<ul style="list-style-type: none"> The morning meeting programme means all scholars being informed their rights and responsibilities in regards to protected characteristics. Regular opportunities to be educated about, and celebrate, wider cultures. British values are promoted and understood. Issues of identity, equality, racism, rights and responsibilities are explored with scholars. 	<ul style="list-style-type: none"> Morning meeting, the behaviour and PD curricula are monitored by SLT. The Astrea Reads book list ensures texts enable an understanding of diverse cultures and individual backgrounds. Enrichment activity participation rates and demographics are monitored by SLT. Yearly curriculum reviews are undertaken by SLT, National Leads and Directorate team to ensure equality objectives are met.
Ensure the school environment is accessible for all.	<ul style="list-style-type: none"> All stakeholders have access to the school site (reasonable adjustments are made where necessary) 	

<p>Ensure the school curriculum supports inclusivity and respect of those with protected characteristics.</p>	<ul style="list-style-type: none"> • All staff are familiar with the academy equality objectives and consider them when planning the curriculum and lessons. 	<ul style="list-style-type: none"> • Opportunities for equality and diversity training are provided in INSET/Twilight/LGC CPD sessions.
<p>Continue to make all enrichment activities accessible.</p>	<ul style="list-style-type: none"> • All children can access activities in the wider curriculum that they would like to participate in. 	
<p>Positive images of people with different abilities, and from different cultures and backgrounds, to be displayed in classrooms and around school.</p>	<ul style="list-style-type: none"> • Staff and scholars demonstrate increased awareness and promote communities and individuals of diverse backgrounds. 	
<p>All school staff and the governors have had access to training on disability, equality and inclusion.</p>	<ul style="list-style-type: none"> • Staff and governors can articulate protected characteristics, why they are protected and understand their role in ensuring that this takes place. 	
<p>The school website is updated to ensure the SEN Information Report, Accessibility Arrangements, Access Plan and Equality Objectives are clear and easy to access.</p>	<ul style="list-style-type: none"> • All stakeholders understand the role the school plays in ensuring that all children and adults feel they have an equity of opportunity within the school. 	