

Under the Equality Act 2010, the categories of age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, marriage and civil partnership and pregnancy and maternity are now known as ‘protected characteristics’.

Ryecroft Primary Academy Equality Objectives	Action	Action in place by when?	Impact Review - July 2024
1. Promotion of cultural understanding and awareness of different religious beliefs between different ethnic groups within our academy community.	<ul style="list-style-type: none"> • Develop the SMSC curriculum through the development of the whole school approach to the Foundation Subjects • Provide Themed Days that address local, national and international culture and events • Develop the Academy Council impact across school through the mapping of focus topics across the school year • Embed the use of the Religious Education REC 	Half termly review	
2. Monitoring and promotion of the involvement of all groups of students in the extra-curricular life of the academy, including leadership opportunities, especially students with special educational needs and disabilities.	<ul style="list-style-type: none"> • Provide a diverse range of extra-curricular clubs which are open to all groups • Monitor involvement in extra-curricular sports clubs • Target non-involvement in extra-curricular clubs by providing a broad range of sports and tracking inclusion • Ensure the Academy Council and are voted for in a democratic process in each class • Develop teacher subject knowledge of Oracy, through engagement in the Voice 21 project 	Half termly review	
3. Actively close gaps in attainment and achievement between students and 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.	<ul style="list-style-type: none"> • Continue to ensure the effectiveness of graduated response plans for pupils identified with SEND • Continue to conduct weekly/fortnightly progress meetings • Provide intervention for targeted groups or individuals in Phonics, reading and maths 	Half termly review	

<p>4. Continue to improve accessibility across the school for students; staff and visitors with disabilities, including access to specialist teaching areas.</p>	<ul style="list-style-type: none"> • Consider accessibility when planning educational visits or workshops • Consider alternative arrangements to ensure inclusion in all aspects of school life and extra- curricular events 	<p>Half termly review</p>	
<p>5. Endeavour to ensure that the staff body and representation of staff in leadership roles is reflective of the local community.</p>	<ul style="list-style-type: none"> • Ensure all appointments are made under the public sectors equality duty by continuously updating training of those involved in recruitment 	<p>Half termly review</p>	
<p>6. Reduce the incidence of the use of homophobic, sexist and racist language by students in the academy.</p>	<ul style="list-style-type: none"> • Develop a theme of diversity, tolerance, and inclusion across school through the PSHE/SMSC curriculum, themed days, RE and SRE • Ensure consistent use of the reward and consequence behaviour management policy using the Thrive principles • Ensure accurate recording of all behaviour incidents on CPOMS • Embed the use of Votes for Schools to ensure a consistent approach to the teaching of individual liberty and the protected characteristics. • Annual refresher training for all staff on ‘Sexual Violence and sexual harassment between children in schools and colleges’. • Exclusion to be used at the discretion of the HoA 	<p>Half termly review</p>	