



Equality Duty Workbook

Equality Objectives and Action Plan

Objective	Strategies	Success Criteria
To promote cultural understanding, awareness and acceptance of different religious beliefs between different ethnic groups within our Academy community.	<ul style="list-style-type: none"> Plan and deliver assemblies and PSHE sessions that celebrate cultural diversity. Host cultural activities and awareness events. Include diverse perspectives and experiences in the curriculum. 	<ul style="list-style-type: none"> Increased student participation in cultural events. Student and staff voice reflect increased awareness and understanding. Positive feedback from stakeholders.
To promote mental health awareness and develop appropriate interventions where necessary.	<ul style="list-style-type: none"> Establish links with the local Mental Health Support Team (MHST). Deliver mental health workshops for students and training for staff. Provide access to mentoring and pastoral support. 	<ul style="list-style-type: none"> MHST audit and feedback show improvements. Interventions in place with measurable impact. Positive feedback from students and staff on mental health support.
Actively close gaps in attainment and achievement between students for all groups of students; especially students eligible for Pupil Premium, students with special educational needs and disabilities, looked after children and pupils from minority ethnic groups.	<ul style="list-style-type: none"> Use baseline testing and ongoing data tracking. Provide tailored interventions and support plans. Deliver bespoke careers education and guidance. Regular data analysis by key characteristics. 	<ul style="list-style-type: none"> Gaps in attainment and progress between groups continue to narrow. Achievement of target groups is in line with or above national averages. Internal and external QA shows impact.
Continue to improve accessibility for pupils, staff and visitors with disabilities, including access to specialist teaching areas.	<ul style="list-style-type: none"> Conduct an accessibility audit. Implement site changes based on audit recommendations. Prioritise accessibility in all new building or refurbishment plans 	<ul style="list-style-type: none"> Physical adaptations made in response to audit. Increased access to specialist facilities. Feedback from stakeholders indicates improved access.
Monitor the incidence of the use of homophobic, sexist and racist language by Pupils.	<ul style="list-style-type: none"> Staff to log all incidents via the Academy's behaviour platform Deliver age-appropriate training and assemblies on inclusive language. Use restorative approaches following incidents. 	<ul style="list-style-type: none"> Decrease in recorded incidents over time. Students demonstrate increased understanding and responsibility. Positive pupil voice data.

<p>To review and revise the KS3-5 curriculum so that it represents a diverse culture and society and encourages acceptance and respect.</p>	<ul style="list-style-type: none"> • Review curriculum content in each subject. • Embed diverse authors, histories, perspectives and case studies. • Involve student voice in curriculum development. 	<ul style="list-style-type: none"> • Curriculum mapping shows improved representation. • Student feedback indicates improved cultural engagement. • Curriculum review records evidence of changes.
<p>Provide training to all staff on equalities policies and practices.</p>	<ul style="list-style-type: none"> • Deliver annual training on Equality Act and Public Sector Equality Duty. • Appoint and support an EDI Lead. • Incorporate equality training into induction and CPD. 	<ul style="list-style-type: none"> • All staff receive up-to-date training annually. • Greater staff awareness of duties and inclusive practice. • Increased confidence in managing equality-related matters.