



John Henry Newman Equality Objectives 2023-2027

The governing body of John Henry Neman Academy have agreed the following Equality Objectives:

Equality Objective	Success Criteria	Actions required to achieve the objective	Aims of the Equality Duty	Protected Characteristics
To further develop effective pedagogy to meet the needs of all pupils to ensure teaching impacts of long-term memory and the ability to apply learning regardless of ability or group	- Improved quality first teaching for all children - Vulnerable groups identified at termly PPM and a cycle of 'Assess, plan and do' in place for these - Staff training related to long-term memory and application of skills taught - Increased progress of children at risk of under achievement - Remote teaching and blended learning approach due to Covid will be at the detriment of any vulnerable learner - Adapt pedagogy to the restrictions of teaching online - The curriculum will reflect protected characteristics	- Termly monitoring of data - Observations and training to focus on teaching strategies and effective deployment of TAs - Monitor and look for trends or patterns in the data that require additional support for pupils - Termly monitoring of quality of teaching and learning, including availability of resources and deployment of teaching assistants - Monitoring of the curriculum content to ensure protected characteristics are reflected in our teaching	Advance equality of opportunity for pupils who share protected characteristics Abundance of provision and opportunity in line with the school's vision	✓ Race ✓ Disability ✓ Gender ✓ Religion or belief ✓ Age ✓ Sexual Orientation
To work together with parents and pupils to increase engagement in learning and school life, across all activities; to ensure equity and fairness in access and engagement to improve outcomes	- Participation in parent consultation meetings will increase year-on-year - ALL parents will be contacted (email and/or phonecall) if there has not been engagement with the meeting 100% of parents will receive information about their child's progress via Tapestry - There will be year-on-year improvement in pupils attitudes to learning	- Phone calls and follow-up appointments made for parent consultation meetings - Pupil voice (from a range of children to represent the protected characteristics groups) gathered across a variety of subjects via QA calendar - Studybugs, Instagram, Facebook, Parentmail, phonecalls and face-to-face meetings used to disseminate	Advance equality of opportunity for pupils and parents who share protected characteristics	✓ Race ✓ Disability ✓ Gender ✓ Religion or believe ✓ Age ✓ Sexual Orientation



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	A variety of communication methods will be successfully used to communicate information about learning and extra-curricular opportunities	- information according to the needs of the families - Specific teaching around protected characteristics		
To be mindful of staff's mental health and factors which could be detrimental to their well-being, this includes bullying, harassment and work load	- Staff wellbeing surveys will show a decrease in areas of concern around workload and mental health concerns - Work with partners to support and care for staff's wellbeing - Decreased staff absence - Staff will know where to access support to support their wellbeing and mental health	- Develop leaders, including ODST, understanding of the link between workload and mental health and wellbeing and how these can have a negative impact on outcomes for children - Clear systems of support in place through line management and supportive conversations - Policies and procedures are supportive in safeguarding staff's well-being, including protection against vexatious behaviour - Staff well-being survey to include a focus on equal opportunities - Senior leaders to become mental health lead champions - Adaptations made for staff where concerns are raised about their mental health or physical health	Advance equality of opportunity staff who share protected characteristics	✓ Age ✓ Disability ✓ Sex ✓ Gender reassignment ✓ Sexual orientation ✓ Race ✓ Religion or believe ✓ Pregnancy and maternity ✓ Marriage of civil partnership
Continue to provide equal opportunities for all staff with their professional development and training.	- That aspirations and training needs identified and then met through a supportive model to develop staff (Growing Great People trial – 2023-24) - Staff feel valued and able to enrich their opportunities and practice	- Ensure all members of staff have participated in a supportive professional development model - Staff members have been given the opportunity to identify personal development points - Needs that have been identified are met through a supportive development model	Advance equality of opportunity Foster good relations Develop high trust environments	✓ Disability ✓ Gender ✓ Religion or believe ✓ Age ✓ Sexual Orientation ✓ Race



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To ensure equality of access to: • The physical environment • The learning environment • Out-of-school activities including afterschool clubs and educational visits	• For all children to have the opportunity to progress and achieve well and to be prepared for life in a diverse society. • Academic and pastoral opportunities to ensure all children can 'Let their Light Shine' • Enrichment opportunities will not be at the expense of any protected group	• Termly meetings with SEND governor to ensure provision of access to the curriculum by all. • Raising staff awareness of disability through training as need arises. • Ensure all staff are trained in protected characteristics • Ensure accessibility plan is reviewed, in date and audited • Ensure enrichment opportunities are available for all pupils to access – review these termly	Advance equality of opportunity Increase access and opportunity for all	✓ Gender ✓ Religion or believe ✓ Age ✓ Sexual Orientation ✓ Race ✓ Disability
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