

## Academy Annual Assessment of Impact of Actions

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time Frames?	Early success indicators
Promote equality of opportunity	Promote equality of opportunity and ensure all pupils have access to all activities provided, according to their age and ability.	Analysis of attendance to non-classroom based activities	All staff and EAB	September 2020 onwards	All children have access to activities that they would like to participate in.
All	Publish and promote the Equality Plan through the school website and staff training.	Question stakeholders about their understanding of the plan.	Principal	After Equality Plan is agreed by governing body	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating classroom displays. Parents are aware of the Equality Plan.
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends of patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability.	VP	Annually	Analysis of data for narrowing for equality groups against national other.
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender, LGBT and disability.	Increase in pupils' participation, confidence and achievement levels.	All staff	September 2020 onwards	Displays and work scrutiny.
All	Recognise and represent the talents of all pupils in MAAT programmes, and ensure representation on the programmes fully reflects the school population in terms of race and gender.	Gifted and Talented register monitored by race, gender and disability.	All staff	September 2020	Analysis of the MAAT register indicates it is changing to reflect the school's diversity

All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender, LGBT and ethnicity.	Increase in pupil participation, confidence and positive identity — monitor through PSHE and learning/environment walks.	Principal	September 2020 onwards	More diversity reflected in school displays across all year groups
All	Ensure representation on HEPPSY+ access to HE enrichment fully reflects school population in terms of race and gender	HEPPSY+ register	AP Experience	September 2020 onwards	

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Race Equality Duty	Identify, respond and report racist incidents. Assemblies delivered tackling discriminatory language. Restorative conversations happen after a racist incident. Anti-racism lessons are taught in Year 7 and 9 SMSC lessons.	SLT will use the data to assess the impact of the school's response to incidents.	SLT & AAB	Reporting: Termly	Teaching staff are aware of and respond to racist incidents.  Consistent nil reporting is challenged by the AAB.
Disability Equality Duty	Review accessibility audit to identify physical barriers and develop a programme to remove barriers.	Principal and Finance Manager	Principal	Annually	Issues raised on accessibility plan are addressed and actions put in place at the finance sub committee.

Community Cohesion	All year 7 students experience a drop down Diversity day. This is whilst they study multicultural Britain. British Values are taught in SMSC specifically tackling Islamophobia in Year 7 and 9. Year 8 are taught mutual respect through the study of theist and atheist viewpoints in SMSC.	SMSC assessments	SLT	Ongoing	Increased awareness of different communities shown in SMSC assessments.
To be proactive in eradicating prejudice in relation to all the protected characteristics listed in the Equality Act 2010	All SOW in subjects have been adapted to ensure they are inclusive of all protected identities. When students receive their SRE education this is inclusive protected characteristics. When the family is studied all families are included as equal and diversity is celebrated.  The Academy has a Pride group in enrichment which supports LGBT students and allies.	SLT will use the data to assess the impact of the school's response to negative incidents.	SLT	Ongoing	Teaching staff are aware of and respond to LGBT phobic incidents.  Consistent nil reporting is challenged by the AAB.

Reviewed Autumn Term 2020