

Temple Normanton Junior Academy Equality Objectives 2023 to 2026

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not (the protected characteristics are age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation).
- Foster good relations between people who share a protected characteristic and people who do not share it.

This document summarises Temple Normanton Junior Academy's objectives over the next four years. The first three objectives link ACET's equality objectives which have been identified as the areas we wish to tackle across the whole Trust, and shows how we at Temple Normanton Junior Academy will work to achieve these. The last three objectives are specific to this academy and have been identified as the biggest priority for our local academy community.

	OBJECTIVE	HOW
1.	To close the gap(s) in attainment and attendance of Most Able, SEND, EAL, pupil premium and any other disadvantaged groups of students/pupils	<ul style="list-style-type: none">• Rigorous and regular monitoring and tracking of progress and attainment data for all pupil groups through data collection, book looks and pupil progress meetings.• Quality first teaching, focus group teaching and adaptive practice.• Early identification and implementation of interventions which are monitored and evaluated.• Targets for pupils with individual needs including those with SEND, EAL or potential greater depth learning.• Evaluation of pupil progress and attainment to inform planning and further intervention needs.

2.	To ensure all academy curriculums are broad and balanced, ensuring all students/pupils have access to a holistic and rounded education, regardless of their background or starting point.	<ul style="list-style-type: none"> ● Implementation a coherently planned and sequenced curriculum which provides appropriate challenge for all pupils. ● Subject leader collaboration to be accessed through the trust. ● Leadership action plans in place to ensure focus on next steps for subject development ensuring maximum progress for all. ● A range of experiences, including visits and visitors, offered to enhance learning and ensure pupils learn more and remember more.
3.	To ensure equality of access to extra-curricular provision in all ACET academies, ensuring attendance is encouraged by children of all backgrounds, social demographic and irrespective of any protected characteristic	<ul style="list-style-type: none"> ● A wide range of after-school clubs are offered, incorporating a range of interests to appeal to all. ● Monitoring and tracking of participation to ensure pupil uptake from all groups and cohorts. ● A range of experiences and activities provided, including visits and visitors in to school.
4.	To ensure the academy actively promotes and prioritises raising awareness, appreciation and celebration of difference and diversity, including gender, ethnicity, race and religion, fostering respect, tolerance and understanding for all.	<ul style="list-style-type: none"> ● RE and RSHE Trips to places of worship, theme days, religious visitors, trip to the holocaust centre. ● Exposure to a range of themes, differences and diversity through a selection of texts that explore issues with the children including but not limited to, the protected characteristics. ● A broad range of assembly themes to promote and celebrate difference and diversity.
5.	To provide a range of enrichment experiences and opportunities to broaden pupil understanding of the wider world, our Fundamental British Values and to promote future aspirations.	<ul style="list-style-type: none"> ● Subject planning identifies opportunities for real life experiences, visits and visitors. ● Taking part in events to broaden pupil knowledge and understanding, e.g. The Big Legal Lesson, The Big Plastic Count, NHS Day. ● Trips and visits including places of worship, museums, art galleries, farms, zoos etc Y5/6 residential trips. ● Visitors from different members of society ie police, fire, nurse, NSPCC, etc.

		<ul style="list-style-type: none"> • Visitors from different professions, sports, musicians, poets, authors, artists etc. • Charity events, including raising money for national and local charities along with fundraising for pupils in the academy.
6.	<p>To promote parent/carer engagement through opportunities to learn about and participate in the life of school and to ensure equity and fairness in access and engagement across all activities.</p>	<ul style="list-style-type: none"> • Review parent engagement and analyse themes/patterns of engagement. • Parent voice collected through feedback questionnaire. • Regular workshops to share information about learning in the different areas of the curriculum. • Curriculum celebration afternoons for pupils to share and showcase learning for parents. • Class assemblies to share themed key learning e.g. Anti-Bullying Week, Safety Week. • Performances, including carol concerts, nativities, ukulele, dance. • Parent craft mornings.