



The Crest Academy Equality Objectives 2018- 2021

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

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

The Crest Academy is an inclusive school, where we focus on the well-being and progress of every child and where all members of our community are of equal worth. The Equality Act provides an effective framework which we use to support our commitment to valuing diversity, tackling discrimination, promoting equality and ensuring that we continue to tackle issues of disadvantage and underachievement.

Our approach to equality is based on the following key principles:

1. **We believe that all students are able to achieve and make progress, regardless of their starting points**
2. **We appreciate and celebrate the fact that we are all different and we embrace diversity**
3. **We observe good equalities practice in staff recruitment, retention and development**
4. **We believe in social justice and strive to remove the inequalities and barriers that prevent progress and achievement**
5. **We have the highest expectations of all our children.**

The objectives below are our priorities for the next 3 years.

Our equality objectives focus on improving equality and tackling disadvantage. These will be regularly reviewed.



	Objective	Actions	Lead	Success criteria	Progress	Impact
1	To provide positive non-stereotyping information about gender roles, gender identity and sexuality)	<p>In sport continue to ensure all students regardless of gender have opportunities to participate in sport normally associated with a specific gender (e.g. football, basketball, netball)</p> <p>External groups to work with students looking at key issues e.g. homophobia</p> <p>Training for staff on how to deal with sensitive discussion around sexuality/homophobia</p> <p>PSHE curriculum</p> <p>Tutor time activities</p> <p>Assembly rota</p> <p>Ensure support for students who may have issues around</p>	SGR	<p>Effective PSHE resources addressing key issues</p> <p>Tutor time activities in place addressing key issues</p> <p>Student feedback to show an improved understanding of gender issues/sexuality</p> <p>Behaviour data shows reduction in incidents associated with homophobia</p> <p>Staff confident on addressing issues around gender/sexuality</p> <p>Assembly rota regularly includes sessions looking at gender/sexuality</p> <p>Counsellors in place to support students/staff with issues in this area</p>	<p>Review of PSHE topics/materials (Nov 2018)</p> <p>Mixed PE lessons and clubs (Sep 2018)</p> <p>Student support for issues around sexuality (SEP 2018)</p> <p>Assembly rota in place (Sep 2018)</p>	

		sexuality-counselling/specialist support				
2	To improve the attendance of all groups of pupils to ensure they are in line with national averages	<p>Attendance rewards in assembly –weekly</p> <p>Attendance rewards in achievement assemblies- termly</p> <p>98%-100% attendance letters sent home termly</p> <p>EACT Governors meetings for students with attendance issues</p> <p>Attendance tracker used weekly and analysed to address key students and trends</p> <p>Weekly tutor time attendance competition</p> <p>Weekly attendance tutor time check</p>	<p>Attendance Officer</p> <p>DHT</p> <p>Behaviour and Pastoral Systems</p> <p>Form Tutors</p> <p>Pastoral Managers</p>	<p>School attendance is at least in line with national averages</p> <p>All groups' attendance is at least in line with national averages.</p> <p>Improved attendance for key students/groups</p>	<p>Weekly attendance discussion in tutor time (SEP 2018)</p> <p>Daily whole school/year group and individual students checks (Sep 2018)</p> <p>Reward Trips/Pizza Parties for classes with the best attendance (Dec 2018)</p> <p>Calls home for all absent</p>	

		<p>Display whole school and class group attendance on the plasma screen</p> <p>Support for parents whose children are school refusers</p> <p>Attendance officer in place</p>			<p>students by 10.30am (Sep 2018)</p> <p>Attendance officer in place (Sep 2018)</p> <p>Attendance figures on display (Sep 2018)_</p> <p>Attendance tracker in place/weekly analysis by ELT (Sep 2018)</p>	
3	To improve the understanding of different cultures and faiths and to promote and celebrate diversity	<p>International Evening event</p> <p>Assembly rota</p> <p>Trips and visitors to expose students to a variety of faiths, cultures</p> <p>Analyse curriculum to see how each faculty can improve current opportunities for celebration</p> <p>PSHE Curriculum</p>	<p>AHT Inclusion</p> <p>HT</p> <p>ELT</p> <p>CDs</p>	<p>Effective PSHE resources addressing key issues</p> <p>Tutor time activities in place addressing cultures/faiths/diversity</p> <p>Student feedback to show an improved understanding of cultures/faiths/diversity</p> <p>All curriculum areas to have evidence of the ways in which they are celebrating diversity/faiths and cultures</p>	<p>Assembly rota (Sep 2018)</p> <p>Trip for Holocaust Memorial (Jan 2019)</p> <p>PSHE Curriculum review (Nov 2018)</p> <p>Student led Anti-bullying</p>	



				Student led assemblies External groups to work with students	assembly (Oct 2018)	
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