

## **Burnham Park 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.**

Burnham Park Academy is an inclusive school, where we focus on the well-being and progress of every student and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

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

- 1. All learners are of equal value**
- 2. We recognise and respect difference**
- 3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging**
- 4. We observe good equalities practice in staff recruitment, retention and development**
- 5. We aim to reduce and remove inequalities and barriers that already exist.**
- 6. We have the highest expectations of all our children. We ensure that our pupils are exposed to and taught about all protected characteristic through our curriculum.**

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

Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

Objective	Actions	Lead	Success Criteria	Progress	Impact
To lower the Persistent Absence of PP students and those students who have SEND	<ul style="list-style-type: none"> <li>• Appointment of Pastoral Co-Ordinator with prime focus on Attendance – Case load will include key groups</li> <li>• Home visits to key students</li> <li>• Use of Beeches as a ‘half way house’ to reintegrate ‘school refusers’</li> <li>• Attendance awards at every Whole School Assembly</li> <li>• Attendance PR more visible around school site</li> <li>• Attendance of key groups on SLT agenda every week.</li> </ul>	KAL/JHG	<ul style="list-style-type: none"> <li>• Significantly lowered Percentage of persistent absences for key groups</li> <li>• Improved attendance for key groups</li> </ul>		
To lower the Exclusion rates of students with SEND	<ul style="list-style-type: none"> <li>• Appointment of new LSA with focus on counselling to prevent poor behaviour of key groups</li> <li>• Introduction of SEND Hub to give key students a base for support to avoid anxiety and conflict</li> <li>• All exclusions to be agreed by JHG or KAL – SEND students will only</li> </ul>	DWH JHG/KAL/	<ul style="list-style-type: none"> <li>• Significantly Reduced exclusions for SEND students</li> <li>• Improved Well-being for SEND students</li> </ul>		

	<p>be excluded in the most extreme circumstances</p> <ul style="list-style-type: none"> <li>• Hub used for 'time out' rather than exclusion</li> <li>• Tailored and personalised time tables created for key students to promote success in subject areas</li> </ul>				
To improve Outcomes for students with SEND	<ul style="list-style-type: none"> <li>• Key groups discussed in all Laser Meetings</li> <li>• Secondment of new member of SLT to focus on Key groups and outcomes for Year 11</li> <li>• Maths tutor for SEND students appointed one day per week.</li> <li>• English and Maths Form created so key groups can access extra intervention 3 days per week</li> <li>• LSAs paid to support SEND students at after school clubs and Saturday Revision.</li> </ul>	SKI DWH	<ul style="list-style-type: none"> <li>• Close the gap for outcomes of SEND students and all other students.</li> <li>• Exam confidence for SEND students</li> </ul>		
To develop a culture of acceptance around Homosexuality	<ul style="list-style-type: none"> <li>• Delivery of awareness and acceptance assemblies whole school through Head Teacher</li> <li>• KS assemblies delivered through Heads of Year</li> <li>• Lessons designed for Social and Spiritual</li> </ul>	JHG/RHU	<ul style="list-style-type: none"> <li>• Student voice will show a higher level of acceptance and tolerance around homosexuality</li> <li>•</li> <li>• There will be a clear culture of acceptance and tolerance in all aspects of school life</li> </ul>		

	<p>studies sessions to focus on acceptance and tolerance of homosexuality.</p> <ul style="list-style-type: none"><li>• Form time activities devised and delivered for focus on acceptance and tolerance</li><li>• 'Love Week' implemented to focus on all aspects of healthy relationships and families including Homosexuality</li></ul>				
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