

Brookfield 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 Brookfield 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 Brookfield 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 <u>attainment and attendance</u> of Most Able, SEND, EAL, pupil premium and any other disadvantaged groups of students/pupils	<ul style="list-style-type: none"> • Daily monitoring of attendance, EWO visits, following ACET and Rotherham Attendance Pathway, promoting attendance and raising profile in school. • Regular and accurate assessment of all pupils, in core subjects, followed by Pupil Progress reviews with Principal and teachers termly. • Target pupils identified and gaps in learning plugged through intervention, prior learning, recapping/overlearning, adaptive teaching practices.
2.	To ensure all academy <u>curriculums</u> are broad and <u>balanced</u>, 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"> • Subject leaders to network within ACET and Rotherham, to review curriculum to ensure it is broad and balanced. • Subject leaders to collect pupil voice to ensure pupils are remembering/retaining prior knowledge and skills. • Learning walk and lesson observations to monitor impact of adaptive teaching practices.

		<ul style="list-style-type: none"> • All subject areas to be enriched with workshops, visitors, trips and experiences. • Teacher assessments to monitor progress
3.	To ensure equality of <u>access to extra-curricular</u> 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"> • PE Lead to organise a range of half termly after school clubs run on a voluntary basis by teachers. Letters issued half termly and registers to be kept to monitor pupils accessing and prioritise a wide range of individuals • External providers to offer activities e.g. 1:1 music tuition, RockSteady Band, Rotherham Utd
4.	<u>Fostering good relations</u> across all characteristics – between people who do share a protected characteristic and people who do not.	<ul style="list-style-type: none"> • Assemblies and PHSE lessons to teach the 9 protected characteristics • Reference made to these in lessons, reflections, trips, visitors, workshops • Staff to model expectations
5.	To provide appropriate and <u>early pastoral interventions</u> for students to promote positive behaviour and inclusions, especially those over-represented in behaviour data (including boys and pupils with SEND).	<ul style="list-style-type: none"> • Early identification, CPDL for EYFS staff • Early intervention, referrals made by SENDCo and Inclusion Lead to appropriate external agencies • Good to be Green behaviour system, focuses on positives and rewards appropriate choices made by pupils • Trauma training delivered to staff by Aspire Outreach to develop understanding of behaviour as communication and the benefits of ‘connecting before correcting’

6.	To reduce the incidents of the use of <u>discriminatory language</u> and prejudice-based bullying by pupils in the school, and to ensure the consistent recording, reporting and actions by staff following incidents.	<ul style="list-style-type: none">• Assemblies and PHSE lessons to teach the 9 protected characteristics and bullying• Anti-bullying awareness days• Anti-bullying ambassadors and Play Leaders• CPOMS training for all staff
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