



Equality Objectives – Alderwood Academy



The following objectives add to our Raedwald Trust policy and practice. Please refer to our Raedwald Trust Equality, Diversity & Inclusion Policy for a full explanation of our commitment.

Equality objective 1: Use performance data to monitor student achievement and respond to variations between groups of learners, subjects, courses and key stages, trends over time and comparisons and other Alternative Provision settings.

Why we have chosen this objective:

This objective has been chosen to ensure that the quality of education and opportunity is available to help meet the needs of all pupils, irrespective of race, gender, disability, faith or religion or socio-economic background.

To achieve this objective we plan to:

- Thorough information gathering during the pupil admission process, which include a school observation, home visit by Headteacher and Assessment Centre staff, Alderwood visit, home school information form completed by mainstream, admissions paperwork completed by parents and data obtained from inclusion referral form.
- Induction completed in collaboration with Assessment Centre Associate Teachers to support the delivery of all induction assessments, which are then added to an individual pupil Student Support Plan which is used to follow the individual pupil's journey with Raedwald
- Based on findings during induction, individual interventions implemented to help support pupils learning and achievement.
- Student Support Plan Cycle reviews held alongside mainstream colleagues and wider stakeholders to ensure consistent updates are provided on pupil journey
- Thorough EHCP/SEN review on entry to the setting
- Staff meeting on admission to deem compatibility to which group would meet pupil needs best.

Progress we are making towards achieving this objective:

- Thorough pupil inductions are being completed, Student Support Plans created, and pupil offer shaped based on findings in induction.
- Data collected is used to identify appropriate intervention strategies and classroom-based approaches, these evidenced in the Student Support Plan
- Pupil progress is monitored at throughout placement during regular teacher meetings, book reviews and learning walks, additionally progress is shared with mainstream schools approximately every 6-weeks via cycle review meetings
- The curriculum offer is consistently reviewed and monitored, this to ensure the offer is appropriate and promoting long term knowledge acquisition and regular retrieval.
- Regular pupil progress meetings are held by the headteacher with the class teacher, where books are looked at and assessment tools are updated to track progress on learning based on academic milestones.

Equality objective 2: Raise the awareness and skills of staff to promote fairness, equality and good relations in the context of their role.

Why we have chosen this objective:

This objective has been chosen to promote equal opportunities and positive relationship building that will help to enhance the level of understanding and contribution to the school culture of openness, fairness and non-discrimination.

To achieve this objective we plan to:

- Provide staff with opportunities for CPD that are linked to staff performance management procedures.
- Identify and organise appropriate training for staff in relation to the context of their role and ensure all staff have completed a full induction into the Trust.
- Implementation of RT Staff Charter and linking this into daily practice at Alderwood
- Undertake regular staff briefings and meetings discussing equality of opportunity, fairness and inclusion. Daily input at briefings from DSL/DDSL/Head of Pathway
- Termly well-being meetings for all staff with their line manager
- Provide all stakeholders access to relevant Academy Trust policies including the Equality Plan and ensure that staff are aware of any statutory and local updates to practice or policy as they occur.
- Morning and afternoon briefings are held with the whole staff team and offer an opportunity to share ideas and feedback to allow future practice to be tailored to improve better pupil outcomes. The notes from these meetings are accessible by all staff, therefore allowing everyone to keep as fully informed as possible.
- CYM Chaplain provides a staff wellbeing cafe on-site every 3-weeks

Progress we are making towards achieving this objective:

- Induction programme in place for all new staff. This being a combination of trust level information as well as site specific and relating to the role.
- Newly appointed staff have completed Safeguarding and Positive Handling training.
- All staff received a full Health and Safety, Staff Code of Conduct, and GDPR briefings at the start of the academic year.
- Site based 'positive box' allowing staff to share success stories and feedback against the RT Staff Charter values.
- All staff receive a daily briefing which incorporates discussion on highlighted issues and topics related to any discrimination, harassment and bullying.
- All Academy Trust policies and procedures are available and accessible to staff and contain up to date information related to the Equality Plan and linked procedures.

Equality objective 3: Provide an environment that welcomes, protects and respects diverse people.

Why we have chosen this objective:

This objective was chosen to ensure that the school culture is based upon an appreciation and respect for individual cultures and celebrates the diversity of others.

To achieve this objective we plan to:

- Promote tolerance, friendship and understanding of a range of religions and cultures through different aspects of the curriculum, especially through the explicit teaching of British Values, which is woven into all pupil's curriculum offer throughout their placement, alongside PSHE and RE.
- Social and Emotional Learning approach is seen across the Alderwood offer, focussing on social awareness, self-awareness, respect, self-management and relationship skills. These skills are embedded through explicit direct teaching but also woven through everyday life at Alderwood.
- Provide opportunities for restorative action when dealing with disputes between different groups/pupils within the setting.
- As a school, actively promote attitudes and values that challenge racist and other discriminatory behaviour or prejudice, through adherence to professional standards. Raedwald Academy Trust policies and procedures and other supporting statutory documents.
- Work closely with other professional agencies, gaining specialist support, advice and guidance when necessary.
- Employment Encounters for all students every term, these include careers focussed school trips, career talks on-site and working with the local community.
- Provide staff with opportunities and space to discuss equality issues and concerns, which reflect on social stereotypes, expectations and the impact on learning and student experience.
- Challenge any behaviour that differentiates, degrades, or isolates an individual or group due to race, religion, language or culture.
- Promoting the values within the RT Staff Charter

Progress we are making towards achieving this objective:

- Ensuring that all pupils have access to PSHE, RE and British Values as part of their curriculum offer.
- Ensuring that the school is inclusive and welcoming, Pupils are provided with breakfast and lunch, with positive role modelling from staff, focussing on social skills and respect for others.
- Create a learning environment which promotes learning throughout the whole school, across each pathway offered.
- Termly visits to places of worship within the local community, these visits have included a Church, Mosque and Gurdwara. Also, we have supported on several occasions the local church and their food bank for the local community

Equality objective 4: Ensure that all students are given the opportunity to make a positive contribution to the life of the school.

Why we have chosen this objective:

Because we are especially keen to ensure that pupils feel empowered and able to contribute positively to the organisation of the school and confident that their voice is heard and listened to. This will help ensure that pupils feel valued, respected and at the centre of everything that the setting and Academy Trust strive to achieve.

To achieve this objective we plan to:

- Ensure that opportunities are in place to capture the pupil voice and allow for their opinions and suggestions to be listened to by leaders of the school.
- Social and Emotional Learning approach is seen across the Alderwood offer, focussing on social awareness, self-awareness, respect, self-management and relationship skills. These skills are embedded through explicit direct teaching but also woven through everyday life at Alderwood.
- Provide opportunities for restorative action when dealing with disputes between different groups/pupils within the setting.
- Provide opportunities for pupils to raise any concerns, free from bias, by building positive relationships with staff and confidence that school leaders act upon any concerns raised.
- Staff to use positive praise as an incentive for pupils to engage in learning.
- Keep parents informed of pupil progress and providing opportunities for pupils to showcase their work, this mainly using Class Dojo.
- Termly pupil/parent event held, this to further strengthen the relationship between home and school but these events are used to support positive interaction between pupil and their parent/carer
- Pupil and Parent questionnaires completed termly
- Pupils have an integral role in reflecting upon and being engaged with the school behaviour management strategy.
- End of week 'Celebration Assembly'. As well as the option for special certificates for going above and beyond.
- Highlight successes and specific contribution from pupils via the Trust's social media platforms, especially Twitter and Instagram.
- Pupil Committee meeting held every two weeks which provides a forum for pupils to share thoughts and ideas on how to further support their placement at Alderwood
- School Council runs fortnightly at Alderwood, minutes taken and actions are shared on a communal display.

Progress we are making towards achieving this objective:

- Fortnightly Student Committee meetings held, these open for all students.
- Regular communication with parents/carers via phone/email/text/Class Dojo/meetings etc.
- Pupils provided with adequate and appropriate resources to enable them to fulfil their potential and complete work to the highest possible standard, with support from relevant staff.
- Monitoring pupil attendance closely and offering support through working with other professional/agencies and parents.
- School Council meetings have evidenced progress against actions made at meetings and staff are able to see

Equality objective 5: Address cultural events through the curriculum to increase student awareness and understanding of issues in different communities.

Why we have chosen this objective:

To broaden pupil understanding, awareness and tolerance of other cultures, nationalities and religions in the local communities and nationally.

To achieve this objective we plan to:

- Deliver cultural topics through the curriculum, especially in PSHE/RE/British Values.
- The Readers for Life reading programme is designed to foster excellent progress and provide a rich, diverse, and aspirational range of reading experiences. At its core is a literature spine that prioritises diversity and relevance, helping pupils to better understand the world around them. This approach nurtures social and emotional literacy, builds cultural capital, and offers students both mirrors to see themselves and windows into the lives of others.
- Social and Emotional Learning approach is seen across the Alderwood offer, focussing on social awareness, self-awareness, respect, self-management and relationship skills. These skills are embedded through explicit direct teaching but also woven through everyday life at Alderwood.
- Provide opportunities for restorative action when dealing with disputes between different groups/pupils within the setting.
- Inform pupils of cultural events by displaying information on display boards situated throughout the school.
- Working wall display in school building linked into British Values and how at Alderwood we meet these.
- Visits to places of worship throughout school year linked into RE offer, these visits have included local Mosque, Church and Gurdwara
- Collaborative work demonstrated within each pathway where a visit/trip is planned every 3 or 4 weeks for pupils to promote their positive choices. These trips promote and develop their social skills with being out in the community.
- Supporting our local Church (All Hallows) by helping distribute the food parcels to the local community during the weekly food bank/top up shop

Progress we are making towards achieving this objective:

- All pupils receive PSHE/British Values and RE as part of the curriculum offer, including undertaking projects on the diversity of culture and religions within the United Kingdom.
- British Values display located in communal corridor
- All pupils who are in receipt of a RT curriculum have access to the Readers for Life Curriculum