



Equality Objectives – Parkside 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: Provide an environment that welcomes, protects and respects all groups of people.

Why we have chosen this objective:

At Parkside Academy, we are committed to supporting a diverse student body with a wide range of complex needs and backgrounds. We prioritize creating an environment where every student feels safe, valued, and heard, fostering a strong sense of belonging within our school community.

We set high aspirations for both our pupils and staff, ensuring that the quality of education and the opportunities available are tailored to meet the needs of all students, regardless of race, gender, disability, faith, religion, socio-economic status, or any other protective characteristic.

Our goal is to maintain a welcoming and inclusive atmosphere that allows all members of our community to thrive, where everyone is given the support and resources needed to reach their full potential.

To achieve this objective, we plan to:

Promote tolerance, friendship and understanding through:

- Understanding a range of religions and cultures through our curriculum, using, Religious Education (RE), Citizenships, Personal, Social and Health Education (PSHE) and Social Emotional and Mental Health (SEMH) bespoke sessions; and experiences through trips, visits and speakers etc
- British Values (BV) and Social, Moral, Spiritual and Cultural (SMSC) aspects are woven into all pupils' curriculum offer throughout their placement, alongside PSHE
- Ensure our environment is welcoming; represents the diverse communities we serve; and is a safe space for open communication.

Provide opportunities for reflection of thought in attitudes and values and restorative action when dealing with disputes through:

- Actively promoting 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.
- Working closely with other professional agencies, gaining specialist support, advice and guidance when necessary.
- Providing 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.
- Challenging any behaviour that differentiates, degrades, or isolates an individual or group due to race, religion, language or culture.
- Ensure our culture of all-inclusivity is evident through policy, displays and support posters etc within the classroom and through displays around the school.

Understand that the climate of the school by monitoring:

- Pupil voice contributions
- Attendance and punctuality as these may indicate whether the environment feels welcoming, protected and respectful
- Staff voice, through the Staff Charter and wellbeing meetings

Progress we are making towards achieving this objective:

- Analyse and review incidents, safeguarding occurrences, attendance and implement interventions to reduce negative pupil experiences by spotting individual or group trends/needs and responding in a timely manner.
- Using our behaviour and safeguarding panel logs to identify behaviour patterns and isolated events that require educational input to support and promote tolerance, friendship and understanding. This may include identified bespoke sessions, one to one mentoring with Chaplain, referrals to and visits from key professionals.
- Using our behaviour and safeguarding policies to identify and challenge any behaviour that differentiates, degrades, and isolates any individual; whilst providing the opportunity to reflect and restore relationships.
- Ensuring pupil timetable subject proportionality and staffing continued professional development ensures that all have access to materials, help and advice that promotes understanding and implementation of equality
- Ensuring that the school is inclusive and welcoming, with positive role modelling from staff, focussing on social skills and respect for others.
- Conduct regular staff and pupil voice questionnaires to collect and act on feedback from our community. For example, staff have recently completed sexual harassment training and a follow up questionnaire to gather views and experiences. Pupil Voice may be collected to ascertain the climate of the school, to ensure that they feel safe, listened to, have a sense of belonging, take part in meaningful dialogue and are a valued part of our school community.
- Displays are consciously planned to support information sharing and raising awareness of mental health, safeguarding, protected characteristics etc.
- The school uniform policy, was implemented to create a sense of belonging for our students at the school.
- Implementation of RT Staff Charter and linking this into daily practice

Equality objective 2:

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

Pupil focus: We aim to raise the awareness and skills of pupils to promote fairness, equality, and positive relationships in the context of their interactions and responsibilities within the school community.

Why we have chosen this objective:

It is essential that all staff maintain a high level of professionalism in their roles, consistently promoting fairness and equality in the workplace. All decisions made should align with the Raedwald Trust Equality, Diversity & Inclusion Policy. Staff are expected to serve as positive role models in their conduct, demonstrating respect for one another and for all stakeholders, and promoting the core values of contemporary British society.

Staff will actively acknowledge and respect individual differences, fostering positive relationships and attitudes that contribute to a shared sense of cohesion and belonging within the school community.

This objective has been established to promote equal opportunities and encourage the building of positive relationships, thereby enhancing understanding and contributing to a school culture rooted in openness, fairness, and non-discrimination.

It is essential that all pupils maintain a high level of respect in their interactions, consistently promoting fairness and equality within the school community. All decisions and actions should align with the Raedwald Trust Positive Behaviour Policy. Pupils are encouraged to act as positive role models in their behavior, demonstrating respect for one another and all members of the school community, while embracing the core values of contemporary British society.

Pupils will actively acknowledge and respect individual differences, fostering positive relationships and attitudes that contribute to a shared sense of cohesion and belonging within the school.

This objective has been established to promote equal opportunities and encourage the development of positive relationships, enhancing understanding and contributing to a school culture rooted in openness, fairness, and non-discrimination.

To achieve this objective, we plan to:

- Create a culture at Raedwald Trust sites in which equality is consistently upheld by ensuring good communication of information sharing
- Ensure a thorough and appropriate recruitment system is in place at Raedwald Trust sites.
- 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.
- Ensure all staff have read and are familiar with the Raedwald Trust Equality, Diversity & Inclusion Policy.
- Undertake regular staff briefings and meetings discussing equality of opportunity, fairness and inclusion. Input at briefings from DSL/DDSL/SENCO.
- Analyse and review incidents, safeguarding occurrences, attendance and implement interventions to reduce negative staff or pupil experiences by spotting individual or group trends/needs and responding in a timely manner.
- Involve and inform stakeholders to try to ensure that help is offered fairly, consistently and in a timely manner.

- Staff and governors are reminded of their responsibilities under the Equality Act, for example during meetings.
- Promote and adhere to the Raedwald Trust Staff Charter – upholding our values of Resilience; Learning without exception; Respect; and Connection. Link these into daily practice.
- 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

Pupil focus:

- Create a culture at Raedwald Trust sites where equality is consistently upheld by ensuring clear communication and information sharing with all pupils.
- Ensure that a thorough and appropriate induction process is in place for all new pupils, helping them understand their rights and responsibilities in the school community.
- Provide pupils with opportunities for personal development and growth, ensuring that these opportunities are linked to their individual progress and goals.
- Identify and organise appropriate learning opportunities for pupils, tailored to the context of their educational needs, and ensure they receive a full introduction to the values and expectations of the Trust.
- Ensure all pupils are familiar with and understand the Raedwald Trust Equality, Diversity & Inclusion Policy, fostering a shared understanding of equality and respect.
- Undertake regular pupil briefings and meetings to discuss equality of opportunity, fairness, and inclusion, with contributions from key staff such as the DSL, DDSL, and SENCO.
- Analyse and review incidents, safeguarding occurrences, and attendance patterns to implement interventions that reduce negative experiences and address individual or group trends and needs in a timely manner.
- Involve and inform pupils, parents, and other stakeholders to ensure that support is provided fairly, consistently, and promptly.
- Remind pupils of their rights and responsibilities under the Equality Act, for example, through discussions during tutor group time.
- Promote and adhere to the Raedwald Trust values of Resilience, Learning Without Exception, Respect, and Connection, linking these values to daily school practice and reinforcing them in all areas of school life.
- Support well-being for pupils with their tutors by focusing on their emotional and social development.
- Provide all pupils and their families with access to relevant Academy Trust policies, including the Equality Plan, and ensure they are aware of any updates to practices or policies that may impact them.

Progress we are making towards achieving this objective:

The Raedwald Trust actively advocates and seeks staff that value fairness and equality, conduct themselves in ways that foster good relationships among diverse groups. Through our efforts, contribute to creating an inclusive environment where everyone feels valued and respected. This starts with a robust recruitment process and incorporates the following in their role:

- A comprehensive 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 complete Safeguarding and Positive Handling/De-escalation training and Equality, Diversity, Inclusion training.
- All staff received a full Health and Safety, Staff Code of Conduct, and GDPR briefings at the start of the academic year.

- All staff receive a daily am and pm 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, Diversity & Inclusion Policy and linked procedures.
- 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
- Undertake regular staff briefings and meetings discussing equality of opportunity, fairness and inclusion.
- Daily input at briefings from DSL/DDSL/SENCO
- 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.

Pupil focus: The Raedwald Trust is committed to fostering an environment where all pupils are valued and respected, promoting fairness and equality across our schools. We strive to create a culture of inclusion where every pupil feels supported and empowered. Key aspects include:

- A thorough induction programme for all new pupils, providing them with essential information about the Trust and specific expectations related to their school and role within the community.
- Ensure that pupils understand the importance of respect, safety, and inclusivity in the school environment.
- Cover topics related to health and safety, the pupil code of conduct, and the importance of data protection and privacy.
- Address issues such as discrimination, harassment, and bullying, creating an open space for pupils to discuss concerns, share experiences, and engage in conversations about respect and inclusion.
- Access to all Academy Trust policies and procedures, ensuring that pupils and their families are informed about the Equality, Diversity & Inclusion Policy and the expectations around these practices within the school.
- Opportunities for personal development (SEMH) linked to pupil progress and performance, allowing them to grow and improve in a supportive and inclusive environment.
- Regular opportunities for staff and pupils to discuss equality of opportunity, fairness, and inclusion, with input from key staff such as the DSL, DDSL, and SENCO, ensuring that all pupils are supported in their learning and well-being.
- Incorporation of the Raedwald Trust values—Resilience, Learning Without Exception, Respect, and Connection—into daily practice, ensuring that all pupils are encouraged to live out these values in their interactions with others.
- Conduct pupil voice questionnaires to discuss their personal development, well-being, and experiences at school, offering tailored support when needed.
- Access to Academy Trust policies for all pupils and their families, ensuring they are kept informed about the Equality Plan and any updates to practice or policies as they arise.

Through these efforts, we aim to cultivate a school environment where all pupils are equipped with the knowledge, skills, and understanding to contribute positively to an inclusive and respectful community.

Equality objective 3: To promote cultural understanding and awareness. Through the curriculum we will support pupils and staff to value, celebrate and understand challenges faced in different communities; positively contributing to totality of their school experience

Why we have chosen this objective:

It is vital that our diverse student body feels a strong sense of connection to the community they are a part of, while also developing an understanding of the traditions, values, and experiences of others. This enables them to engage in a culture of mutual respect, where they both respect others and are respected in return.

We acknowledge that some pupils may have limited exposure to the wider world, which can affect their ability to form a balanced and empathetic perspective when considering the experiences of others. For example, insufficient teaching of ethnically relevant subjects or the lack of visible, celebrated role models may contribute to this gap.

Our aim is to ensure that all pupils develop a broad, balanced, and informed understanding of cultural issues, empowering them to become positive, active contributors to society and to connect meaningfully with their own identity.

To achieve this objective, we plan to:

We are committed to promoting cultural understanding and awareness through the entirety of the students' school experience. This encompasses not only their exposure to trips and visits but also the curriculum subjects and the materials used to deliver them.

We foster tolerance, friendship, and understanding through:

- Exploring a wide range of religions and cultures within our curriculum, delivered through subjects such as Religious Education (RE), Citizenship, Personal, Social, and Health Education (PSHE), and Social, Emotional, and Mental Health (SEMH) bespoke sessions. Additionally, we offer enriching experiences through trips, visits, guest speakers, and other interactive learning opportunities.
- Embedding British Values (BV) and Social, Moral, Spiritual, and Cultural (SMSC) development into the curriculum for all pupils, ensuring these key aspects are integrated throughout their learning journey. This approach is reinforced alongside PSHE to promote a well-rounded and inclusive education.
- Creating a welcoming environment that reflects and celebrates the diverse communities we serve. Our school environment is designed to be a safe space for open communication, where students can engage in respectful dialogue and feel valued for who they are.
- In doing so, we aim to build a culture of inclusivity and respect, helping students not only to understand and appreciate diversity but also to actively contribute to an environment of mutual respect and shared learning.

Progress we are making towards achieving this objective:

- Each subject area within our curriculum is carefully designed to incorporate experiences, visits, and trips that align with the key aspects of SMSC (Spiritual, Moral, Social, and Cultural development), British Values, and Careers education.
- These experiences are integral in helping students develop their social skills and engage with the wider community. For instance, visits to local places of worship—such as a mosque and a church—are linked to the RE curriculum, providing students with valuable opportunities to engage in discussions with community leaders and gain first hand experience of different faiths and traditions.
- We actively reference and celebrate significant cultural events throughout the academic year, including Remembrance Day, Mental Health Awareness Day, and other national observances. These occasions are

woven into the curriculum to foster awareness, understanding, and respect for diverse cultures and perspectives.

- Our curriculum also allows time and space for reflection and the celebration of cultural milestones. This includes the recognition of festivals and national days, which enrich students' understanding of different communities and their values.
- Additionally, our *Readers for Life* literature spine is designed to include a diverse range of texts from various cultures, ensuring that students are exposed to a broad spectrum of experiences and voices.
- We also provide ample opportunities for students to discuss current issues and debates through SEMH (Social, Emotional, and Mental Health), PSHE (Personal, Social, Health, and Economic education), and Citizenship lessons, promoting critical thinking and social awareness.
- Where possible, we highlight and celebrate national festivals, days, and months — recognising role models from diverse backgrounds and fostering an inclusive atmosphere that celebrates the contributions of all cultures.