



Equality Objectives – Parkside Academy



Parkside Academy is committed to fulfilling the Trust's duties under the Equality Act 2010 and the Raedwald Trust Equality, Diversity & Inclusion (EDI) Policy (March 2025). The Trust policy requires that all employees and stakeholders are treated fairly, decisions are made on merit, diversity is valued, and discrimination, harassment and victimisation are eliminated.

Our objectives below ensure Parkside's practice is aligned with these expectations.

Equality objective 1: Provide an environment that welcomes, protects and respects all groups of people.

Why we have chosen this objective:

The Trust EDI Policy emphasises that all individuals must be able to work and learn free from discrimination, harassment or victimisation and in an environment where diversity is respected and valued. Parkside serves pupils with varied needs, identities, and life experiences. We must ensure that all pupils and staff feel safe, valued and represented within the school environment.

To achieve this objective, we plan to:

- Embed Trust expectations of fairness, respect and non-discrimination into daily practice.
- Ensure the curriculum reflects diversity, promotes understanding, and challenges stereotypes.
- Maintain a physical environment that positively reflects the community and diversity of the Trust.
- Promote respectful communication and restorative approaches.
- Ensure pupils and staff have safe spaces to report concerns and feel listened to.
- Monitor attendance, behaviour, safeguarding and pupil/staff voice to identify patterns that may signal barriers to inclusion.

Progress we are making towards achieving this objective:

- Reduction in discriminatory behaviours; improved incident responses.
- Positive trends in pupil and staff well-being, attendance and engagement.
- Regular pupil voice indicates a strong sense of safety and belonging.

**Equality objective 2:
Strengthen Staff and Pupil Understanding of Equality, Diversity and Inclusion**

Why we have chosen this objective:

The Trust policy requires that EDI principles are embedded into recruitment, training, decision-making and day-to-day conduct. Staff must model inclusive behaviour, challenge discrimination, and promote equality in every interaction.

Pupils also need the knowledge, skills and attitudes to engage respectfully within the school community

To achieve this objective, we plan to:

Staff:

- Ensure all staff complete Trust-required EDI training and induction.
- Provide targeted CPD linked to performance management and role requirements.
- Discuss equality regularly in briefings and team meetings.
- Reinforce the Trust values of Resilience, Respect, Connection, and Learning Without Exception.

Pupils:

- Provide clear induction on expectations, rights and responsibilities.
- Deliver explicit teaching on equality, protected characteristics, and respectful relationships through PSHE, SEMH, RE and Citizenship.
- Provide opportunities for reflection, discussion and personal development.
- Include pupil voice in equality improvement processes.

Progress we are making towards achieving this objective:

- All staff and pupils can articulate expectations around equality and respect.
- Training records are complete and up to date.
- Reduction in discriminatory language and incidents.
- Stronger relationships and improved behaviour across the school.

**Equality objective 3:
Promote Cultural Awareness and Understanding Across the Curriculum**

Why we have chosen this objective:

The Trust policy highlights the importance of valuing diversity and drawing on different perspectives and experiences to strengthen the organisation. Parkside pupils require exposure to a broad, balanced and representative curriculum that expands their cultural awareness and challenges bias.

To achieve this objective, we plan to:

- Integrate cultural diversity across curriculum subjects.
- Provide experiences such as visits, speakers and community engagement opportunities.
- Celebrate key national and cultural events that deepen pupils' understanding and sense of identity.
- Use diverse literature, case studies and resources to represent a wide range of voices.
- Provide structured opportunities for discussion, debate and reflection.

Progress we are making towards achieving this objective:

- Evidence in curriculum planning and work scrutiny of diverse materials and themes.
- Pupils engage confidently with cultural topics and current issues.
- Positive pupil voice about belonging and identity.
- Participation in trips/visits linked to cultural or religious learning.