



# Equality Objectives – The Albany Academy

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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 Albany Academy we support a diverse cohort of pupils that have a range of complex needs, from different backgrounds. It is vitally important that all feel safe, listened to, have a sense of belonging and are a valued part of our school community.

As such, we have aspirational targets for pupils and staff, and endeavour to ensure that the quality of education and opportunity to access education meet the needs of all pupils, irrespective of race, gender, disability, faith or religion, socio-economic background and/or protective characteristics.

We will ensure the school is a welcoming, open and inclusive setting, where members of community can thrive.

#### **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: 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:**

It is crucial that staff are professional in their duties, consistently promoting fairness and equality in the workplace, ensuring all decisions made are in line with the Raedwald Trust Equality, Diversity & Inclusion Policy. Staff will act as positive role models in the way they conduct themselves, treat one another and all stakeholders, to promote the best values of contemporary British Society. Staff will recognise and respect differences and foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

This objective has been chosen to promote equal opportunities and positive relationship building to enhance understanding and contribution to a school culture of 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

#### 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.

**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 important that our diverse cohort feel connected to the community to which they belong, whilst able to understand the traditions, values and trials of others; to be respectful and be respected.

We recognise that some pupil's experience of the world maybe limited by their exposure to it which may impact their ability to formulate a balanced or sympathetic view point when considering others. For example, limited teaching of ethnically relevant subjects or a lack of celebrated identifiable role models may contribute towards this. We want to ensure all pupils have a broad, balanced and informed understanding of cultural issues to become positive contributors to society and to connect to their own identity.

#### To achieve this objective, we plan to:

Promote cultural understanding and awareness through the totality of their school experience; these includes their exposure to trips and visit, curriculum subjects and materials used to deliver them.

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.

- Deliver cultural topics through the curriculum, especially in PSHE/RE/British Values.
- 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 The Albany 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.
- We reference and celebrate where possible, cultural days/times during the school year such as Remembrance Day; Mental Health Awareness Day; and other national days.
- Our curriculum allows time and flexibility for reflection and celebration of cultural events.

#### Progress we are making towards achieving this objective:

- Address cultural events through the celebration of Festivals and National Days with in our curriculum to increase student awareness and understanding of issues in different communities.
- Ensure our Readers for Life literature spine includes a diverse range of texts and reading material from different cultures.
- To provide opportunities to discuss current issues and debates through PSED sessions, PSHE and Citizenship lessons.
- To reference where possible, national festivals/days/months eg Rosa Parks day; Black History Month; MLK day and to celebrate role models from all different cultures and backgrounds.

We have moved classrooms to ensure that they meet the needs of our students and that they are welcoming and engaging. We have created and implemented a robust careers programme that will support our students with their transition in to post-16. We have created a welcoming environment within the reception area to ensure that we greet all students, staff and visitors on arrival.