

Equality Statement and Objectives

Birchwood Community Academy Trust

Policy owner (Name):	Alan O'Reilly
Policy owner (Job Title):	School Business Manager
Governing body oversight:	Policy Review Committee
Date of approval:	
Date of next review:	

Our General Equality Duty

The Equality Act introduced a Public Sector Equality Duty, which requires the academy to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

The nine protected characteristics under the Equality Act are Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex, and Sexual Orientation. The Equality Duty requires the Academy to consider how our activities affect the people who share these different protected characteristics and to publish information to show how we do this.

Specific Duties

As well as the general duty, the academy is required to:

- Define one or more equality objective(s) that support the aims of the general duty (and review at least every four years thereafter).
- Ensure the objective(s) are specific and measurable.
- Publish the objective(s) so they are accessible to the public.

Business planning

The academy has had regard to the duties above in preparing the five school priorities in the school development plan for 2016/17. These five priorities include the academy's equality objectives which are shown in table 1 below. The school development plan is updated regularly and performance against the objectives is monitored and scrutinised by the academy's governors.

Table 1: The academy's equality objectives

<p>SP1 - Effectiveness of Leadership and Management continues to improve as a direct result of:</p> <p>1.7 targeted use of Pupil Premium funding</p>
<p>SP2 - The quality of teaching, learning and assessment continues to improve as a direct result of:</p> <p>2.1 higher expectations by all in lessons where there is a shared “can do” culture which encourages a love of learning and resilience to failure</p> <p>2.4 increased consistency in the impact that teaching assistants have on the progress of SEND (JR)</p>
<p>SP3: personal development, behaviour and welfare improves as a direct result of:</p> <p>3.3 marked and sustained improvements in the behaviour of identified learners leads to reduced rates of exclusion with a specific focus on those in the disadvantaged and SEND groups</p> <p>3.4 marked and sustained improvements in attendance and persistent absence rates with a specific focus on those in the disadvantaged and SEND groups.</p>
<p>SP4: outcomes for pupils (11-16) improve as a direct result of:</p> <p>4.2 a diminishing difference in outcomes between disadvantaged learners and their peers.</p>
<p>SP5: effectiveness of 16 to 19 study programmes improve as a direct result of:</p> <p>5.1 increased rates of attendance that are in line with school and national average.</p>