



**Freeman's Endowed CE Junior Academy  
Equality Information and Objectives**

## Appendix 1

The Protected Characteristics as set out in [The Equality Act 2010](#) are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

## **Appendix 2**

### **Academy specific information**

**Name of academy: Freeman's Endowed Church of England Junior Academy**

### **Eliminating discrimination in our academy**

We work to eliminate discrimination in the following ways:

- staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes;
- new staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.
- The academy has a designated member of staff for monitoring equality issues. They regularly liaise with the governors regarding any issues and make them and senior leaders aware of these as appropriate.

### **Advancing equality of opportunity**

In our academy, in addition to what is mentioned in section 5, we advance equality of opportunity in the following ways:

Ensuring our diverse multicultural community are supported in celebrating and following their beliefs, for example: allowances made for fasting students and staff during Ramadan; staff and children are allowed time off from school for religious observance; the whole school community share celebrations such as Eid, Christmas and Diwali.

Staff are consulted where required and actions are agreed when community members disclose changes to situations (for example gender reassignment) to ensure the wishes of the individual are accommodated and members of the school community are informed appropriately.

Freeman's Endowed CE Junior Academy educates and challenges the whole community to respond appropriately to individuals and groups of individuals with protected characteristics through a broad and balanced curriculum and our range of policies.

### **Fostering good relations**

In our academy, in addition to what is mentioned in section 6, we foster good relations in the following ways:

- An example of how we work with our local community is inviting leaders of local faith groups to speak at collective worship, and organising academy trips and activities based around the local community;
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the academy. For example our academy council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the academy's activities, such as sports clubs. We also work with parents/carers to promote knowledge and understanding of different cultures.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

### **Equality considerations in decision-making**

In our academy, the ways in which we consider equalities in decision making, and record those decisions, are as follows:

For example, when an academy trip or activity is being planned, the academy considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls
- Our risk assessment process shows consideration for all pupils' needs when planning local trips / visits and activities e.g. consideration of children with visual impairment on trips.

### **Equality Objectives**

**Objective 1:** To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

**Objective 2:** To raise levels of attainment in core subjects for vulnerable learners.

**Objective 3:** To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

### Appendix 3

**Equality Objective 1:** To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

**Why have we chosen this objective:**

We regularly analyse our end of key stage and year data, we can see from this analysis that there are gaps between these groups and those of others.

**To achieve this we plan to:**

Closely monitor, analyse and compare our data with the Trust and National picture.

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

Groups have been identified and we analyse their data on a termly basis. Individual learning plans are discussed and implemented for these pupils, review impact of additional interventions and support.

**Equality Objective 2 :** To raise levels of attainment in core subjects for vulnerable learners.

**Why have we chosen this objective:**

We regularly analyse our end of key stage and year data, we can see from this analysis that there are gaps between these groups and those of others in Reading and Mathematics.

**To achieve this we plan to:**

Monitor gaps in learning and put in place interventions for extra support and booster groups

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

Groups have been identified and we analyse their data on a termly basis. Individual learning plans are discussed and implemented for these pupils. review impact of additional interventions and support.

**Equality Objective 3:** To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

**Why have we chosen this objective:**

To ensure all pupils and parents are given the same opportunities to be involved in school life and learning and to support all to engage.

**To achieve this we plan to:**

Ensure all parents can access the opportunities that the school offers and support all parents to be involve in school life.

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

Parents' voice and supportive communication from school with different options to achieving involvement.