

Swinton Academy Equality Objectives 2023 to 2026

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not (the protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- Foster good relations between people who share a protected characteristic and people who do not share it.

This document summarises **Swinton Academy's** objectives over the next four years. The first three objectives link ACET's equality objectives which have been identified as the areas we wish to tackle across the whole Trust, and shows how we, at **Swinton Academy**, will work to achieve these. The last three objectives are specific to this academy and have been identified as the biggest priority for our local academy community.

	OBJECTIVE	HOW
1.	To close the gap(s) in attainment and attendance of Most Able, SEND, EAL, pupil premium and any other disadvantaged groups of students/pupils	<ol style="list-style-type: none"> 1. Use data management tools to accurately track and review the attainment and attendance of all students, including the specific tracking cohorts. 2. Have a specific focus upon the academic progress of these cohorts during SA monitoring and evaluation – including work scrutiny, student voice and lesson drop in. 3. PLL and HOF reviews will have a specific focus on attendance and attainment and include data/actions for these key cohorts.
2.	To ensure all academy curriculums are broad and balanced, ensuring all students/pupils have access to a holistic and rounded education, regardless of their background or starting point.	<ol style="list-style-type: none"> 1. Half termly CPDL offers opportunities for faculties to focus upon assessment and curriculum reviews. 2. Implement a robust and 'fit for purpose' assessment policy which include summative and formative assessment that accurately assesses and records what students know (skill) and understand. 3. Offer curriculum pathways that allow all students the opportunity to access all subject areas KS3 – KS4, this includes student movement within academic setting.

3.	To ensure equality of access to extra-curricular provision in all ACET academies, ensuring attendance is encouraged by children of all backgrounds, social demographic and irrespective of any protected characteristic	<ol style="list-style-type: none"> 1. Increase the numbers of SA students accessing extra-curricular and cultural capital opportunities. 2. Accurately register students attending extra-curricular so the attendance of key tracking cohorts can be monitored. 3. Accurately and effectively use student and parent voice (via surveys) to ensure that the quality and choice of extra-curricular opportunities is effective.
4.	To ensure that differences within our academy community are respected, valued and celebrated because every person, student and staff are unique. To ensure acceptance without exception.	<ol style="list-style-type: none"> 1. All students have access to an effective and up to date PSHE curriculum that educates cultural differences and promotes 'acceptance without exception'. 2. More students are able to access praise and reward throughout the day and each half term. 3. Celebration events are open to all students and prize winners represent the student body as a whole, this includes key tracking cohorts.
5.	To ensure that students at all levels have a voice and can help shape their learning and experiences within the academy.	<ol style="list-style-type: none"> 1. All year groups have a student selected student council that will meet each half term to discuss relevant issues (agenda will contain student and staff suggestions). 2. An 'Academy Student Leadership' team is created to oversee student wellbeing at Swinton Academy. 3. Student leaders are developed and trained via external courses, SA leadership opportunities and support from SA LGB.
6.	To ensure the delivery of an outstanding RSHE/PSHE curriculum that meets the needs of all our learners yet is flexible and responsive to any challenges that arise. This includes every student receiving unbiased careers guidance and opportunities which will help them prepare for the world of work.	<ol style="list-style-type: none"> 1. Monitoring and evaluation of PSHE confirms that SA promotes British values, encourage students from different faiths, genders, sexuality, communities and backgrounds to work together and respect other's viewpoints. 2. Use parent/carer consultation to ensure that our RSHE curriculum is effective and supports both parents/carers and students at SA. 3. Gatsby benchmarks indicate that SA careers (CEIAG) meet the needs of all learners at the academy, supported by destination information for Y11/Y13 and NEET numbers by the end of KS4.