



## E-ACT North Birmingham Academy Equality Objectives 2023 - 2026

As a public organisation, under The Equality Act 2010 we are required to;

- **Publish information to show compliance with the Equality Duty. This is via our Trust Equality Policy**
- **Publish Equality Objectives which are specific and measurable.**

and that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation, and any other conduct prohibited by the Equality Act 2010**
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it

Our Equality Objectives are:

1. **Provide an environment that welcomes, protects, and respects diverse people.**
2. **Ensure that all students are given the opportunity to make a positive contribution to the life of the school.**
3. **Address cultural events through the curriculum to increase student awareness and understanding of issues in different communities.**
4. **Actively close gaps in attainment and achievement between students and all groups of students; especially students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from minority ethnic groups.**



- 5. Promotion of cultural understanding and awareness of different religious beliefs, ethnicities, gender, and disability related issues**
- 6. To promote mental health awareness and develop appropriate interventions where necessary.**
- 7. Continue to improve accessibility across the school site for pupils, staff, and visitors with disabilities**
- 8. To continue to develop positive social behaviours that enable all to feel included and safe.**
- 9. To continuously review and revise the curriculum so that it represents a diverse culture and society and encourages tolerance and respect.**
- 10. To ensure all our stakeholders understand our inclusive ethos both for our local and wider community.**

E-ACT North Birmingham Academy is an inclusive school, where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality, and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

- 1. All learners are of equal value**
- 2. We recognise and respect difference**
- 3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging**
- 4. We observe good equalities practice in staff recruitment, retention, and development**
- 5. We aim to reduce and remove inequalities and barriers that already exist**
- 6. We have the highest expectations of all our children**



We ensure that our pupils are exposed to and taught about all protected characteristics through our curriculum. The objectives below are our priorities for the next 3 years.

Our Academy equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

Objective	Rationale/Existing Data	Action/Intervention	Progress	Outcomes
<p>To ensure that the Academy building/ environment is accessible to all.</p>	<p>Where it is practicable to make reasonable adjustments to enable a prospective student to take up a place at North Birmingham Academy and to satisfy the current admissions criteria, the Academy is committed to providing those reasonable adjustments. In order to do this, the Academy will ask for the student to disclose whether they have received any learning support, have had an educational psychologist report or have any disability or other condition of which the Academy should be aware. Where a potential Student has an Education Health Care Plan, the Academy will work with the Local Authority to ensure that the identified provision is delivered in an appropriate manner. The Academy will be sensitive to any issues of confidentiality.</p>	<ul style="list-style-type: none"> <li>• 2 lifts to allow student, staff, parents and visitors access to all 3 floors of the Academy</li> <li>• Outside sports and grounds facilities that are fully accessible to all</li> <li>• Accessible toilets in each teaching space and within the sports facilities</li> <li>• Emergency evacuation system in place with the use of EVAC chairs</li> <li>• Height adjustable furniture in all main areas of the academy</li> <li>• Hearing loop system in the activity hall</li> <li>• Non-visual guides on signage around the Academy</li> <li>• Clearly marked disabled parking bays in both the main car park and the visitor's car park</li> </ul>	<p><b>Year 1:</b></p> <p><b>Year 2:</b></p> <p><b>Year 3:</b></p>	<ul style="list-style-type: none"> <li>• Provided a number of 'bases' and 'safe spaces' to use for lessons, interventions and during social times</li> <li>• Provided all staff with a bespoke 'one-page-profile' of students needs and disabilities</li> <li>• Maintained detailed and bespoke access arrangements to allow students to access internal and external examinations and assessments without prejudice</li> <li>• Ongoing collation of transition information in relation to students need and disability about prospective Y7 students and mid-term admissions prior to starting date</li> <li>• Website has 'read text' facility for visitors.</li> </ul>

	<p>E-ACT North Birmingham Academy will not tolerate direct or in-direct discrimination, harassment or victimisation.</p>			<ul style="list-style-type: none"><li>• Links made with VI and HI services to ensure all key information is available at reception accessible to visitors with hearing or sight difficulties.</li><li>• Adaptive technology identified and purchased to support students who need it in the classroom.</li></ul>
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<p>To ensure that all pupils (with disadvantaged pupils being a focus) can fully access the curriculum, including our extra-curricular provision.</p>	<p>Education should provide equal opportunities for all students, regardless of their socio-economic background. Disadvantaged pupils often face additional barriers to learning due to factors such as limited resources, less access to educational support outside of school, and challenging home environments. Ensuring access to the curriculum and extra-curricular activities helps level the playing field. There is a well-documented attainment gap between disadvantaged pupils and their more advantaged peers. By focusing on providing equitable access to the curriculum and extracurricular activities, schools can help narrow this gap, ensuring that all students have a fair chance to excel academically and personally. Education is not solely about academic achievement. Extra-curricular activities, such as sports, arts, and clubs, play a vital role in the holistic development of students. They help build social skills, confidence, leadership abilities, and a sense of belonging. Disadvantaged pupils should not be deprived of these opportunities, which can be</p>	<ul style="list-style-type: none"> <li>• CNN to attend all main meetings and associate meetings.</li> <li>• Relevant staff to attend all subject network meetings.</li> <li>• Identify a Pixl Champion for each department who will be responsible for regularly checking the website for updates and strategies to implement.</li> <li>• E-ACT subject networks attended by relevant subject leads. 3 virtual and 3 face to face next year in Maths, English, Science and MFL.</li> <li>• All staff to feedback to SLT and CNN after each PiXL meeting (main, subject, and associate).</li> <li>• All CNN members to have completed the RSL PiXL qualification.</li> <li>• Key information from PiXL communication emails shared with all relevant colleagues and followed up by CNN to ensure action taken.</li> <li>• Use of WalkThrus to support pedagogical development so that high quality teaching is available to all.</li> </ul>	<p><b>Year 1:</b></p> <p><b>Year 2:</b></p> <p><b>Year 3:</b></p>	<ul style="list-style-type: none"> <li>• 100% attendance to all PiXL main, subject network meetings and associate meetings.</li> <li>• Colleagues across the academy using PiXL strategies to have a positive impact on outcomes in their subject.</li> <li>• Colleagues across the academy using PiXL strategies to have a positive impact on outcomes in their subject.</li> <li>• A positive impact on PPE and actual exam results.</li> <li>• Course completed by all CNN members.</li> <li>• Staff using key info from PiXL.</li> <li>• Improvement in departments with previously weaker examination results.</li> <li>• PiXL Wave completed.</li> <li>• Academies working together.</li> <li>• Staff watching PiXL TV and implementing strategies.</li> <li>• Staff use PiXL website effectively.</li> <li>• Staff use PiXL website effectively.</li> </ul>
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	<p>transformative for their personal growth. Access to extra-curricular activities can provide valuable life skills and experiences that are essential for future success. These activities can help students discover their passions, develop a strong work ethic, and explore potential career paths. By limiting access for disadvantaged pupils, we risk limiting their future opportunities.</p>	<ul style="list-style-type: none"> <li>• Enhanced High Quality teaching across the Academy through strategic curriculum planning.</li> <li>• PiXL strategies to be targeted at subject leaders and their teams where there is a need (demonstrated by exam / PPE results). Identified strategies to be quality assured by CNN and wider SLT.</li> <li>• PiXL Wave data to be shared with colleagues in the academy, action plans produced from analysis of the data and then shared with SLT.</li> <li>• Departments of different academies working together to give specific exam question support where there is an identified need from PiXL Wave data.</li> <li>• Signpost topics on PiXL TV that are relevant to colleagues given academies context.</li> <li>• Colleagues make use of the resources section, making change leader folder, subject and tools sections and the resources and strategies part of the PiXL website to</li> </ul>		<ul style="list-style-type: none"> <li>• Staff use PiXL website effectively</li> <li>• All faculties delivery enrichment opportunities for all students to attend.</li> <li>• Weekly data shared with SLT to highlight cohorts of students who have accessed enrichment opportunities.</li> <li>• SMN to share HT updates with staff to demonstrate enrichment engagement and celebrate successes.</li> <li>• Data presented demonstrates that a higher proportion of SEND/PP students access our enrichment programme and key students who have been identified and targeted have accessed the programme.</li> <li>• Families have become part of our enrichment programme, supporting events, trips and clubs.</li> </ul>
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		<p>have an impact with student progress.</p> <ul style="list-style-type: none"> <li>• Trust wide 'Keep-Up Not Catch-Up' mantra to bridge the gap between PP and Non-PP, SEND and Non-SEND.</li> <li>• WalkThrus cluster is based on inclusivity to ensure that we meet the needs of SEND students and challenging the more higher attaining learners.</li> </ul>		
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<p>To improve attendance for SEN (Special Educational Needs) pupils across the Academy, to be broadly in line with National Average.</p>	<p>Every child, regardless of their abilities or disabilities, has the right to access quality education. By improving attendance for SEN pupils, we ensure that they have an equal opportunity to benefit from the educational resources and support available in the academy.</p> <p>Consistent attendance is closely linked to academic progress. When SEN pupils attend school regularly, they have the opportunity to receive continuous instruction, engage with their peers, and access necessary support services.</p>	<ul style="list-style-type: none"> <li>• Weekly meetings for SEND attendance with meetings with SENCO/A2L/Year Team/SLT.</li> <li>• Targeted intervention for students with EHCP - focus on additional funding and a triangulation at this level, ensure external agency involvement to support attendance and punctuality.</li> <li>• Embed strategy for punctuality - the process needs to be refined and monitored more robustly,</li> </ul>	<p><b>Year 1:</b></p> <p><b>Year 2:</b></p> <p><b>Year 3:</b></p>	<ul style="list-style-type: none"> <li>• Re-engage students from vulnerable cohort.</li> <li>• Increased engagement for EHCP students</li> <li>• Increased engagement for EHCP students</li> <li>• Reduction in punctuality levels.</li> <li>• Communication with key stakeholders &amp; timely support if appropriate.</li> <li>• Key students re-engaged in education.</li> <li>• Students taking responsibility for their attendance.</li> </ul>
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	<p>This, in turn, can lead to improved learning outcomes. Improving attendance for SEN pupils often involves working closely with their families. This collaborative effort can provide parents and guardians with valuable resources, guidance, and support to help their children succeed in school. Promoting inclusive education is a fundamental aspect of modern educational systems. Improving attendance for SEN pupils aligns with the broader goal of creating an inclusive and diverse learning environment that respects the rights and abilities of all students.</p>	<p>ensuring timely intervention and escalation.</p> <ul style="list-style-type: none"> <li>• Embed parent/carer communication strategy to inform of live attendance % (weekly/half termly/termly) – text/letter/certificates.</li> <li>• Embed monitoring and actively actioned SLT Severe absence trackers – discussed weekly at SLT.</li> <li>• Weekly Attendance Team and SEND Team meeting to monitor and track data trends and support.</li> </ul>		<ul style="list-style-type: none"> <li>• Ensure parental awareness to support removal of barriers to learning.</li> </ul>
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<p>Develop/promote understanding of tolerance and respect for others through the promotion of British values.</p>	<p>Tolerance and respect for others are fundamental principles that contribute to social cohesion and harmony within a diverse society like the United Kingdom. Encouraging these values helps create a more inclusive and unified nation where people from different backgrounds can coexist peacefully. Britain is a culturally diverse country with people from various ethnicities, religions, and backgrounds. Fostering tolerance and respect acknowledges and appreciates this diversity, ensuring that everyone's rights and beliefs are valued and protected. By promoting British values of tolerance and respect, we can actively work to prevent discrimination, racism, and xenophobia. This helps ensure that individuals are not marginalized or mistreated based on their race, religion, gender, sexual orientation, or any other characteristic.</p>	<ul style="list-style-type: none"> <li>• Increase awareness among students and the broader community about the importance of tolerance and respect as fundamental British values.</li> <li>• Foster a deep appreciation and understanding of the diverse cultures, backgrounds, and traditions that make up British society.</li> <li>• Teach conflict resolution skills, including effective communication and peaceful ways to resolve disputes, to build a more harmonious community.</li> <li>• Organise events, celebrations, and educational activities that showcase the rich diversity of British society, highlighting the contributions of various cultural and ethnic groups.</li> </ul>	<p><b>Year 1:</b></p> <p><b>Year 2:</b></p> <p><b>Year 3:</b></p>	<ul style="list-style-type: none"> <li>• A higher percentage of students and community members demonstrate awareness of the importance of tolerance and respect as British values.</li> <li>• Enhanced knowledge and appreciation of different cultures, traditions, and backgrounds within British society.</li> <li>• Improved ability among students to effectively resolve conflicts through non-violent and respectful means.</li> <li>• Successful organization of events and activities that celebrate diversity and promote understanding among different cultural and ethnic groups.</li> </ul>
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<p>To develop stronger links with the North Birmingham community, to increase parental engagement.</p>	<p>Engaged parents tend to be more involved in their children's education. When parents are actively involved, students often perform better academically. They provide support at home, monitor homework, and reinforce the importance of education. When parents are engaged, it creates a more positive and inclusive school environment. This sense of community can lead to improved behaviour and discipline among students, making the school a safer and more conducive place for learning.</p> <p>Building stronger links with the North Birmingham community helps establish trust between the school and parents. This trust is fundamental to a successful educational partnership and ensures that parents are more likely to support school initiatives and work collaboratively to address challenges.</p> <p>Strengthening community ties can contribute to improved social cohesion and integration. When families from different backgrounds come together through the school, it can promote understanding, tolerance, and a sense of unity among community members.</p>	<ul style="list-style-type: none"> <li>• Conversations/interviews with parents and all stakeholders.</li> <li>• Focus groups across all year groups with a direct focus on SEND/PP students</li> <li>• Online surveys and questionnaires (Google Docs/Teams Forms)</li> <li>• Parents Evenings utilised to capture stakeholder voice</li> <li>• School events utilised to capture stakeholder voice</li> <li>• Community outreach to monitor brand and reputation</li> <li>• Social media listening – track sentiment and trends</li> <li>• Feedback Boxes established within each Year Group Zone - to be reviewed by HoY</li> <li>• Established Junior Leadership Team – 2 Tutor Reps from each tutor and Student Leaders from each Year Group – regular meetings, chaired by the students, feedback and presentations to SLT.</li> <li>• JLT members linked to key strategic areas of development aligned with SLT members</li> </ul>	<p><b>Year 1:</b></p> <p><b>Year 2:</b></p> <p><b>Year 3:</b></p>	<ul style="list-style-type: none"> <li>• A higher percentage of parents actively participate in school events, meetings, and activities, leading to a more engaged and supportive parent community.</li> <li>• The school successfully engages a diverse range of community members, including those from different cultural backgrounds, ensuring an inclusive and welcoming environment.</li> <li>• The school meets or exceeds the specific engagement metrics set in the objectives, demonstrating the success of the initiatives and strategies put in place.</li> </ul>
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<p>To establish the Academy as a 'Community Hub,' to offer support and guidance to all members of our community, and to support those vulnerable to mental health or financial hardship.</p>	<p>Establishing the Academy as a 'Community Hub' to offer support and guidance to all members of the community, including those vulnerable to mental health or financial hardship, is a vital initiative that can have numerous positive impacts. A community hub brings people together, fostering a sense of belonging and connectedness. By offering support to all members of the community, the Academy can play a pivotal role in strengthening community bonds and social cohesion. Inclusivity is a fundamental principle of a thriving community. By extending support and guidance to all members, regardless of their backgrounds or circumstances, the Academy demonstrates a</p>	<ul style="list-style-type: none"> <li>• Increase the overall participation of community members in Academy programmes and initiatives by 25% over the next year.</li> <li>• Ensure that Academy programmes, services, and events are accessible and welcoming to all community members, regardless of their backgrounds or circumstances.</li> <li>• Establish partnerships with at least 3 local social service agencies, charities, and mental health organisations within the first year to expand the range of support services available to the community.</li> <li>• Develop programs and resources to support</li> </ul>	<p><b>Year 1:</b></p> <p><b>Year 2:</b></p> <p><b>Year 3:</b></p>	<ul style="list-style-type: none"> <li>• Higher levels of community participation in Academy programs and initiatives, fostering a sense of belonging and connection among residents.</li> <li>• A more inclusive and diverse community that welcomes and supports individuals from various backgrounds and circumstances.</li> <li>• Reduced stigma around mental health issues and improved overall mental well-being among community members.</li> <li>• Community members with enhanced skills and knowledge acquired through</li> </ul>



	<p>commitment to inclusivity, equality, and diversity. Mental health is a growing concern worldwide, and many individuals may be experiencing stress, anxiety, or depression. Providing resources and assistance for mental health issues can help reduce stigma, increase awareness, and improve the overall well-being of the community.</p>	<p>parents and caregivers, aiming to reach 75% number of families in the first year to create a nurturing environment for children and youth.</p> <ul style="list-style-type: none"><li>• Implement a feedback system to gather input from community members on the effectiveness of Academy programs and services, and make continuous improvements based on this feedback</li></ul>		<p>educational programmes and skill-building workshops, resulting in improved employability and personal development.</p> <ul style="list-style-type: none"><li>• A feedback-driven approach that leads to the continuous improvement of Academy programs and services, ensuring they remain responsive to community needs.</li></ul>
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