

Ryhall C.E Academy
Equalities Information and Objectives Appendices 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

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Appendix 2

Academy specific information

Name of academy: Ryhall C.E. 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, during meetings and in particular when reviewing policies and the curriculum.
- Equality is always a consideration whenever senior leaders conduct 'learning walks' and observations within the curriculum.
- New staff receive training on the Equality Act as part of their induction and all staff receive refresher training every September. Use is made of the Church of England publication, 'Valuing All God's Children', to assist staff.
- Aspects of equality are discussed and reflected upon with children and staff during whole school assemblies and as part of the PSHE curriculum.

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:

- Take into account physical needs of children when deciding which classroom each class will be based in
- The academy enters a wide range of sporting competitions including those designed specifically for pupils with special educational needs and disabilities. Pupils with SEND are actively encouraged and supported to take part.
- The academy monitors the extra-curricular participation of pupils with SEND and those eligible for Pupil Premium, and actively endeavors to increase these pupils' involvement in clubs and extracurricular activities.
- Resources to enable participation in class: this could be the provision of resources to allow a child with dyslexia (or dyslexic tendencies) opportunities to take part and make good progress. If sight/hearing was a potential barrier to learning, resources would be made available or the classroom layout would be altered to allow access by all. We would engage in external organisations to support us in understanding need (in liaison with the parent and pupil).
- Consider the physical needs of staff when planning the location of small group and 1:1 interventions.

Fostering good relations

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

- We work with our local community by inviting leaders of local faith groups to speak at collective worship or during our learning in RE as well as organising academy trips and activities based around the local community;
- Promote and facilitate opportunities for children to plan and lead fundraising events for the local community or national charities that support local people.
- 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 diverse range of pupils.
- 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.

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:

When an academy trip or activity is being planned, the academy considers whether the trip:

- Is accessible to pupils with disabilities
- Has equivalent facilities for males and females

When planning entry to sports competitions, the academy ensures that there is a balance between providing opportunity for those gifted in sport to compete at a higher level, and providing opportunity for all pupils, including those from minority groups, to experience competition and representation of their academy. As far as possible, barriers to pupils entering are removed, e.g. transport is organised by the academy for most competitions so that pupils of working parents are not disadvantaged

Equality Objectives

Objective 1: To ensure that all pupils have access to resources that cover a wide range of diversity, including race, gender, relationships and religion. A list of available resources and how they are used is created and maintained for the whole school and referred to regularly by teaching staff.

Why we have chosen this objective: The school has little diversity within its current population and so the children's experience is generally quite narrow and can lead to comments and/or questions that may be hurtful or confusing for the children from minority groups.

To achieve this objective, we plan to:

- Audit current resources – children's books and teaching resources – within each of the following protected groups: religion, race, sexuality
- Identify additional resources to supplement and enhance current provision
- Liaise with parents of children from minority groups and collaborate to identify resources
- Purchase some of the identified resources and share ideas amongst staff as to their use
- Commit to review the resources annually and add to them as necessary

Progress we are making towards this objective: Teachers have now reviewed long term planning of literacy texts to ensure that diversity is evident. We are in the process of identifying further good books and resources and sharing ideas with parents from minority groups. We are also undertaking this work across the range of subjects to ensure we are approaching diversity across the curriculum.

Objective 2:

To promote cultural development and understanding through a rich range of experience, both in and beyond the school.

Why we have chosen this objective: To eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act

To achieve this objective, we plan to:

- Offer a varied programme of both curricular/extracurricular visits and visitors to the school to include places of worship, visits that will enhance learning in a range of subjects.
- Plan for a range of visitors to attend our school through assemblies to share different faiths and cultures for example.
- Offer all pupils the experiences to understand that they are part of a multi-faith society and learn the values of other religions whilst demonstrating our own school Christian values.

Progress we are making towards this objective:

Restrictions during the pandemic prevented some of this work although we are now ensuring opportunities for visits/visitors. This has particular focus in Strand 3 of our AIP.

Objective 3:

Actively close gaps in attainment and achievement between different groups of pupils; especially students eligible for free-school meals.

Why we have chosen this objective: To advance equality of opportunity between people who share protected characteristics and those who do not.

To achieve this objective, we plan to:

- Modify provision, in order to meet all children's needs and interests.
- Introduce more specific interventions, to include rapid intervention, for reading, writing and Maths.
- Improve parental engagement by providing opportunities for parents/carers to 'attend' school (this may be virtually) and being part of the learning experience.
- Provide parents with relevant and up to date attainment/progress reports.

Progress we are making towards this objective:

Our focus over the last two academic year has been focused on 'catch up' as required by all pupils impacted by the pandemic. We have used SHINE Maths and Reading interventions (which link to our assessment systems) alongside specific gaps teaching lead by either teacher or TA. There has been an increased focus on pre & post-teaching opportunities (same day). All TAs, together with the SENCO, have been trained in Precision Teaching. Further training in Reciprocal and Paired Reading will also be provided.