



## E-ACT West Walsall 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 West Walsall 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 2010 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>A tour of the academy with specialist staff including the QTVI and the Occupational Therapist identified key areas that allowed accessibility for our students.</p>	<p>To complete an annual inclusion walk with the QTVI and Rehabilitation Officer to ensure that the academy is accessible for all students with visual impairments. This includes checks for trip hazards and yellow lines painted to identify key start and end points.</p> <p>To complete academy walks with the Occupational Therapist as new students with a physical impairment are due to join the school.</p> <p>To maintain the incorporation of appropriate colour schemes when refurbishing to benefit students with visual impairments.</p> <p>To provide clear resources to support students who have limited or no vision when moving around the academy.</p>	<p><b>Year 1:</b></p> <p><b>Year 2:</b></p> <p><b>Year 3:</b></p>	



		<p>To check learning environments are clear and tidy to support all pupils with disabilities including sensory needs including displays.</p>		
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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>All students have revision resources provided and can access this within school. Sparx, GCSE Pod, Flash Academy, Uplearn.</p> <p>All co-curricular clubs are free of charge and open to all students regardless of their financial status.</p> <p>There is evidence from our co-curricular registers that not all disadvantaged students are accessing our co-curricular provision.</p>	<p>Extended opening hours of student support area. Parental support given at parent's evenings, website and through form tutors.</p> <p>We have an extensive co-curricular programme on offer to support the needs of all our students. We ensure that the co-curricular programme is gender neutral and inclusive.</p> <p>We analyse patterns of attendance to ensure that the co-curricular programme is diverse and caters for all students.</p> <p>Students are expected to attend at least one co-curricular club as part of their graduation programme in Y7 &amp; Y8. An extensive range of activities are available at lunch and after school.</p>	<p><b>Year 1:</b></p> <p><b>Year 2:</b></p> <p><b>Year 3:</b></p>	
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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>To increase the attendance of all students so that it is in line or above national average. This will support the student to access the learning.</p>	<p>To monitor attendance data and identify students who fall below 95% so that appropriate interventions can be put into place.</p> <p>To identify students who are persistently absent and work with the attendance officer to put support in place.</p> <p>Accurately record details for consistently absent SEND students who have reasons SEND department are aware of (e.g. transfer to different setting, medical) and track with phone call check ins. To liaise with attendance leads so this information is shared.</p> <p>Regular meetings are to take place between the key worker and student once an attendance issue has been identified.</p>	<p><b>Year 1:</b></p> <p><b>Year 2:</b></p> <p><b>Year 3:</b></p>	
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<p>Develop/promote understanding of tolerance and respect for others through the promotion of British values.</p>	<p>To increase understanding of positive relationships, both in school and in wider community. To role model to families and wider community British values and the part they play in modern society.</p>	<p>To plan and implement British Values topic in PSHE at both KS3 and KS4.</p> <p>To highlight links between PSHE lessons and British Values through weekly broadcast.</p> <p>To complete learning walks to ensure quality first teaching of PSHE and British Values.</p> <p>To complete expositions at end of British Values topic to gauge understanding of tolerance and respect.</p> <p>To record expositions and share with wider school community to promote tolerance and respect.</p> <p>Weekly delivery of Picture News has enabled the schooling body to promote inclusion and diversity across the board.</p> <p>Development of cultural capital promoting celebration of differences and character. Promoting British values of tolerance and respect will improve relationships and social cohesion within the</p>	<p><b>Year 1:</b></p> <p><b>Year 2:</b></p> <p><b>Year 3:</b></p>	
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		school and the wider community through work with Diversity and Inclusion lead.		
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To develop stronger links with the community local to West Walsall E-ACT Academy, to increase parental engagement.	To build on the successes of our academy/community events and continue to develop engagement from our parents to support their child's learning. To increase the number of parents engaging at various events across the school year.	To continue to increase attendance at open evenings, parent evenings to ensure our messages and philosophy is reaching the wider community.  Providing regular and consistent updates to parents and carers through newsletters, emails, and social media. Sharing information about school events, student progress, and involvement opportunities.	<b>Year 1:</b> <b>Year 2:</b> <b>Year 3:</b>	
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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>We serve a community with high levels of deprivation and financial hardship. We want our academy to be at the heart of our community and a place our families feel safe and supported.</p>	<p>Forming partnerships with local organisations, such as charities and businesses, to offer additional support and services to the community.</p> <p>West Walsall to then offer more specialised support to students and community members based on feedback from the community and data gathered from surveys.</p> <p>West Walsall to continue its positive work in hosting cultural and community festivals open to the community along with career fairs for higher education.</p> <p>West Walsall to continue to provide support through our Academy 'Food Bank', supporting our most vulnerable families.</p> <p>Continue to host Coffee morning workshops looking at various aspects to support our community: careers, mental health, crime, parenting support and food hub support.</p>	<p><b>Year 1:</b></p> <p><b>Year 2:</b></p> <p><b>Year 3:</b></p>	
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