

EGPA Equality Objectives 2017-2018 Impact Assessment Review

Objective	Action	Impact
<p>1. Promotion of cultural understanding and awareness of different religious beliefs between different ethnic groups within our academy community.</p>	<ul style="list-style-type: none"> • Develop the SMSC curriculum through the development of the Mission based collaborative approach to the Foundation Subjects • Provide Themed Days that address local, national and international culture and events • Develop the Academy council's responsibility across school in fundraising, charity events and out of school representation 	<ul style="list-style-type: none"> • The SMSC curriculum is enhanced through the collaborative Mission based foundation curriculum (MEGA), Themed Days, RE, SRE and whole school approach to debate. • The SMSC curriculum is recorded, tracked and monitored by teachers and leaders to ensure subject coverage. • The Academy council seek the views of other pupils and report to their meetings, in turn they report back to their classes
<p>2. Monitoring and promotion of the involvement of all groups of students in the extra-curricular life of the academy, including leadership opportunities, especially students with special educational needs and disabilities.</p>	<ul style="list-style-type: none"> • Provide a diverse range of extra-curricular sports clubs • Monitor involvement in extra-curricular sports clubs • Target non-involvement in extra-curricular sports clubs by providing a broad range of sports and tracking inclusion • Ensure the Academy Council is voted for in a democratic process in each class • Develop a whole school approach to debate, that covers topical issues • Develop inter-school debate competitions within partner schools 	<ul style="list-style-type: none"> • There are equal opportunities to be involved in sporting events as well as after school clubs. • Involvement in extra-curricular sporting opportunities is monitored by the PE Lead, Sports Coach and HLTA to ensure fair and equal access • Children are targeted for non-involvement • The Academy Council is applied for by manifesto and children vote independently. Children may only sit for 1 academic year in their school career • Consistent approach to debate across school • Y5 interschool debate competition • Development of Garforth Y4 interschool debate comp, with EGPA as lead school

EGPA Equality Objectives 2017-2018 Impact Assessment Review

<p>3. Actively close gaps in attainment and achievement between students and 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.</p>	<ul style="list-style-type: none"> • Develop whole school provision mapping, work sample scrutiny and PIVATs tracking for SEND • Continue to conduct weekly/fortnightly progress meetings • Provide intervention for targeted groups or individuals 	<ul style="list-style-type: none"> • The attainment of children is rigorously monitored through weekly/fortnightly pupil progress meetings. • Individuals and groups of children are monitored, underachievement is highlighted and interventions take place. • Provision mapping, monitoring and tracking of provision and achievement of SEND is consistent
<p>4. Continue to improve accessibility across the school for students; staff and visitors with disabilities, including access to specialist teaching areas.</p>	<ul style="list-style-type: none"> • Consider accessibility when planning educational visits or workshops • Consider alternative arrangements to ensure inclusion in all aspects of school life and extra-curricular events 	<ul style="list-style-type: none"> • Accessibility is taken into account when planning school events • Children/staff/visitors with physical impairment have alternative arrangements made to ensure fair access.
<p>5. Endeavour to ensure that the staff body and representation of staff in leadership roles is reflective of the local community.</p>	<ul style="list-style-type: none"> • Ensure all appointments are made under the public sectors equality duty 	<ul style="list-style-type: none"> • All appointments are made under the public sectors equality duty
<p>6. Reduce the incidence of the use of homophobic, sexist and racist language by students in the academy.</p>	<ul style="list-style-type: none"> • Develop a theme of diversity, tolerance and inclusion across school through the SMSC curriculum, themed days, mission curriculum, RE and SRE • Ensure consistent use of the reward and consequence behaviour management policy • Ensure accurate recording of all behaviour incidents • Exclusion to be used at the discretion of the HoA 	<ul style="list-style-type: none"> • There is a zero tolerance approach to discriminatory language. The Academy uses a system of consequences as a deterrent • The Academy reserves the right to exclude children for the use of derogatory language • Monitoring of such language is maintained and reviewed. • A theme of tolerance and respect runs through our assembly programme and SMSC curriculum. Student's views have been sought throughout the academic year.