



ASTREA ACADEMY
SHEFFIELD
SAPIENTIA DUCET AD ASTRA

Equality Objectives

Policy Lead	Lynette Pearcey, SENCO
Reviewed By	Sarah Naylor, Assistant Principal
Approved By	Sarah Naylor, Assistant Principal
Date of Approval	September 2023
Last Reviewed On	September 2023
Next Review Due By	July 2024

Overall Target:

To actively encourage positive attitudes towards everyone and their protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy & maternity, race, religion or belief, sex, sexual orientation) and to meet their needs.

Intended Impact:

Astrea Academy Sheffield is fully inclusive and there is equality of opportunity for all.

Action	Success Criteria	Impact
To conduct an equality analysis to ensure the school has 'due regard' to the need to eliminate discrimination, advance equality of opportunity and foster good relations.	Every time an academy policy is reviewed, the policy is assessed for its positive and negative impact on people with protected characteristics. Equality implications are considered before and as the policy is developed. Policy analysis is carried out with rigour and a critical mind-set ensuring equalities are promoted. CPD is delivered to staff annually regarding equality in the academy for scholars, staff and visitors.	Desired: The development of policy and practice advances equality of opportunity and participation. Inclusivity and belong is there embedded at the heart of academy life.
Scholar achievement is monitored by race, gender and disability and any trends or patterns in the data, that may require additional action to narrow the gap are addressed.	Data for all scholars is analysed termly by class teachers, department leads and senior leaders. This then feeds into termly progress meetings and informs academy improvement plans.	Desired: Improved provision and support, leading to improved outcomes for any vulnerable or disadvantaged group.
To continue to ensure equality of access for scholars, parents and visitors.	All stakeholders have access to the school site (with reasonable adjustments made as necessary). School documentation is produced in an accessible format (where needed). Scholars have particular needs identified and reasonable adjustments provided to allow equality of opportunity (making careful consideration of communication systems).	Desired: Astrea Academy Sheffield is accessible to all (linking to Access Plan).
To create a positive inclusive culture and eliminate discrimination and harassment.	Staff meetings, CPD, inductions and other communication raises the awareness and reminds staff of procedures in relation to reporting racist / homophobic / bullying incidents. Trends are analysed and inform wider academy plans.	Desired: Positive steps are taken to eliminate all forms of discrimination and harassment.

<p>To promote positive attitudes towards diverse families and home situations.</p>	<p>Through assemblies and the curriculum (including PHSE / Relationships Education), opportunities are embraced to promote equality and diversity. A range of cultural events are celebrated throughout the year e.g. Diwali, Eid, Easter and Christmas etc. Training of staff to support and promoted equality and diversity (e.g. Educare Equality and Diversity module). Positive images which reflect the diversity of the academy and community are promoted through displays. Provide and/or seek out specialist training according to the needs of children and young people who attend the academy. Academy events are delivered to promote the diversity of scholars, staff and families in our community.</p>	<p>Desired: All understand and value the diversity that surrounds them and challenge prejudice and stereotyping. Increased scholar awareness of different communities. Staff feel confident to provide appropriate support for all scholars, including those with disabilities.</p>
<p>To continue to make all enrichment activities accessible (eg. Extra-curricular activities and sporting events).</p>	<p>Extended school activities take into account scholar needs and access issues – scholars attending reflect the diversity of the academy population. Scholars are encouraged and supported to participate in activities across the curriculum (reasonable adjustments are made where necessary). Those with SEND are offered the opportunity to represent the school and attend educational visits and experiences. Use of pupil premium (where appropriate) supports equal access. Monitoring and analysis of take-up of activities identifies trends and leads to action. Monitoring and analysis of attendance at Breakfast club and after academy activities informs practice.</p>	<p>Desired: All needs are met and supported to enable scholars to access the full ambitious wider curriculum offer wherever possible.</p>
<p>To encourage a diverse range of scholars to positively contribute to academy life through participation in leadership roles.</p>	<p>Monitoring make-up of Prefects, ambassadors, Scholar council, committees, nursery and Prep leaders/teachers etc informs actions to ensure all</p>	<p>Desired: A diverse range of scholars are making a positive contribution to the life of the academy and demonstrating their own leadership skills.</p>

	scholars have the opportunity to make a positive contribution to academy life.	
To continue to work well in partnership with all parents.	Positive relationships exist with all parents (including those with protected characteristics, single parents, vulnerable families, working parents and parents who are reluctant to engage). Parent feedback is sought, considered and acted upon as appropriate (eg meetings, surveys).	Desired: All parents feel supported.