

Equality Objectives 2022-25

The Equality Act 2010 requires us to publish information that demonstrates 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.

Denewood Academy is an inclusive school, where we focus on the well-being and progress of every student 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 students. We ensure that our students are exposed to and taught about all protected characteristic through our curriculum.

The objectives below are our priorities for the next 3 years. Our Equality Objectives are based on our analysis of data and other information and 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

Equality Objective	What this means for Denewood Academy
<p>To improve our pupil's knowledge of discriminatory behaviour and actively challenge discrimination</p>	<p>The pandemic and the context of our settings has adversely impacted on our pupil's ability to recognise and respect differences. The quality assurance will be implemented of the PSHE provision and pastoral care to ensure that pupils are aware of their responsibility to challenge discrimination. A robust response to any incidents of discriminatory behaviour in the academy including, where necessary, engagement of external agencies. Our academy CPOMS will be used to log incident of discrimination so that there can be an identification of any educational needs for our students, parents and other key stakeholders.</p>
<p>To meet the developmental needs of our students and works actively to overcome barriers to progress.</p>	<p>As the primary need for our learners is social, emotional, and mental health difficulties, Denewood Academy is committed to being an attachment aware and trauma informed academy. Staff receive awareness training and mental health first aid training that will support them in responding effectively to the needs of all pupils, particularly in relation to behaviour and well-being. The provision includes interventions such as Thrive. The newly appointed Family support worker will determine the diverse needs of the school community and sign post appropriate interventions via external agencies and the taskforce team.</p>
<p>To ensure that all pupils, in particular pupils with a special educational need have access to a curriculum that is ambitious and designed to give, the knowledge and cultural capital they need to succeed in life.</p>	<p>Curriculum development is a priority at Denewood to ensure it is ambitious and is sequenced. CPD for staff is weekly. Specialist teachers are in place with targeted support from engagement coaches. Personal development programme provides opportunities to develop the cultural capital they need to succeed in life.</p>
<p>To encourage pupils in all settings to read widely and often, with fluency and comprehension appropriate to their age, in particular boys and pupils with a special educational need.</p>	<p>Reading was identified as being an area of priority in the last inspection. Most of our pupils in Denewood are SEND. There are a proportion that have a standardised reading score of less than 85 and the majority between 85-115. The reading improvement strategy is now in place and intervention pathways identified. Lexonik programme will be promoted to all providers and CPD delivered to upskill staff. Library provision includes literature that is targeted for boys. This was captured through pupil voice. The school day has allocated time for reading for pleasure after lunch every day. Leaders to provide CPD for developing further reading opportunities for the pupils.</p>