



John Henry Newman Equality Objectives 2019 -2022

The governing body of John Henry Neman Academy have agreed the following Equality Objectives:

Equality Objective	Success Criteria	Actions required to achieve the objective	Aims of the Equality Duty	Protected Characteristics
To further develop effective pedagogy to meet the needs of all pupils to ensure teaching impacts of long-term memory and the ability to apply learning regardless of ability or group	<ul style="list-style-type: none"> Improved quality first teaching for all children Vulnerable groups identified at termly PPM and a cycle of 'Assess, plan and do' in place for these Staff training related to long-term memory and application of skills taught Increased progress of children at risk of under achievement 	<p>Termly monitoring of data</p> <p>Observations and training to focus on teaching strategies and effective deployment of TAs</p> <p>Monitor and look for trends or patterns in the data that require additional support for pupils</p>	Advance equality of opportunity for pupils who share protected characteristics	<ul style="list-style-type: none"> ✓ Race ✓ Disability ✓ Gender ✓ Religion or believe
To work together with parents and pupils to increase engagement in learning and school life, across all activities; to ensure equity and fairness in access and engagement to improve outcomes	<ul style="list-style-type: none"> Parent consultation meetings will be attended by at least 95% of the parents 95% of parents will feel they are informed of the progress their children are making 95% of pupils will be positive about their learning 	<ul style="list-style-type: none"> Phone calls and follow-up appointments made for parent consultation meetings Pupil voice (from a range of children to represent the protected characteristics groups) gathered across a variety of subjects 	Advance equality of opportunity for pupils and parents who share protected characteristics	<ul style="list-style-type: none"> ✓ Race ✓ Disability ✓ Gender ✓ Religion or believe ✓ Age ✓ Sexual Orientation



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	<ul style="list-style-type: none"> • Increase of attendance to after-school clubs • A variety of communication methods will be successfully used to communicate information about learning and extra-curricular opportunities 	<ul style="list-style-type: none"> • Studybugs, Instagram, Facebook, Parentmail, phonecalls and face-to-face meetings used to disseminate information according to the needs of the families 		
<p>To be mindful of the main pressures staff have on them which could be detrimental to their well-being, this includes bullying and harassment</p>	<ul style="list-style-type: none"> • Staff wellbeing surveys will show a decrease in areas of concern around workload and mental health concerns • Work with partners to support and care for staff's wellbeing • Decreased staff absence • Staff will know where to access support to support their wellbeing and mental health 	<ul style="list-style-type: none"> • Develop leaders, including ODST, understanding of the link between workload and mental health and wellbeing and how these can have a negative impact on outcomes for children • Clear systems of support in place through line management and supportive conversations • Policies and procedures are supportive in safeguarding staff's well-being, including 	<p>Advance equality of opportunity staff who share protected characteristics</p>	<ul style="list-style-type: none"> ✓ Age ✓ Disability ✓ Sex ✓ Gender reassignment ✓ Sexual orientation ✓ Race ✓ Religion or believe ✓ Pregnancy and maternity ✓ Marriage of civil partnership



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