

ACET Equality Objectives 2023 to 2026

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not (the protected characteristics are age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation).
- Foster good relations between people who share a protected characteristic and people who do not share it.

This document summarises ACET's overarching objectives over the next four years. Each academy also has their own bespoke set of equality objectives that are contextual to the academy and the community it serves.

	OBJECTIVE	HOW
1.	To proactively embed a culture in all ACET academies that celebrates diversity, tackling discrimination against any protected characteristic, and create an environment where all members of the ACET community feel safe and valued.	<ol style="list-style-type: none">1. Conduct an analysis of discriminatory incidents and individual academy records2. Conduct a survey of all staff and students around their own experiences of discrimination at work/school for all academies, including ACET central staff3. Audit current practices and identify if there are any potentially harmful stereotypes (e.g. classroom seating plans based on gender) for all academies4. Take appropriate action to address the findings from steps 1 to 35. Provide training for all staff on understanding, identifying and tackling prejudice related incidents and discrimination6. Ensure ACET policies, when renewed, and communications are written in gender-neutral language.7. Repeat staff/student survey on an annual basis8. Ensure effective recording, reporting and monitoring systems in place, which are reportable to LGBs and Trustees

2.	To ensure effective systems are in place to monitor, analyse, report and challenge equalities-related data for students/pupils, staff and governance.	<ol style="list-style-type: none"> 1. Implement systems to accurately and efficiently gather and monitor data (e.g., Power BI for student/pupil data), integrated HR/payroll systems, CPOMS etc., to allow effective analysis of equalities information 2. Gather/refresh equalities-related data for staff, students/pupils, governors and trustees as appropriate 3. Develop a robust system of monitoring, reporting and challenging on all areas of equality, to drive continuous improvement
3.	Increase diversity across the Trust board and LGBs in order that trustees/governors from all backgrounds and protected characteristics are represented (age, disability, gender, marriage, race, religion/belief, sex) so that a wider variety of views and experiences inform decision making.	<ol style="list-style-type: none"> 1. Review current composition of the Trust board and each academy's LGB 2. Compare composition of each LGB to the demographic of the academy student/pupil population 3. Review advertising documentation to ensure it is fully inclusive and attractive to all 4. Review how and where trustees and governors are recruited from, diversifying as much as possible
4.	To promote high levels of attendance and punctuality for all pupils.	<ul style="list-style-type: none"> • Disadvantaged, SEND, Vulnerable, PA, SA pupils are high profile, closely monitored and the expectations for pupil attendance remains high. • Attendance monitoring procedures are embedded in order to improve attendance. • Actions from monitoring are acted on promptly and impact is measured. • Strong links are made and maintained with the pupils and their families to ensure greatest impact. • Identified attendance trends or issues are discussed with all stakeholders, including ACET EWO and LA. • The Rotherham attendance pathway is followed rigorously and support is accessed for families in a timely manner e.g. Early Help. • Attendance successes including improved attendance is celebrated with pupils and their parents.

5.	<p>To further educate our pupils and their families to reduce prejudice related incidents and the use of derogatory language within school and the community.</p>	<ul style="list-style-type: none"> • To regularly review the curriculum to ensure pupils are accessing lessons that promote diversity, equality and inclusion. • To ensure at least 30% of books used for whole class reading and within the English curriculum are written or illustrated by an author from an under-represented group. • To ensure books available/ on display in the library, corridors and classroom reading areas promote cultures, different family units and people with disabilities. • To train staff to respond to incidents effectively. • To work with pupils who show prejudice or use derogatory language and their families to develop their appreciation and tolerance of others. • Plan for and deliver family workshops to develop deeper understanding of different faiths, cultures, genders and sexual orientations, promoting tolerance and appreciation for others.
6.	<p>To ensure equality of access to wider-curricular provision through the personal development plan, ensuring attendance is encouraged by pupils of all backgrounds, social demographic and irrespective of any protected characteristic.</p>	<ul style="list-style-type: none"> • SPA's Personal Development plan ensures all pupils have access to a broad range of wider-curricular opportunities and experiences. The needs of all pupils are well-considered within this. • A wide range of after school clubs and sports competitions are well planned for. The interests and needs of the pupils inform these. • Attendance at clubs and competitions is rigorously monitored and pupils are well supported to attend. We aim for 100% attendance. • The offer of visits and experiences across a pupils' time at SPA is holistically planned for and supports our pupils to be better prepared for the future. Accessibility to all experiences and opportunities is well-considered to ensure all pupils develop wholly.