

**EQUALITY OBJECTIVES**

**MANCHESTER ACADEMY**

<b>PROTECTED CHARACTERISTICS</b> <i>Which?</i>	<b>GROUP</b> <i>Who will benefit?</i>	<b>OBJECTIVE</b> <i>What are we aiming to do?</i>	<b>TIMELINE</b> <i>By when?</i>	<b>SUCCESS</b> <i>How will we know we have achieved it?</i>
<b>RACE</b>	Students/Staff/Parents/Governors/ Stake Holders/Community members	<ul style="list-style-type: none"> <li>• Ensure that students in all phases of the school cover Equality issues in PSHE and assemblies on a regular basis;</li> <li>• Ensure that the school’s Race Equality policy is embedded across the school and followed by all stakeholders, including tracking of pupil progress;</li> <li>• Ensure that the school’s Admissions policy reflects fairness so that no ethnic group is treated less favourably;</li> <li>• Ensure that any incidents of racially motivated bullying are dealt with efficiently and effectively</li> </ul>	ONGOING	Assemblies and PSHE are in place. Tracking data and school census information are reviewed and actioned.  Robust reporting is in place and action is taken where incidents occur.  Reduced number of incidents over time, monitored and reporting by behaviour team.  HR department will work with all staff and provide information, advice and guidance where required.
<b>DISABILITY</b>	Students/Staff/Parents/Governors/ Stake Holders/Community members/Visitors/Prospective students	<ul style="list-style-type: none"> <li>• Review the school’s accessibility plan on an on-going basis, ensuring that the Facilities Manager, Business Manager and Student Services are all consulted;</li> </ul>	ONGOING	Accessibility Plan is reviewed annually. Access is not a barrier for any parent wishing to attend a school event. Adjustments are made as required.

<p><b>DISABILITY (continued)</b></p>		<ul style="list-style-type: none"> <li>• Ensure that in all letters to parents inviting them to attend school events, a note is added asking them to let us know of any access arrangements needed; and that such access arrangements are subsequently provided;</li> <li>• Ensure that any information about student disability is responded to by Pastoral Team on admission and as required;</li> <li>• Ensure that access arrangements for examinations are in place with exam boards;</li> <li>• Collect staff disability information during the recruitment process and ensure that staff are aware of the school's responsibility in this regard</li> <li>• Provide training opportunities to all staff on equality &amp; diversity.</li> <li>• Collect information on SEND on enrollment in order to ensure that the school can meet the individual needs of students.</li> </ul>		<p>Access is not a barrier to any student accessing any part of the curriculum.</p> <p>Access is not a barrier to staff, occupational health referrals are made to better allow us to meet the needs of disabled employees and adjustments are made.</p> <p>Training made available during INSET days, staff meetings and CPD.</p> <p>HR department will work with all staff and provide information, advice and guidance where required.</p>
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<p><b>SEX/GENDER/ SEXUAL IDENTITY</b></p>	<p>Students/Staff</p>	<ul style="list-style-type: none"> <li>• Carry out regular reviews to analyse achievement and progress gaps between male and female students in all phases of the school.</li> <li>• Ensure that a comprehensive SRE programme is in place across the school, which includes access to advice, literature, posters and information, student mentors, the school's Counsellor and, signposting to support groups;</li> <li>• Ensure that homophobic bullying posters are visible in all areas of the school;</li> <li>• Ensure that issues surrounding transgender students are handled sensitively.</li> </ul>	<p>ONGOING</p>	<p>Curriculum adjustments are made in response to gap analysis.</p> <p>An SRE programme is in place across all phases of the school.</p> <p>Sources of help and advice are well-signposted round school.</p> <p>There are zero incidents of homophobic bullying and in the event of any incidents all appropriate actions are taken in line with behavior system.</p> <p>All staff to have access to training resources as part of CPD.</p> <p>HR department will work with all staff and provide information, advice and guidance where required.</p>
<p><b>PREGNANCY &amp; MATERNITY</b></p>	<p>Staff</p>	<ul style="list-style-type: none"> <li>• Ensure that all aspects of employment law are applied when supporting colleagues during periods of pregnancy, paternity/maternity</li> </ul>	<p>ONGOING</p>	<p>Staff successfully access all entitled period of Pat/Mat/Shared leave and feel supported at all times during periods of pregnancy.</p> <p>Risk assessments are completed and updated to suit specific needs and circumstances.</p>

<b>AGE</b>	Staff	<ul style="list-style-type: none"> <li>Ensure that all aspects of employment law are applied and that no member of staff is discriminated against in relation to their age</li> </ul>	ONGOING	There are zero incidents of age-related discrimination reported by any staff at any point during their employment.
<b>MARITAL STATUS</b>	Staff	<ul style="list-style-type: none"> <li>Ensure that all aspects of employment law are applied and that no member of staff is discriminated against in relation to their marital status</li> </ul>	ONGOING	There are zero incidents of marital status related discrimination reported by any staff at any point during their employment.
<b>RELIGION AND BELIEF</b>	Students/Staff/Parents/Governors/ Stake Holders/Community members/Visitors	<ul style="list-style-type: none"> <li>Continue to explore issues around faith and raise awareness of practical faith issues in PSHE and assemblies; Expect all stakeholders to respect the religious observations of others in the school context.</li> </ul>	ONGOING	<p>Assemblies and PSHE are in place. RE curriculum meets statutory requirements.</p> <p>Celebrate religion by holding Culture Day's and other local events.</p> <p>Manchester Academy continues to evidence high levels of inter faith tolerance and understanding Manchester Academy continues to work with faith leaders from across a range of beliefs and embed involvement with these community leaders into curriculum delivery.</p> <p>Any incidents of discrimination with roots in religion/belief are minimal and acted upon appropriately.</p>