

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.

Ambleside 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 characteristics 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 act to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

Equality objectives

To ensure that pupils with a special educational need have access to a curriculum that is ambitious and meets their individual needs

To improve attainment in reading for KS1 pupils with SEND – 38.7%15.% met EXS in 2022

To improve attainment in reading for KS2 pupils with SEND – 18.5% met EXS in 2022

To close the attainment gap in reading between disadvantaged pupils (those in receipt of Pupil Premium/Free School Meals) and others - KS1 gap 10% and KS2 gap 29.3% in 2022

To reduce the incidence of the use of racist, homophobic, biphobic, transphobic and sexist language by pupils in the school

To raise awareness of difference through named and specific curriculum adaptations

Reviewed with LGB 31st January 2024

- Curriculum adaptation guidance for all subjects provided by SENDco; enhanced provision for pupils with high level need; use of 'Routes to Inclusion' to support environmental factors and analysis of pupil need; staff to be trained in Trauma Informed Practice (21.02.24); pupils with SEND fully included in the life of the school
- KS1 - 15.8% SEND pupils met EXS in reading in 2023 – there was also a dip Nationally
- KS2 - 25% SEND pupils met EXS in reading
- KS1 gap increased to 29.4% due to higher outcomes for 'other' pupils. KS2 gap decreased to 9% but overall attainment was lower
- Improved tracking indicates that there is a decrease in each aspect between Summer and Autumn 2023 (e.g 8 incidences of sexualised behaviour in Summer 2 (2023), but none in Autumn 2
- Improvements in the Personal Development curriculum include: anti-bullying week focus; lessons, display and assembly on protected characteristics; British Values assemblies and display of acronym; children's mental health week; Pupil Council committees to better involve children in whole school initiatives e.g. Attendance Committee meet termly with RET Attendance team and SLT