

E-ACT Ousedale Academy Equality Objectives 2026 - 2029

As a public organisation, under The Equality Act 2010 we are required to:

- Publish information to show compliance with the Equality Duty. This is via our Trust Equality Policy
- Publish Equality Objectives which are specific and measurable

We must also 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

Our Equality Objectives are:

- To actively promote equality, respect, and cultural understanding by ensuring pupils learn about, value, and celebrate the diverse cultures, ethnicities, and religious beliefs within our school community.
- To monitor and actively promote equitable participation of all pupil groups in extra-curricular activities and leadership opportunities, ensuring barriers to access are identified and removed.
- Actively close gaps in attainment and achievement between students and all groups of students; especially students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from minority ethnic groups.
- To increase mental health awareness across the school community and ensure that pupils with identified mental health needs receive timely, appropriate interventions, evidenced through improved wellbeing indicators, attendance, and engagement.
- Continue to improve accessibility across the school site for pupils, staff, and visitors with disabilities
- To provide timely, targeted pastoral support that promotes positive behaviour and inclusion, with a particular focus on pupil groups disproportionately represented in behaviour data, including boys and pupils with special educational needs.
- To continuously review and revise the curriculum so that it represents a diverse culture and society and encourages tolerance and respect.
- To provide role-models for all students, ensuring diversity in the staff body, visiting speakers and in leadership roles
- To ensure all our stakeholders understand our inclusive ethos both for our local and wider community.

E-ACT Ousedale Academy is an inclusive school, where we focus on the well-being and progress of every child 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:

- All learners are of equal value
- We recognise and respect difference
- We foster positive attitudes and relationships and a shared sense of cohesion and belonging
- We observe good equalities practice in staff recruitment, retention and development
- We aim to reduce and remove inequalities and barriers that already exist
- We have the highest expectations of all our children



We ensure that our pupils are exposed to and taught about all protected characteristics through our curriculum. The objectives below are our priorities for the next three years.

Our Academy equality objectives are based on our analysis of data and other information. Our equality objectives 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.

OBJECTIVE	RATIONALE/EXISTING DATA	ACTION/INTERVENTION	PROGRESS	OUTCOMES
<p>To ensure that the Academy building/ environment is accessible to all.</p>	<p>The school has a legal duty under the Equality Act (2010) to ensure that pupils, staff, parents and visitors are not placed at substantial disadvantage due to disability or protected characteristics.</p> <p>An inclusive physical environment promotes:</p> <ul style="list-style-type: none"> • Equal access to learning • Wellbeing and dignity • Independence for pupils and adults with additional needs <p>Accessibility needs change over time due to:</p> <ul style="list-style-type: none"> • Variation in pupil cohort (SEND, temporary injuries, medical needs) 	<ul style="list-style-type: none"> • Complete regular site audits (e.g. ramps, handrails, lighting, signage, toilet access) • Ensure SEND register data is up to date • Complete questionnaires for Parental and pupil feedback • Record, monitor and resolve complaints or concerns relating to access • Complete and act on Health & Safety reports • Ensure emergency evacuation procedures (PEEPs) meet individual needs 	<p>Year 1: Audit and Planning</p> <p>Success Measures</p> <ul style="list-style-type: none"> • Completed and documented accessibility audit • Accessibility Plan reviewed and published • Priority actions identified and costed • Individual access plans (where needed) in place <p>Evidence</p> <ul style="list-style-type: none"> • Audit reports • Training records • Published Accessibility Plan <p>Year 2: Implementation and Improvement</p> <p>Success Measures</p> <ul style="list-style-type: none"> • Priority physical adaptations completed • Improved access to key learning and communal areas • Reduction in reported access-related concerns 	

	<ul style="list-style-type: none"> • Staff and visitor needs • Wear and ageing of buildings 		<ul style="list-style-type: none"> • Increased confidence of staff in supporting access needs <p>Evidence</p> <ul style="list-style-type: none"> • Site improvement records • Pupil/parent/staff surveys • SEND and pastoral monitoring data • Incident and complaint logs <p>Year 3: Impact and Sustainability</p> <p>Success Measures</p> <ul style="list-style-type: none"> • All areas of the site accessible or reasonable alternatives provided • Positive feedback from pupils, parents and visitors • Accessibility embedded into routine practice and planning • Clear future priorities identified <p>Evidence</p> <ul style="list-style-type: none"> • Follow-up audit • Equality data analysis • Ofsted/end-of-cycle self-evaluation 	
<p>To ensure that all pupils (with disadvantaged pupils being a focus) can fully access the curriculum, including our extra-curricular provision.</p>	<p>Ensuring all pupils, including those who are disadvantaged or have SEND, can access the curriculum is essential to promoting equity, raising outcomes, and fulfilling our commitment to inclusion.</p>	<p>Financial support</p> <ul style="list-style-type: none"> • Subsidise or fully fund trips, visits, and enrichment activities • Provide equipment, uniform, and learning resources where needed 	<ul style="list-style-type: none"> • Reduction in attainment gaps (internal and external outcomes) • Increased participation rates in extra-curricular activities 	

	<p>Removing barriers to learning enables every pupil to engage fully with high-quality teaching and the wider curriculum, supporting progress, wellbeing, and long-term success.</p> <ul style="list-style-type: none"> • Attainment and progress gaps between disadvantaged pupils and their peers (internal assessment / published outcomes) • Lower participation rates in trips, clubs, and enrichment activities for disadvantaged pupils • Attendance and persistent absence data indicating barriers to engagement • SEND and disadvantaged overlap data showing compounded disadvantage • Behaviour or engagement data suggesting reduced access to learning opportunities 	<p>Curriculum access</p> <ul style="list-style-type: none"> • Adapt teaching strategies (scaffolding, explicit vocabulary instruction, adaptive teaching, clear modelling) • Ensure high-quality teaching for all with targeted support where needed • Ensure 'disadvantaged/SEND-first' planning in SOL and when marking/providing feedback • Implement a whole-school disciplinary literacy strategy • Prioritise oracy (structured talk, debate, questioning) to build confidence and access for disadvantaged pupils • Pre-teach key vocabulary and concepts before new units for identified students • Review curriculum sequencing to build 	<ul style="list-style-type: none"> • Improved attendance and reduced persistent absence for disadvantaged pupils • Positive pupil voice showing improved confidence, belonging, and engagement • Increased proportion of disadvantaged pupils accessing trips and enrichment • Lesson observations/work scrutiny showing improved access to learning • Case studies demonstrating individual successes • Successful Phonics programme implemented • High quality teaching codified – The Ousedale Teaching Standard • PD focusing on teaching techniques proven to support SEND/disadvantaged e.g. Chunking/Modelling/Explicit instruction • Whole school literacy strategy launched to focus on explicit teaching of key vocabulary, pre, during and post reading strategies (Plan for reading). <p>Year 2</p>	
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		<p>cultural capital and background knowledge</p> <ul style="list-style-type: none"> • Ensure all key curriculum resources are accessible by default (chunked texts, dual coding, scaffolds) <p>Targeted academic support</p> <ul style="list-style-type: none"> • Tutoring programmes (e.g., small group or 1:1 interventions) ensuring that intervention programmes do not narrow curriculum entitlement • Use diagnostic assessment to precisely target gaps • Literacy, numeracy and EAL catch-up programmes with planned exit points so pupils successfully reintegrate into full curriculum learning <p>Extra-curricular inclusion</p> <ul style="list-style-type: none"> • Actively track and promote participation of disadvantaged pupils in clubs 	<ul style="list-style-type: none"> • Implement Flash Academy to support EAL pupils • Embed Stride ahead comprehension programme to narrow the gap for disadvantaged/SEND 	
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		<ul style="list-style-type: none">• Provide late transport or adjust timings to remove access barriers• Actively invite/recruit pupils rather than relying on self-selection <p>Pastoral support</p> <ul style="list-style-type: none">• Improve attendance through early intervention and family engagement• Use tutor time strategically to reinforce literacy and study habits and monitor access to homework, equipment, and revision• Provide mentoring or key adult support for identified pupils <p>Parental engagement</p> <ul style="list-style-type: none">• Improve communication about opportunities (clear, accessible, timely)• Run workshops or information sessions to support engagement• Target communication towards families of		
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		<p>disadvantaged pupils where engagement is low</p> <p>Monitoring systems</p> <ul style="list-style-type: none"> • Create tracking systems for participation and attainment of disadvantaged pupils • Department-level accountability for inclusion <p>Digital access and independent learning</p> <ul style="list-style-type: none"> • Ensure all pupils have equitable access to online learning platforms, homework, and revision resources • Provide devices / internet support where needed • Train pupils in independent study and revision strategies 		
To improve attendance for SEN (Special Educational Needs) pupils across the	<ul style="list-style-type: none"> • SEN attendance below national average • Higher rates of persistent absence 	<ul style="list-style-type: none"> • Early identification and monitoring of SEN attendance 	<ul style="list-style-type: none"> • Improved overall SEN attendance rates • Reduction in persistent absence 	

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<p>Academy, to be broadly in line with National Average.</p>	<ul style="list-style-type: none"> • Links between absence, anxiety, and additional needs • Pupil and parent voice highlights barriers to regular attendance • Disruption to progress and engagement 	<ul style="list-style-type: none"> • Personalised support plans (e.g. phased returns, adjustments) • Strengthen pastoral and SEND support (key adults, safe spaces) • Work closely with families and external agencies • Address anxiety and wellbeing needs proactively • Reward and recognise improved attendance • Regular attendance reviews for SEN cohort 	<ul style="list-style-type: none"> • Improved engagement and wellbeing • Positive feedback from pupils and families • Narrowing gap with national attendance figures 	
<p>Develop/promote understanding of tolerance and respect for others through the promotion of British values.</p>	<ul style="list-style-type: none"> • Need to strengthen pupils' understanding of diversity and inclusion • Pupil voice indicates variable awareness of British values • Behaviour/incidents may reflect gaps in respect and tolerance • Statutory duty to promote SMSC and British values 	<ul style="list-style-type: none"> • Embed British values across the curriculum (PSHE, assemblies, tutor time) • Provide opportunities for discussion and debate on key themes • Celebrate diversity through events and themed activities • Use restorative approaches to address incidents • Staff training to ensure consistent messaging • Promote pupil leadership and student voice opportunities 	<ul style="list-style-type: none"> • Improved pupil understanding (survey/pupil voice) • Positive behaviour and reduced incidents • Evidence in curriculum delivery and work scrutiny • Increased participation in diversity-focused activities • Positive feedback from stakeholders • 	

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<p>To develop stronger links with the Ousedale community, to increase parental engagement.</p>	<ul style="list-style-type: none"> • Variable levels of parental engagement across the school • Lower engagement from some groups (e.g. disadvantaged families) • Attendance at events/meetings not consistently high • Parent voice indicates communication gaps • Strong links linked to improved pupil outcomes and attendance 	<ul style="list-style-type: none"> • Improve clarity and frequency of communication (multiple formats/platforms) • Offer flexible opportunities for engagement (events, workshops, online options) • Target key groups with personalised outreach • Strengthen relationships through community events and partnerships • Provide support sessions for parents (curriculum, wellbeing, attendance) • Use parent voice regularly to inform practice 	<ul style="list-style-type: none"> • Increased attendance at parent evenings and events • Improved parent survey outcomes • Greater engagement from targeted groups • Stronger home-school communication • Positive feedback from parents and community • 	
<p>To establish the Academy as a 'Community Hub,' to offer support and guidance to all members of our community, and to support those vulnerable to mental health or financial hardship.</p>	<ul style="list-style-type: none"> • Increasing need for mental health and wellbeing support • Financial pressures impacting families • Gaps in awareness of available support services • Vulnerable families less likely to engage proactively 	<ul style="list-style-type: none"> • Develop partnerships with external agencies (health, social care, charities) • Provide in-school support services (e.g. counselling, wellbeing support) • Offer workshops and drop-in sessions for families 	<ul style="list-style-type: none"> • Increased uptake of support services • Positive feedback from families and community • Improved pupil wellbeing indicators • Greater engagement from vulnerable groups • Stronger partnerships with external agencies 	

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	<ul style="list-style-type: none">• Strong community links improve pupil wellbeing and outcomes	<ul style="list-style-type: none">• Signpost financial and mental health support clearly• Create a welcoming, accessible environment for community use• Target outreach to vulnerable families• Promote services through multiple communication channels		
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