# Equality Objectives 2025-28

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.

Unity Academy is an inclusive school, where we focus on the well-being and progress of every pupil 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 pupils 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 pupils.
7. We ensure that our pupils are exposed to and taught about all protected characteristic 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 take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives

| Objective | Rationale | Activities | Success Criteria and Timeframe |
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| To reduce barriers to learning and progress for pupils with protected characteristics by implementing targeted, evidence-based interventions, with measurable impact reviewed termly and overall progress evaluated annually. | Pupils with protected characteristics are identified on admission with unmet needs and require targeted interventions to reduce barriers to their learning. | • GL PASS introduced for emotional development baseline and shared with providers for intervention planning.<br>• Assessment pathways are identified during admissions and reviewed half-termly, to monitor progress and review the impact of interventions.<br>• SENCO/AP leaders to determine the diverse needs of the school community and sign post appropriate interventions via external agencies and the taskforce team.<br>• Revised admissions processes to inform placement planning to identify provisions that meet the needs of the pupils. | • Clear evidence of reduced gaps in progress between identified groups and peers<br>• 100% of pupils with protected characteristics are identified through baseline assessments and SEN/pastoral data and receive appropriate interventions within 4 weeks of referral.<br>• Termly progress reviews for all pupils.<br>• Increased engagement, attendance, or attainment for targeted pupils<br>• At least 70% of targeted pupils report feeling that interventions help them with learning and engagement. |
| To ensure all pupils, particularly those with protective characteristics, have equitable access to a broad range of personal development, enrichment, careers, and cultural capital opportunities, enabling them to participate, achieve, and transition successfully. | Personal development, including pupils' SMSC development, remains a key priority in ensuring they are prepared for life beyond school. | • Audit of PSHE curriculum plans, cross-referencing with the strands of the PD framework.<br>• Provider match linked to the pupil's education offer<br>• Development of the wider opportunity offer across the AP network, utilising the skills within the providers to lead on activities.<br>• Pupil progress reviews to identify pupils who may be at risk of accessing limited opportunities<br>• Careers Fair, links with local businesses to enhance the academy offer.<br>• APs to strengthen the academy offer by developing further opportunities across the network. | • Pupil voice shows a 20% increase in pupils reporting improved confidence, aspirations, and understanding of future pathways.<br>• Participation of pupils from disadvantaged groups in PD/wider opportunities increases by 30%.<br>• All pupils access at least one external visit or enrichment experience each term.<br>• No group is underrepresented in wider opportunities (tracked through termly reports)<br>• Partnerships with colleges, employers, and community |

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| | | | groups increase year-on-year.<br>• NEET % below national |
| To reduce the literacy attainment gap between boys and girls by increasing boys' engagement, reading confidence, and academic progress. | Many of our pupils have barriers and gaps in their learning. We recognise that developing the literacy skills needed to access the full curriculum enables pupils to feel successful and confident, which in turn reduces anxiety and supports self-regulation. Boys are often disengaged in reading and are reluctant writers. | • Development of Literacy Guidance for the AP Network<br>• AP Literacy network, representative of a literacy link from each setting<br>• Triads created for collaboration and sharing of good practice<br>• Professional Learning Programme – literacy based upon the findings of the audit and QA activity.<br>• Pupil voice captured<br>• Links with Literacy Trust and Nottingham City Library to support the strategy<br>• Reading interventions in place for pupils that require additional support<br>• Reading for pleasure opportunities within the curriculum<br>• Votes for Schools in every provision, funded by the academy, | • At least 80% of boys receiving literacy interventions make expected or better progress.<br>• Narrowed gender gap in literacy skills<br>• Improved confidence and engagement (pupil voice)<br>• Pupil voice shows a 30% improvement in boys reporting enjoyment and confidence in reading and writing. |
| To improve engagement, well-being and behaviour for pupils with protected characteristics who face barriers by providing tailored pastoral support and reviewing improvements in attendance, engagement and behaviour records termly. | The academy recognises that promoting attendance remains a priority for all pupil groups. Many of our pupils have SEMH difficulties and this has an impact on their behaviour, attendance and engagement in their settings. | • Education placement team to work with families and pupils to overcome barriers to attendance – Engagement strategy.<br>• Placement team to work with providers to implement incentives and support transition plans.<br>• Engagement Officer to support placement breakdowns and work with families and pupils in the home.<br>• Referrals to specialist/agencies eg APST, Early Help<br>• Pastoral support plans reviewed half termly<br>• AP Network - Professional Learning Programme to upskill staff and share good practice.<br>• Staff to receive awareness training and mental health first aid training that will support them in responding effectively to the needs of all pupils, particularly in relation to behaviour and well-being. | • Reduction in behavioural incidents and suspensions<br>• Increased attendance, particularly for identified groups<br>• Pupil voice indicates improved well-being and belonging<br>• Reduction in the number of placement breakdowns |