

Bede Academy



Equality Objectives 2019-22

Last review: December 2020
Approved: December 2020
Next review: July 2022

OUR VISION

Each person in our schools is valued, challenged and inspired being 'made in God's image' and therefore infinitely precious, morally responsible and gifted for a purpose. Founded on faith, hope and love, and inspired by Christ, we pursue excellence in character development, learning across the curriculum, and service to our communities.



OUR MISSION

Is to provide Christian-Ethos Schools of Character for the Whole Community

OUR CORE VALUES

Our core values describe what is important to us and why we do what we do.

- **CHARACTER Education** – We build good character. We learn about good character, why it matters and how to develop it.
- **CURRICULUM Excellence** – We are determined to achieve a personal best. We provide a broad, ambitious curriculum that ensures excellent student learning, progress and future destinations.
- **COMMUNITY Engagement** – We serve with gratitude. We use our gifts to benefit our community and environment.

OUR CORE VIRTUES

Our core virtues describe the good habits we practice in order to deliver our Vision and ensure that each person in our schools is valued, challenged and inspired.

- **Love:** We act selflessly, with kindness and compassion, for the good of others.
- **Wisdom:** We exercise good judgement; seeing and doing what is true and good.
- **Fairness:** We treat everyone fairly and justly, the way we would like to be treated ourselves.
- **Self-Control:** We control our desires, not letting our desires control us.

- **Courage:** We are determined to achieve what is worthwhile even in the face of difficulty.
- **Humility:** We avoid arrogance, being realistic about our strengths and weaknesses.
- **Integrity:** We are honest with ourselves and others, so that our words and actions agree

Overview

Bede Academy welcomes its duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations among all members of the Foundation's community including persons who share relevant protected characteristics and persons who do not.

Bede Academy recognises the need to guard against all kinds of direct and indirect discrimination. It also recognises the need to be pro-active in articulating equality objectives for the students, alongside key measures of success and how these objectives are to be achieved.

Principles

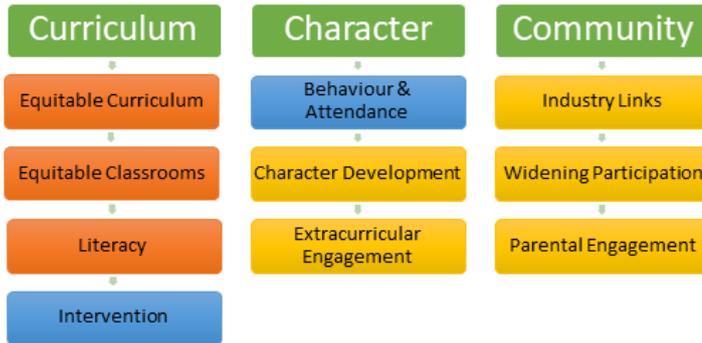
The following equality objectives take into account the specific context and circumstances of Bede Academy, recognising that this context is different from other ESF schools, and also ensuring that the objectives meet the following principles, as articulated in the ESF Equalities Policy:

- We see all learners and potential learners, and their parents and carers, as of equal value, whether or not they have a protected characteristic.
- We will recognise and respect diversity.
- We will foster positive attitudes and relationships, and a shared sense of cohesion and belonging.
- We aim to reduce and remove inequalities and barriers that may already exist
- We expect to provide all students with the opportunity to achieve their full potential and be motivated to succeed, secure in the knowledge of their own worth.
- We expect students and staff to treat each other with respect and dignity at all times.
- We recognise the need to prepare our students for life in a diverse society where they exercise respect and understanding towards everyone.

Objectives

Equity lies at the heart of our curriculum intent and eradicating disadvantage is a core priority.

The diagram below summarises the academy's mission statement for excellence in curriculum, character and community. This is expanded to identify priority areas for ensuring equity of provision and eradicating disadvantage.



The following table outlines the specific objectives pertaining to each of these priority areas.

Curriculum	<p>Alongside delivering excellence in Character and Community, our curriculum raises attainment of all groups of students; particularly gender gaps, PP, HAP, SEND to at least the top 20% of student outcomes.</p> <p>Ensure that ‘day in day out’ teaching is never less than good and often outstanding by using the ‘Expert Teaching’ model to engage students, as a result all student groups (inc Gender Gaps, PP, HAP and SEND) make good progress.</p>		
	<p>Equitable Curriculum</p>	<p>Ensure that the curriculum is equitable and enables all students to achieve their personal best, particularly disadvantaged students so that no student gets left behind.</p> <p>Provide opportunity for all students to develop character and grow cultural capital by ensuring equitable access to academic enrichment opportunities and extensive participation in personal development opportunities.</p>	<p>Review setting policy to ensure that PP students are not disadvantaged within our curriculum.</p> <p>Evaluate the curriculum to identify knowledge deficits for student groups and modify curriculum accordingly.</p> <p>Remodel the curriculum considering student outcomes and high aspirations for all students to ensure that students are enabled to achieve their personal best using FFT targets.</p> <p>Review Key Stage 5 curriculum model to broaden access to sixth form provision and establish range of high quality, challenging pathways.</p>
	<p>Equitable Classroom</p>	<p>Make effective use of “Expert Teaching” model to ensure that classrooms are equitable, and no student group is disadvantaged, or disengaged.</p>	<p>Ensure that classroom instruction given during lessons meets the needs of all learners, particularly underperforming learners.</p> <p>Ensure teachers are focussed on their own agency to overcome barriers to progress in the classroom to ensure that no student gets left behind.</p> <p>All staff will have detailed knowledge of all key groups in all lessons with explicit in class intervention evident.</p> <p>Ensure staff tailor planning to meet needs of different groups of learners and in response to previous learning. Including use of seating plan for grouping etc.</p>
<p>Literacy</p>	<p>Diminish the vocab gap by ensuring that every student has competence in literacy, reads widely and has opportunity to develop oracy. They will master the basics and be supported through intervention programmes when they fall short.</p>	<p>Align the following strategies to create a coherent Bede Literacy Strategy (AR, DEAR time, English reading lists, reading journals, STAR test, role of the Literacy co-ordinator, the role of the Library etc).</p> <p>Put in place rapid reading interventions for students and groups whose reading age is falling behind peers.</p>	

	Intervention	Ensure that no disadvantaged student gets left behind by providing bespoke academic interventions.	<p>Intervene with groups, particularly PP and Boys where underperforming groups have been identified to ensure they return to making progress in line with expected progress.</p> <p>Establish assertive mentoring for students in Year 11 to support with examination preparation and completion of NEA.</p> <p>Deliver SEN interventions which match the needs of students and result in accelerated progress</p> <p>Work with YFC to provide bespoke support to small groups, developing self-esteem including 1-2-1 mentoring for identified individuals.</p> <p>Provide Doodle maths licenses for 15 targeted students in order to improve progress</p>
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Character	Develop and embed a robust personal development curriculum and work with students, families and professionals to remove identified barriers to learning to ensure that all students are supported to achieve their personal best and grow in character.		
	Behaviour & Attendance	Ensure that attendance of PP students is in line with, or above, all students nationally by identifying vulnerable disadvantaged students and providing personalised intervention and family support.	<p>Make effective use of Family Gateway to support vulnerable families with persistent absence and below threshold for early help support.</p> <p>Work in partnership with the Early Intervention team to provide training and support to the welfare team and ensure early identification of vulnerability.</p> <p>Develop student support to ensure disadvantaged students receive bespoke personal development interventions and mentoring to improve behaviour and engagement.</p>
	Character Development	Ensure that the Personal Development curriculum, including student/family engagement, is of a very high standard across all stages of the curriculum.	<p>Review, grow and implement the personal development curriculum in order to grow students' character and grow cultural capital.</p> <p>Implement the Heart Smart personal development curriculum at primary.</p> <p>Access training for mental health leads so that they are able to develop knowledge and understanding in order to offer appropriate support to other staff members.</p>
	Extracurricular Engagement	Ensure that all students have equitable access to extracurricular provision and proactively ensure that disadvantaged students engage in this extended provision.	<p>Ensure that disadvantaged students have access to all the resources required to support the curriculum, including specialist stationary, revision resources, homework and ICT provision.</p> <p>Establish bursary style funding to ensure that no PP student is unable to access curriculum enrichment opportunities including sports tours and international visits.</p> <p>Define a systematic approach to curriculum enrichment to ensure disadvantaged students have access, through flexible payment arrangements and funding where appropriate.</p> <p>Intellectual Character programme to be extended to ensure this is further embedded within Academy. Revise and implement new character curriculum.</p>

Community	<p>Increase L3VA performance of Academic subjects from -0.12 as well as % A*/A in Post 16 (especially PP and Boys).</p> <p>Ensuring that disadvantaged students have a broad experience of careers provision to enable aspirational and informed choices.</p>		
	Industry Links	Establish links with local industry to provide employment and work experience opportunities for disadvantaged students, including mentoring and bespoke careers interventions	<p>Establish mentoring, particularly for disadvantaged students, from local industry leaders.</p> <p>Continue to work with the Girls Network to provide mentoring for disadvantaged students from local industry leaders.</p>
	Widening Participation	Ensuring that disadvantaged students have a broad experience of careers provision to enable aspirational and informed choices.	<p>Work closely with the NECOP coordinator to ensure that the NECOP strategy results in sustainable provision</p> <p>Continue to facilitate FutureME interventions for identified students to enable them to grow and realise greater aspirations.</p>
	Parental Engagement	Create opportunities to support and engage with families of disadvantaged students, particularly supporting learning at home and building parental support.	Hold information sessions for parents/carers in order to help them to support their child fully. There will be a particular focus on reading, writing, number, shape and Tapestry.

Monitoring and Reviewing of the Objectives

All equality objectives will be reviewed at the end of the academic year to gauge how far they have been met and what more, if anything needs, to be done to meet and consolidate these objectives. New objectives will be set every three years in line with the academy development plan cycle.

Disseminating the Policy

The ESF Equalities policy together with this statement of Bede Academy Equality Objectives will be published:

- on our website (with paper copies available on request in the Admin office)