

# **Bede Academy**



## **Equality Objectives 2022-24**

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## Vision, mission and virtues

At Bede Academy, our ethos underpins everything that we do, and is strongly reflected in these objectives.

Our vision, mission and virtues along with the family of schools that make up the Emmanuel Schools' Foundation is outlined below:

### 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

#### PROVIDING CHRISTIAN-ETHOS SCHOOLS OF CHARACTER FOR THE WHOLE COMMUNITY



**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.



#### LOVE

We act selflessly, with kindness and compassion, for the good of others.

*"This is how we know what love is, Christ laid down his life for us."*

1 John 3:16



#### WISDOM

We exercise good judgement; seeing and doing what is true and good.

*"Listen to advice and accept instruction and in the end you will be wise."*

Proverbs 19:20



#### FAIRNESS

We treat everyone fairly and justly, the way we would like to be treated ourselves.

*"Do to others as you would have them do to you."*

Luke 6:31



#### SELF-CONTROL

We control our desires, not letting our desires control us.

*"Like a city whose walls are broken through is a person who lacks self-control."*

Proverbs 25:28



#### COURAGE

We are determined to achieve what is worthwhile even in the face of difficulty.

*"Do not become weary in doing good, for we will reap a harvest if we do not give up."*

Galatians 6:9



#### HUMILITY

We avoid arrogance, being realistic about our strengths and weaknesses.

*"When pride comes, then comes disgrace, but with humility comes wisdom."*

Proverbs 11:2



#### INTEGRITY

We are honest with ourselves and others, so that our words and actions agree.

*"Whoever walks in integrity walks securely."*

Proverbs 10:9

## 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.

## Aims

Our academy aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it

## 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.

## Legislation and guidance

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

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination.
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives.

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#). This document also complies with our funding agreement and articles of association.

## Roles and responsibilities

The local governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the academy, and available publicly on the academy website.
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 2 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the vice principal (curriculum).

All staff are expected to have regard to this document and to work to achieve the objectives as set out in the objectives below.

### **Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the academy aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic, and particularly those protected characteristics.
- Taking steps to meet the particular needs of people who have a particular characteristic.
- Encouraging people who have a particular characteristic to participate fully in any academy activities.

In fulfilling this aspect of the duty, the academy will:

- Publish attainment data each academic year showing how students with different student groups are performing.
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and use this inform academy development plan priorities.
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own students.
- Review the curriculum to ensure that students are taught about protected characteristics and to ensure representation and equity of access.

### **Equality Objectives**

Below are the specific academy development plan priorities which are linked to the equality objectives:

**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.**

**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.**

**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.**

### **Objective 1**

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.

- *Review and monitor setting policy to ensure that PP students are not disadvantaged within our curriculum.*
- *Evaluate the curriculum to identify knowledge deficits for student groups and modify curriculum accordingly.*
- *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.*
- *Review Key Stage 5 curriculum model to broaden access to sixth form provision and establish range of high quality, challenging pathways.*
- *Ensure that the high-quality personal development curriculum deals effectively with raising awareness of and understanding protected characteristics.*

## **Objective 2**

Make effective use of professional development to ensure that classrooms are equitable, and no student group is disadvantaged, or disengaged.

- *Ensure that classroom instruction given during lessons meets the needs of all learners, particularly underperforming learners.*
- *Ensure teachers are focussed on their own agency to overcome barriers to progress in the classroom to ensure that no student gets left behind.*
- *All staff will have detailed knowledge of all key groups in all lessons with explicit in class intervention evident through guided practice and scaffolding.*
- *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.*
- *Ensure teachers are making effective use of student passports to support students with SEND.*
- *Work closely with the EAL team to ensure that students who are new to the country and in the early stages of English acquisition have effective support.*

## **Objective 3**

Ensure that all students have equitable access to extracurricular provision and proactively ensure that disadvantaged students engage in this extended provision.

- *Ensure that disadvantaged students have access to all the resources required to support the curriculum, including specialist stationary, revision resources, homework and ICT provision.*
- *Establish bursary style funding to ensure that no PP student is unable to access curriculum enrichment opportunities including sports tours and international visits.*
- *Define a systematic approach to curriculum enrichment to ensure all students have access, through flexible payment arrangements and funding where appropriate.*

## **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)

