



Equality Objectives

Policy Title	Equality Objectives
Policy Created / Amended	May 2017
Policy Ratified	At the LGB meeting of 4 th May 2017
Policy Review Date	May 2020

Ethos

Newmarket Academy stands against all forms of discrimination against any individual in relation to the protected characteristics contained within the Equality Act 2010.

This is achieved through the following objectives:

- 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.
- Promotion of cultural understanding and awareness of different religious beliefs, ethnicities, gender and disability related issues through our values, Meeting Time, CRS, PSHE and other activities,
- Monitoring and promotion of the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities, including students with special educational needs and disabilities and those from disadvantaged backgrounds
- Further reducing the incidence of the use of homophobic, sexist and racist language by pupils on the way to and from the Academy, as well as within its bounds.

How the objectives have been identified:

The Academy has reviewed the data available to it regarding its pupils, their attitudes and achievement at the point of entry. Though much is very positive, there is always room to improve.

Staff have been able to identify areas of professional development through the performance appraisal process.

Monitoring and reporting:

The Academy will report on implementation as part of its review of the annual improvement plan. The objectives chosen are intended to last for four years. However, the methods of achieving the objectives will be refined each year and the outcomes reported to the governing body as part of the development plan process. These are also available to any interested party.

Methods for assessing the impact of policies and practices on equality

The academy has a wide range of different self-evaluation and feedback processes which it uses in order to scrutinise provision, as well as inform itself of any issues or concerns. This regular assessment of provision forms part of the school methods of assessing the impact of its policies and procedures.

In considering the impact of any current provision and/or significant changes to provision for students, staff or parents/carers, the school asks the following questions:

How would the work impact on the following groups?	Negative Impact	Positive Impact	No Impact
Minority ethnic groups			
Gender			
Disability including SEN			
Religion, faith or belief			
Sexual Orientation			
Transgender			
Age (n/a to students)			
Those pregnant or on maternity leave			
Married or Civil Partners			
Any other group identified by governors e.g. Pupil Premium			

If any group is actually or potentially disadvantaged, then the school would provide an evaluation of the extent of the impact, using existing data sources, for example, self-evaluation processes; external sources of data; feedback from stakeholders; advice from external consultants) The school would also evaluate the potential advantage to other groups identified. The evaluation would include any feedback from stakeholder groups. This evaluation would also check that there were no actual or potential issues that may be illegal.

Our Equality Objectives 2017-20

- Narrow the gap in performance of pupils with disabilities
- Narrow the gap in performance for students who are disadvantaged
- Reduce exclusion rates for disadvantaged students
- Increase understanding between religious and ethnic groups
- Raise awareness of LGBT issues – challenge stereotypes and reduce prejudice
- Encourage girls to consider non-stereotyped career options