

# Campsmount Academy



## Equality Objectives, 2022-2026

VERSION	AUTHOR	SUMMARY OF CHANGES	DATE PUBLISHED	DATE OF REVIEW
1.0	EC	New policy	Nov 2022	Oct 2023

### Overall Target

To actively encourage positive attitudes towards those with protected characteristics (age, gender reassignment marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation) and to meet their needs.

### Intended Impact

Campsmount Academy is fully inclusive and there is equality of opportunity for all.

Action	Success Criteria	Impact
To close the attainment gap between all groups of children to ensure that every child reaches their full potential.	<ul style="list-style-type: none"><li>• All students; in particular disadvantaged students such as SEND, LAC and PP make positive progress in comparison to their target grades.</li><li>• The academy has an ambitious, whole school and department curriculum intent.</li><li>• Teachers use a range of assessments to plan lessons and interventions that have an impact on pupil progress by ensuring students build on prior knowledge and skills through retrieval practice.</li></ul>	<p><b><u>2021-22</u></b></p> <ul style="list-style-type: none"><li>• Gaps identified in progress of disadvantaged groups in comparison to whole school attainment, clear plan identified in ADP.</li><li>• Staff T&amp;L CPD sessions delivered by PP Lead and SENCo/LAC Designated Teacher.</li><li>• Whole staff CPD delivered to share new assessment policy.</li><li>• Exemplar assessments shared with staff, in addition to key strategies to support retrieval practice.</li><li>• New Marking and Feedback Policy.</li></ul>
The curriculum supports the effective and efficient delivery of cultural capital by delivering statutory requirements for RS and RSE, SMSC, mental health and wellbeing to develop our students as well rounded learners.	<ul style="list-style-type: none"><li>• RSE, RS and SMSC statutory requirements are met and delivered in an inspiring and engaging way through focused lesson time.</li><li>• Implement a coherent and comprehensive plan for promoting curriculum coverage in RSE/RS/PSHE/and online safety, and with a</li></ul>	<p><b><u>2021-22</u></b></p> <ul style="list-style-type: none"><li>• Subject Coordinator appointed for EPS/Life Skills</li><li>• Life skills curriculum developed for implementation 2022-23 for students in</li></ul>

	<p>continued focus on Harmful Sexual Behaviour and also diversity.</p> <ul style="list-style-type: none"> <li>• Develop and implement and Life Skills curriculum.</li> </ul>	<p>KS3 and 4. Wide range of topics, for example extremism and radicalisation in addition to Budgeting and Saving.</p> <ul style="list-style-type: none"> <li>• Actively promote positive attitudes towards others and increase awareness of equality and diversity.</li> </ul>
<p>The academy ensures that all students have access to high quality CIAG and have high aspirations for the future.</p>	<ul style="list-style-type: none"> <li>• 100% Gatsby Benchmarks achieved</li> <li>• NEET figure of 5% or lower</li> </ul>	<p><b><u>2021-22</u></b></p> <ul style="list-style-type: none"> <li>• Progress towards all years having access to high quality CIAG provision with at least 4 high quality interactions during their time at the Academy; this is tracked and monitored effectively and raises aspiration as tracked through student voice.</li> <li>• SEND students supported 1:1 on Post-16/apprenticeship applications</li> </ul>
<p>Develop student's cultural capital.</p>	<ul style="list-style-type: none"> <li>• To effectively profile student experiences from KS3-5 ensuring that it reflects the current needs of all students and will enable students to flourish in society.</li> <li>• Develop a 'Character Passport'.</li> <li>• Character Passport has clear links to e-DofE qualification in Year 9.</li> <li>• Provide opportunities on each ASPIRE day for students to evidence their experiences and work towards thresholds of recognition.</li> <li>• Half termly review of Character Passport progress through year teams.</li> <li>• Shared with wider stakeholders through SWAY newsletter and social media.</li> <li>• Votes for schools.</li> </ul>	<p><b><u>2021-22</u></b></p> <ul style="list-style-type: none"> <li>• New Character Passport design approval.</li> <li>• Planned launch of Character Passport, purpose and thresholds for recognition during ASPIRE Day 1 (2022-23).</li> </ul>

<p>To continue to ensure equality of access for pupils, parents and visitors.</p>	<ul style="list-style-type: none"> <li>• All stakeholders have access to the school site (reasonable adjustments are made where necessary).</li> <li>• Academy documentation is produced in an accessible format (where needed).</li> <li>• Further develop opportunities/impact of the Student Leadership team.</li> </ul>	<p><b><u>2021-22</u></b></p> <ul style="list-style-type: none"> <li>• Range of strategies utilised to facilitate and support communications with parents; face-to-face and online meetings.</li> <li>• Collaboration with external agencies in working alongside parents, for example SENDIAS, Early Help, PAFSS.</li> </ul>
<p>To continue to make all personal development activities opportunities (e.g. extracurricular activities and sporting events).</p>	<ul style="list-style-type: none"> <li>• All pupils participate in all activities across the curriculum (reasonable adjustments are made where necessary).</li> <li>• Disabled pupils are offered the opportunity to represent the academy.</li> <li>• Disabled pupils attend all visits and residential</li> </ul>	<p><b><u>2021-22</u></b></p> <ul style="list-style-type: none"> <li>• All students encouraged to take part in a wide range of extra-curricular activities, for example Art club, STEM, sporting activities.</li> <li>• Individual Health Plans and EHCPs enable opportunities for all students to attend visits.</li> </ul>
<p>To continue to work well in partnership with all parents.</p>	<ul style="list-style-type: none"> <li>• Positive relationships exist with all parents (including those with protected characteristics, single parents, vulnerable families, working parents and parents who are reluctant to engage).</li> <li>• Parent feedback is sought; through surveys and parent forums, considered and acted upon.</li> </ul>	<p><b><u>2021-22</u></b></p> <ul style="list-style-type: none"> <li>• Family Liaison Officer in place.</li> <li>• Parental Forums taken place at both academy and trust level.</li> <li>• Review of parental survey data with key actions identified.</li> </ul>