Shirebrook Academy Equality Objectives 2026 to 2029

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not (the protected characteristics are age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation.
- Foster good relations between people who share a protected characteristic and people who do not share it.

This document summarises Shirebrook Academy's objectives over the next three years. The first three objectives link ACET's equality objectives which have been identified as the areas we wish to tackle across the whole Trust, and shows how we at Shirebrook Academy will work to achieve these. The last three objectives are specific to this academy and have been identified as the biggest priority for our local academy community.

	OBJECTIVE	HOW
1.	**To close the gap(s) in attainment and attendance of Most Able, SEND, EAL, pupil premium and any other disadvantaged groups of students/pupils**	• Clear Attendance Policy and procedures with all partners aware of their role and responsibilities in promoting excellent attendance with our young people. • The importance of attendance is routinely discussed and the benefits of good attendance promoted across the academy. Children learn about what promotes good attendance and can make informed decisions. • The attendance action plan for Shirebrook Academy ensures that all students are carefully considered and bespoke and personalised strategies are promoted to help to secure improved outcomes. • Regular attendance monitoring and discussion about key students helps to target support effectively. • Revised attendance systems and additional resources help in closing the attendance gap for key cohorts – with a specific focus on PA and SA

		• Students access a curriculum that has considered the needs of all and that with careful sequencing and progression enables all learners to make progress from their starting points to age-related expectations and shared end points • Assessment, monitoring and targeted intervention helps students to close gaps in their learning helping them to attain in line with target • Shared information helps students to access their learning across the curriculum effectively – Baseline Assessment results, Grids for Learning and monitoring data
2.	**To ensure all academy curriculums are broad and balanced, ensuring all students/pupils have access to a holistic and rounded education, regardless of their background or starting point.**	• KS2 end points and curriculum content, KS3 National Curriculum guidance, KS4 examination specifications and comprehensive subject curriculum complements are used to create an academy curriculum that meets the needs of all students in our specific context • KS3 and KS4 subject curricula enable students to develop knowledge and skills in a range of subject areas. The curriculum remains broad and balanced for all groups of students • Students are encouraged to study subjects that form the EBacc qualification pathway to support curriculum enrichment and pathways choices and options Post-16 • Personal Development education, including Careers, is a core part of the curriculum and students across all Key Stages access it • Personal Development programmes ensure that statutory RSHE content form an important part of the curriculum whilst adherence to the Gatsby Benchmarks and ensuring that students access full information as part of a robust CIEAG programme give all students understanding and experience that can help them to make informed, unbiased choices about their future • Equality and diversity themes including the significance of protected characteristics are discussed with students in a variety of forums including

		through subject curricula, Personal Development programmes, Tutor Time, assemblies, student council meetings and when gathering student voice
3.	**To ensure equality of access to extra-curricular provision in all ACET academies, ensuring attendance is encouraged by children of all backgrounds, social demographic and irrespective of any protected characteristic**	• Extra-curricular opportunities are made available to all students across a variety of learning areas • Transport is provided to help students to access extra-curricular opportunities • Tracking of student attendance helps to support students in accessing opportunities where there may be a barrier • Student/Parent/Carer voice helps to inform planning of which extra-curricular opportunities to offer and promote
4.	**To eradicate the use of homophobic, transphobic, biphobic, sexist, racist and/or sexualised language by students in our academy through learning opportunities and the highest standards of personal and collective conduct**	• The promotion of our ethos and values including: 1. We always allow ourselves and others to learn. 2. We show respect towards everyone and our academy rules. 3. We value everybody's contribution in our academy. 4. We keep everyone safe. • The use of respectful language is promoted across the academy and specific vocabulary is highlighted as part of Personal Development learning opportunities • Reporting and monitoring procedures enable academy wide and individual student learning to take place dependent upon nature of report/s and level of need • Continued close work with multi-agencies to identify what additional safeguarding learning needs to take place in the academy linked to community need • The Behaviour and Rewards Policy clearly identifies what is expected in relation to student conduct

5.	**To provide opportunities for all students and academy community members to make a positive contribution to the development of our academy**	• Student and parent/carer voice is used each academic year to understand strength and development areas; evidence audit and evaluation and inform Shirebrook Academy's Academy Improvement Plan • The Academy Council discuss academy wide developments and decisions and learn about and participate in democratic processes • Plan and encourage greater community participation in the wider life of the academy through joint community and school events and training and development opportunities for adults • Further liaison with academy community members enables students and staff to participate in community events and initiatives • Inform academy community members about events, experiences, opportunities and initiatives at Shirebrook Academy through a range of media – newsletters, social media platforms and local area advertising
6.	**To enable academy community members and visitors to access our academy site comfortably and confidently**	• The Shirebrook Academy Accessibility Plan thoughtfully considers the accessibility needs of people • Site monitoring takes place termly to guard against accessibility barriers • Fire and Lockdown Drills consider all people and their safe transit • Risk assessments for Academy events consider accessibility needs • Action is taken swiftly where any accessibility issue arises