

## Academy Annual Assessment of Impact of Actions

Revised December 2019

**Review December 2020**

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Early success indicators
<b>Promote equality of opportunity</b>	Promote equality of opportunity and ensure all students have access to all activities provided, according to their age and ability.	Attendance lists for academy trips, work scrutiny, lesson observations, clubs and other extra-curricular activities	All staff and AAB	Ongoing	All children have access to activities that they would like to participate in.
<b>All</b>	Publish and promote the Equality Policy and Objectives through the academy website and staff training.	Question stakeholders about their understanding of the policy	Executive Principal and Principal	After Equality Plan is agreed by AAB	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating classroom displays. Parents are aware of the Equality Policy.
<b>All</b>	Monitor and analyse student achievement by race, gender and disability and act on any trends or patterns in the data that require	Achievement data analysed by race, gender and disability	AP for Deep Experience	Annually in September	Analysis of data for narrowing for equality groups against national.
<b>All</b>	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the academy's diversity in terms of race, gender and disability.	Increase in students' participation, confidence and achievement levels	All staff	Ongoing	Displays and work scrutiny.

<b>All</b>	Recognise and represent the talents of all students in MABLE	MABLE register monitored by race, gender and disability	All staff	July 2017 onwards	Analysis of the MABLE register indicates it is changing to reflect the academy's diversity
	representation on the programmes fully reflects the academy population in terms of race and gender				
<b>All</b>	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in student participation, confidence and positive identity – monitor through PSHE and drop-ins/environment walks.	Executive Principal and Principal	September 2019 onwards	More diversity reflected in academy displays across all year groups
<b>Race Equality Duty</b>	Identify, respond and report racist incidents.	SLT will use the data to assess the impact of the academy's response to incidents	SLT & AAB	Termly reporting	Teaching staff are aware of and respond to racist incidents. Racist book shows Nil incidents
<b>Disability Equality Duty</b>	Review accessibility audit to identify physical barriers and develop a programme to remove barriers	Executive Principal and Finance Manager	Executive Principal	Annually	Any issues raised on accessibility plan are addressed and actions put in place at the finance subcommittee.
<b>Community Cohesion</b>	Celebrate cultural events throughout the year to increase student awareness and understanding of	PSHE assessments Form times SMSC	SLT	Ongoing	Increased awareness of different communities shown in PSHE assessments and student voice