

EQUALITY OBJECTIVES

MANCHESTER ACADEMY

PROTECTED CHARACTERISTICS <i>Which?</i>	GROUP <i>Who will benefit?</i>	OBJECTIVE <i>What are we aiming to do?</i>	TIMELINE <i>By when?</i>	SUCCESS <i>How will we know we have achieved it?</i>
RACE	Students/Staff/Parents/Governors/ Stake Holders/Community members	<ul style="list-style-type: none"> ■ Ensure that students in all phases of the school cover Equality issues in PSHE and assemblies on a regular basis; ■ Ensure that the school's Race Equality policy is embedded across the school and followed by all stakeholders, including tracking of pupil progress; ■ Ensure that the school's Admissions policy reflects fairness so that no ethnic group is treated less favourably; ■ Ensure that any incidents of racially motivated bullying are dealt with efficiently and effectively 	ONGOING	Assemblies and PSHE are in place. Tracking data and school census information are reviewed and actioned. Robust reporting is in place and action is taken where incidents occur. Reduced number of incidents over time.
DISABILITY	Students/Staff/Parents/Governors/ Stake Holders/Community members/Visitors/Prospective students	Review the school's accessibility plan on an on-going basis, ensuring that the facilities manager, bursar and student services are all consulted; <ul style="list-style-type: none"> ■ Ensure that in all letters to parents inviting them to attend school events, a note is added asking them to let us 	ONGOING	Accessibility Plan is reviewed annually. Access is not a barrier for any parent wishing to attend a school event. Adjustments are made as required. Adjustments are made as required.

		<p>know of any access arrangements needed; and that such access arrangements are subsequently provided;</p> <ul style="list-style-type: none"> ■ Ensure that any information about student disability is responded to by Pastoral Team on admission and as required; ■ Ensure that access arrangements for examinations are in place with exam boards; ■ Collect staff disability information during the recruitment process and ensure that staff are aware of the school's responsibility in this regard 		<p>Access is not a barrier to any student accessing any part of the curriculum.</p>
<p>SEX/GENDER/ SEXUAL IDENTITY</p>	<p>Students/Staff</p>	<p>Carry out regular reviews to analyse achievement and progress gaps between male and female students in all phases of the school.</p> <ul style="list-style-type: none"> ■ Ensure that a comprehensive SRE programme is in place across the school, which includes access to advice, literature and information, student mentors, the school's Health Adviser and, signposting to support groups; ■ Ensure that homophobic bullying posters are visible in all areas of the school; ■ Ensure that issues surrounding transgender students are handled sensitively. 	<p>ONGOING</p>	<p>Curriculum adjustments are made in response to gap analysis. An SRE programme is in place across all phases of the school. Sources of help and advice are well-signposted round school. There are zero incidents of homophobic bullying and in the event of any incidents all appropriate actions are taken.</p>

PREGNANCY & MATERNITY	Staff	Ensure that all aspects of employment law are applied when supporting colleagues during periods of pregnancy, paternity/maternity	ONGOING	Staff successfully access all entitled period of Pat/Mat leave and feel supported at all times during periods of pregnancy as Ras are updated to suit specific needs and circumstances.
AGE	Staff	Ensure that all aspects of employment law are applied and that no member of staff is discriminated against in relation to their age	ONGOING	There are zero incidents of age related discrimination reported by any staff at any point during their employment.
MARITAL STATUS	Staff	Ensure that all aspects of employment law are applied and that no member of staff is discriminated against in relation to their marital status	ONGOING	There are zero incidents of marital status related discrimination reported by any staff at any point during their employment.
RELIGION AND BELIEF	Students/Staff/Parents/Governors/ Stake Holders/Community members/Visitors	Continue to explore issues around faith and raise awareness of practical faith issues in PSHE and assemblies; Expect all stakeholders to respect the religious observations of others in the school context.	ONGOING	Assemblies and PSHE are in place. RE curriculum meets statutory requirements Manchester Academy continues to evidence high levels of inter faith tolerance and understanding Manchester Academy continues to work with faith leaders from across a range of beliefs and embed involvement with these community leaders into curriculum delivery Any incidents of discrimination with roots in religion/belief are minimal and acted upon appropriately