Equality Information and Objectives

Smawthorne Henry Moore Academy
Accomplish Multi-Academy Trust



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Smawthorne Henry Moore Academy

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2022–2026

1. Legislative Context

Smawthorne Henry Moore Academy is committed to promoting equality, diversity and inclusion and to eliminating discrimination. This statement is published in accordance with:

- The Equality Act 2010
- The Equality Act 2010 (Specific Duties) Regulations 2011

Under this legislation, the Academy and Accomplish Trust have a duty to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between people who share a protected
- characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not

2. Protected Characteristics

The Equality Act 2010 protects individuals from discrimination on the basis of the following protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

3. Equality Objectives (2022–2026)

The Academy has identified the following equality objectives to meet its duties under the Equality Act 2010.

Objective 1 Improve access and progress for disabled pupils

By July 2030, increase by at least 15 percentage points from the Spring 2027 baseline the proportion of disabled pupils meeting their agreed, appropriately ambitious individual learning targets; where the baseline is above 85%, maintain at least 95%. Use consistent review criteria and explain cohort changes.

By July 2027, record and review agreed adjustments for every disabled pupil with identified access needs, with pupil and family input where appropriate.

Actions: audit barriers in lessons, communication and enrichment; review adaptations and specialist provision; coach staff; check impact each term. Lead: SENDCo with phase leaders. Evidence: adjustment reviews, moderated target reviews, work and pupil/family feedback. Links: disability; advancing opportunity and eliminating discrimination.

Objective 2 Strengthen belonging and responses to prejudice

By July 2028, at least 95% of pupils responding to an accessible, age-appropriate survey will identify a trusted adult and know how to report unkind or discriminatory behaviour. Maintain this through July 2030.
By July 2030, reduce by half any baseline gap of 10 percentage points or more between safely analysable protected groups in positive responses to feeling safe and included.

Actions: establish consistent survey questions and accessible alternatives; teach reporting routes; review prejudice-related incidents and recurrence each term; use findings to adapt curriculum and staff guidance. Lead: Headteacher and behaviour/PSHE leaders. Evidence: response rates, survey results, pupil discussions and incident follow-up. Increased reporting will not automatically be interpreted as worsening behaviour. Links: relevant protected groups; all three PSED aims.

Objective 3 Increase equitable participation in wider school life

By July 2028, reduce by half any baseline gap of 10 percentage points or more in participation in at least one optional enrichment activity between disabled and non-disabled pupils, and between other relevant protected groups where numbers permit meaningful analysis. Sustain the improvement through July 2030. Review every reported access barrier within a half term and record the action agreed or the reason further work is needed.

Actions: audit participation in clubs and leadership, and access to visits; ask pupils and families about barriers; adjust communication, facilities and support; review take-up termly. Lead: Deputy Headteacher and SENDCo. Evidence: participation records, barrier log and family feedback. Respect informed personal choice and explain changing cohorts. Links: disability and other relevant characteristics; advancing opportunity and good relations.

4. How We Are Meeting These Objectives

Smawthorne Henry Moore Academy demonstrates its commitment to equality through the following actions:

- Equality Information and Objectives are published and reviewed on the Academy website in line with statutory requirements.
- Curriculum planning includes opportunities to explore a range of religions, cultures and beliefs, supported by whole-school focus events and displays.
- A diversity-themed area in the Academy promotes inclusive texts that reflect a wide range of backgrounds, families and experiences.
- Displays across the Academy, including science and topic displays, reflecting people of different ethnicities, genders, abilities and roles, challenging stereotypes.
- Whole-school themes such as "Black History Month", "Open up October", where diversity and equality is explored through the protected characteristics and "Anti-bullying Week". In addition, each half term we look at expanding the children's knowledge and values by looking at a range of important figures who have done wonderful work to celebrate diversity and culture and challenge gender stereotypes, eg, Rosa Parks, Martin Luther King, the English Lionesses, etc.
- Visitors and role models are planned to reflect diversity and inspire pupils, including:
    - Elizabeth Wright, Paralympic gold medal winner
    - Father Kevin, our local parish priest
    - Imran Kotwal, from the Muslim Leaning Service
    - Malcolm Taylor, from the Etz Chaim Synagogue
- Staff share cultural practices, eg, for Chinese New Year
- Themed learning days, such as Diwali day, Chinese New Year

5. Roles and Responsibilities

- The Academy is responsible for implementing equality objectives in day-to-day practice.
- The Local Governing Body monitors progress towards the objectives.
- Accomplish provides strategic oversight and ensures compliance with statutory duties across the Trust.

6. Monitoring and Review

Equality information is reviewed annually, and equality objectives are reviewed at least every four years. Progress towards objectives is monitored by senior leaders and the Local Governing Body and reported through Trust governance structures.