

Bloxwich Academy Secondary

Equality objectives 2023-27



The Public Sector Equality Duty (PSED) expects schools to pay due regard when making decisions that affect pupils and staff with protected characteristics. As stated in the 2010 Equality Act, these are: race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

Specifically, schools must pay due regard to the need to

- a. **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- b. **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it;
- c. **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

Matrix Academy Trust's mission is 'Education Without Exception'. Equality is at heart of everything we do. While every school shares this overarching ethos, each school identifies its own objectives based on an incisive knowledge of their context and the specific needs of their pupils and staff.

Objective 1

As the school has become more successful, the demographic has changed, with the pupil body becoming more diverse, which research shows can lead to an increase in discrimination if not well managed. To ensure that we are continuing to eliminate discrimination, we will create an equality forum to allow continuous feedback. We will also strengthen communication links between PSHE leads and pastoral stakeholders through half termly meetings to review any trends of discrimination to take decisive action.

Objective 2

Having a protected characteristic should never prevent pupils from achieving academic strong outcomes. To ensure that all pupils, regardless of the groups to which they belong, progress as well as their peers, we will systematically identify barriers to accessing the curriculum. While they may change over time, initially, we will invest resources in ensuring learning is scaffolded so all pupils can reach ambitious end points. This includes pupils with special educational needs and disabilities. We will also prioritise all teachers being teachers of reading as many of our pupils start Year 7 well below their chronological ages. To further raise aspirations, we will proactively support pupils with the range of characteristics in applying for and being successful in applying for pupil leadership positions such as Form Captains, School Council, Prefects, Senior Prefects, CCF, Eco Club, Anti-bullying Committee, News Reporters.

Update on actions taken and their impact

March 2024

Objective 1

In relation to Objective 1 we are working towards the education of pupil around the content of discrimination. This includes:

- Introduction of new school values which embody the rights of individuals. This includes:
 - A Telling School - to ensure any incidents of discrimination are reported
 - Lead Respectful Lives - showing respect to all in school and the community
 - Everyone is Equal - promoting the inclusion and respect of all individuals
 - Delivering Bloxwich Values at the beginning of the academic year to educate pupils, through the introduction of key figures, which represent the range of protected characteristics and diverse demographic.
- Equality education is promoted in all year groups through PSHE, Assemblies and Form Time activities.
- Planning for the celebration of key national events including Black History Month, Human Rights Day, Chinese New Year, Ramadan and Cultural Diversity Day.
- Implemented reflection and re-education booklets to be used if pupils breach the Equality Act 2010.
- Diversity in pupil leadership roles including school council, antibullying, prefects and CCF including participation in extra- curricular activities.

Further development is required to create an equality forum (Allies Group). Cross Trust support is being received to develop and implement the group into Bloxwich Academy.

Objective 2

Bloxwich Academy is working towards ensuring protecting characteristics do not prevent pupils from achieving their outcomes, but also ensuring we raise aspirations through pupil responsibilities.

Progress has been made through:

- School library system ensuring pupils can check out books. This also supports the local community with the closure of the local library.
- Creation of a Reading Calendar to celebrate diversity. This includes reading competitions, key events and booked author visits.
- Creation of a reading bulletin to promote reading across the school.
- Secondary school English teachers attending primary school CPD about teaching reading to support the transition of pupils from primary to secondary
- Values Booklets are designed to encourage the reading during form time.
- Year 7 - All pupils have been NGRT tested and SAS scores uploaded to SIMS. All Staff have been trained on NGRT SAS scores and how to chunk and check reading. All Staff have been trained on Lexonik and how to support pupils returning to lessons.
- Form Read Aloud has been updated - selected books that will provide greater challenge for our pupils - New guidance for staff created.
- Year 7 have a "Year 7 only" evening in the library - Wednesday.
- Primary school pupils visit the secondary school library every week (Wednesday PM) to be read to by the librarian in order to build relationships and aid transition to keep reading as a high priority.
- Year 7 – Fresh Start is starting this week - a Ruth Miskin Phonics Intervention Programme that happens within English Time.
- Pupils who receive Fresh Start in Year 7 are now tracked through school - actions to come for those who have not progressed as expected.
- If a pupil requires further intention in KS3, they may be offered Lexonik Leap (Starts Jan 2025)
- If a pupil requires further intention in KS4, they may be offered Lexonik Advanced (Started Jan 2024)
- All pupils in the school were tested 3 times last academic year and will be tested twice a year moving forward, with continuous tracking and monitoring to identify needs.

To further raise aspirations, Bloxwich Academy provides opportunities to take part in extracurricular programmes and apply to apply for pupil responsibility roles.

- Leadership Roles show trends in line with school data for SEND and protected characteristics.
- Extracurricular clubs offer wide ranges of opportunities for all pupils. Further opportunities to support inclusivity for target groups such as SEND have been developed. This includes Lego therapy, mindfulness, book club, origami and friendship groups.