

Academy Annual Assessment of Impact of Actions

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
1. Ensure that all children gain the knowledge they need to prepare them for adult life, through robust academic and vocational qualifications.	Through the creation of a 'Can do culture' encourage and support students to fully engage with the curriculum and make informed choices, not limited by stereotypical thinking. Ensure that all students get independent careers guidance and receive relevant information on the full range of education and training.	Senior leaders, subject leaders and teaching staff will monitor and track the progress and projected attainment of children and young people with special educational needs, and those from minority ethnic communities that are currently underachieving or not maximising their potential. Evidence to support this monitoring process will come from half termly progress and attainment data, attendance lists for school trips, clubs and other extra-curricular activities. Targeted work scrutiny and lesson observations will also provide evidence on how students from particular cohorts are performing and developing.	Senior Leaders, all staff and AAB	September 2017 onwards	Analysis of data indicates progress in line with expectations. Those not on target can then be supported through waved interventions.
2. Strive to close the achievement gap between students who receive Free School Meals and non-free school meal students as well as diminishing gaps with other disadvantaged cohorts by ensuring increased opportunities and improved outcomes.	Monitor and analyse pupils' progress and achievement including those categorised as disadvantaged including CLA (as well as EAL students) to ensure that the required support and necessary interventions are actioned.	We will monitor the attainment of disadvantaged children and ensure that pupil premium priority funding will be used to directly support disadvantaged students. We will use our Admissions Policy to ensure equality of access to our academy of all boys, regardless of race, religion, ability or family background.	Senior Leaders, all staff and AAB	From September 2017	Year 7 to Year 10 data captures and GCSE predictions indicate diminishing gaps between disadvantaged groups and their non- disadvantaged peers.

<p>3. Help children facing barriers to learning to fulfil their full potential, by supporting families and focusing support on improving the lives of the most vulnerable children, including those who experience bullying or repeated exclusion.</p>	<p>We will proactively work to prevent and challenge any and all forms of bullying. All staff will be expected to take a strong stand against all bullying – particularly prejudice-based racist, sexist and homophobic bullying. Intensive pastoral support and targeted behaviour strategies will be implemented to support vulnerable students at risk of FTEs and permanent exclusion.</p>	<p>We will carefully monitor all forms of bullying or victimisation and use sanctions, support strategies and restorative practice to ensure that victims are supported and that their well-being is prioritised. Through careful monitoring and pastoral intervention, we will seek to reduce fixed term exclusions and ensure that the appropriate support is put in place for vulnerable students and their families. We will also monitor the use of exclusion for different groups, including those groups with disproportionately high rate of exclusion, making reasonable adjustments where appropriate.</p>	<p>Senior Leaders, all Staff and AAB</p>	<p>From September 2017</p>	<p>Behaviour logs and Inclusion Trackers show that instances of reported bullying are dealt with proactively and urgently.</p> <p>Exclusion data will show reductions in FTEs and the success of proactive strategies to improve patterns of disruptive or challenging behaviour.</p>
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