



Irlam and Cadishead Academy
The best in everyone™
Part of United Learning

IRLAM & CADISHEAD ACADEMY

Equality Objectives

Document Owner	Vice Principal – Mr A Brown
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Approved By	Principal – Mr C Leader

RESPECT | ENTHUSIASM | AMBITION | DETERMINATION

Introduction

This document has been produced taking into account all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. These equality objectives are published in keeping with requirement to do so in Equality Act 2010.

- Age (for staff only)
- Disability
- Marital status
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Aim

This document is produced to help implement the ICA Equality and Diversity policy. These objectives are based on analysis of data and other sources of evidence and form particular focus for the Academy. The Academy's progress towards meeting these objectives will be reviewed regularly.

Objective	Action	Personnel	Impact
Provide timely training opportunities for staff on equality and diversity where this is mandated by government or meets an identified need.	Specific INSET and information in staff briefings and CPD training as necessary.	Senior Leadership to provide necessary opportunities for training.	All staff to be aware of relevant legislation and responsibilities relating to equalities and diversity.
Reduce incidents of homophobia and transphobia.	Assemblies and poster campaigns to highlight incidents or recurring or specified language. Deploy sanctions, in line with the ICA Behaviour Policy, where this occurs to reinforce the zero-tolerance approach.	Heads of Year and Senior Leaders to monitor data sources to identify patterns/trends. Heads of Year and Senior Leaders to routinely remind students throughout the year about such language.	All staff and students will be aware of inadvertent homophobic language, decreasing and then mitigating its use where possible.
	Staff training on matters relating to trans and homophobia to maintain awareness and response.	All staff	Staff will have a greater understanding or matters relating to identity and how to support students.

Create a culture of acceptance for differences based on protected characteristics	Identify curriculum and pastoral opportunities to look at other cultures, ethnicities and celebrations of diversity.	Senior Leadership to facilitate the participation of the Academy in such activities where they have influence to do so. CALs to offer a curriculum that highlights protected characteristics and reinforces an acceptance of diversity.	A greater understanding of protected characteristics and tolerance of diversity. Accepting differences and taking account of needs based on protected characteristics.
	Use assemblies as an opportunity for collective worship or celebration of diversity.	Heads of Year to include assemblies that include diversity and protection of characteristics.	
	Recurring annual events or special occasions should be applied to the academy life. E.g. Olympic games and the diverse participation as a model for cooperation.	All staff should support activities and initiatives as directed and identify other opportunities to their line managers.	
	Reduce the use of gender terms where they are not necessary or would conflict with a gender identity.	All staff to use the terms male or female as needed. Use the terms boy and girl with individuals who are accepting of that gender identity.	
Reduce instances of racism (intentional or not) and sexism/sexual harassment.	Students and parents/carers are surveyed about these matters to identify what the issues are. Results passed to safeguarding team for investigation, if appropriate.	Students and parents/carers	The profile of this issue will be raised, creating more awareness for them to be challenged. Students feel empowered to challenge behaviours and report them to

	<p>Minority ethnic students invited to discuss matters affecting them with their peers to begin a dialogue that can increase the Academy's awareness of specific issues.</p>	<p>Students and PSHCE lead.</p>	<p>the Academy to be addressed appropriately.</p>
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