



## Objectives

In achieving compliancy with the Act, objectives are set annually. Detailed below are East Anglia Schools Trust's current set of **overriding** objectives.

Objective Group	Objective
<b>Pupil Achievement</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All pupils are assessed, monitored and tracked through Pupil Asset</li> <li><input type="checkbox"/> Under-achievement is identified and appropriate intervention is applied</li> <li><input type="checkbox"/> Pupils are able to participate in a full range of extra-curricular opportunities</li> </ul>
<b>Behaviour and Safety</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Pupils respect one another</li> <li><input type="checkbox"/> Pupils feel safe and valued</li> <li><input type="checkbox"/> Pupils, staff and parents know that misconduct and gross misconduct will be challenged</li> </ul>
<b>Teaching</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> We aim for all pupils to experience 100% 'good or better' lessons.</li> </ul>
<b>Leadership and Management</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The staff and governing body reflects the diversity of the community</li> <li><input type="checkbox"/> No pupils (or their families) are disadvantaged academically, socially or emotionally. All staff are mindful of the academic and social needs of all children, especially potentially vulnerable children</li> <li><input type="checkbox"/> Heads of school are responsible for the collection, analysis and publication of equality data including the recording of prejudice-related incidents.</li> </ul>

While aiming to improve continuously the implementation of equality related policies and procedures, and ensuring that due regard is taken always of the impact of actions and decisions on pupils and staff with particular characteristics, the Trust has established the following specific objectives for the period 2018-2020: -

- (a) raising attainment in writing for boys
- (b) improving confidence and perceptions of maths for girls
- (c) to continue to ensure that children with SEND are well supported, make good progress and have access to a broad and balanced curriculum which is appropriate to their needs

East Anglia Schools Trust will also make reasonable adjustments to meet the needs of disabled pupils and implement an accessibility plan aimed at:

- (a) increasing the extent to which disabled pupils can participate in the curriculum;
- (b) improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- (c) improving the availability of accessible information to disabled pupils.

## Responsibility

Our leaders accept and welcome their responsibility to have due regard in decision-making and actions to the possible implications for pupils with particular protected characteristics. They will consider equality implications before and at the time that they develop policy and take decisions.

But we also believe that promoting equality is the whole Trust's responsibility.

To that end the Trust eliminates discrimination and other conduct that is prohibited by the Act, and advances equality of opportunity between people who share a protected characteristic and people who do not share it, and fosters good relations between people who share a protected characteristic and people who do not share it, by measures that include: -

- (a) for pupils - implementation of policies on equal opportunities (including race, gender equality, special needs, behaviour and anti-bullying);
- (b) for staff - implementation of policies on equal opportunities, recruitment and selection, pay and anti harassment policy;
- (c) PSHE, SRE, RE and other elements within the curriculum that promote friendship and understanding about cultures and lifestyles;
- (d) employing specialist staff to support pupils with special needs or disabilities, and implementing the Trust's disability access plan;
- (e) monitoring of welfare, with intervention and support where required;
- (f) taking steps to meet the particular needs of pupils or staff that have a particular characteristic

School Community	Responsibility
Trust Directors / Governing Body of each School	Involving and engaging the whole community in identifying and understanding equality barriers and in the setting of objectives to address these.
Executive Headteacher / Head of Schools	As above including:  Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the Trust in carrying out its day to day duties.  Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	To support the Executive Headteacher / Head of Schools as above.  Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils.  Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.

	<p>Design and deliver an inclusive curriculum</p> <p>Ensure that you are aware of your responsibility to record and report prejudice related incidents.</p>
Support Staff	<p>Support the Trust and the governing body in delivering a fair and equitable service to all stakeholders.</p> <p>Uphold the commitment made by the Executive Headteacher / Head of Schools on how pupils and parents/carers can be expected to be treated.</p> <p>Support colleagues within the community.</p> <p>Ensure that you are aware of your responsibility to record and report prejudice related incidents.</p>
Parents	<p>Take an active part in identifying barriers for the community and in informing the governing body of actions that can be taken to eradicate these.</p> <p>Take an active role in supporting and challenging the school to achieve the commitment given to the community in tackling inequality and achieving equality of opportunity for all.</p>
Pupils	<p>Supporting the Trust to achieve the commitment made to tackling inequality.</p> <p>Uphold the commitment made by the Executive Headteacher / Head of Schools on how pupils and parents/carers, staff and the wider community can be expected to be treated.</p>
Local Community Members	<p>Take an active part in identifying barriers for the community and in informing the governing body of actions that can be taken to eradicate these</p> <p>Take an active role in supporting and challenging the Trust to achieve the commitment made to the community in tackling inequality and achieving equality of opportunity for all.</p>