



Equality Objectives

Adopted: June 2020

Progress Report: Annually

Review: June 2024

Our vision

Our vision is to be a safe, caring, happy and nurturing community where:

- everyone can learn through supportive interaction, experience and success;
- emphasis is placed upon personal development, learning and fulfilling the potential that exists in each one of us;
- each learner is supported holistically;
- each learner receive provision that is tailored to meet their individual academic and social-emotional needs, giving them the skills they need to improve their life chances;
- learners take responsibility for their lives, their learning and their decisions;
- working in partnership with stakeholders is a high priority;
- the concerns of parents/carers are listened to and acted upon where possible so that the needs of their children are effectively met.

Our aim

Our aim is for each and every member of our community to gain an understanding of their inherent value and the value of others and to enable them to go on to become independent people ready and able to meet the challenges of the 21st Century.

By putting the interests of the learners at the core of all that we do we aim to:

- foster high expectations, aspirations and a 'can do' approach in all members of our community;
- provide a nurturing, restorative and structured learning environment where everyone can feel safe, secure, and valued;
- develop all learners academic potential and emotional literacy by meeting their individual needs;
- identify and change aspects of behaviour that are contributory to difficulties experienced in school;
- support learners to make good progress in all aspects of learning enabling them to move on in their learning journey either returning to mainstream school; transferring to specialist provision or accessing post-16 opportunities and the world of work;
- provide opportunities for learners to gain appropriate qualifications for future pathways;
- support mainstream schools in the development and delivery of effective strategies to support positive behaviour;
- develop learners resilience, integrity, self-esteem, self-confidence and citizenship in a climate of mutual respect and tolerance;
- provide learning opportunities that are fun where we are able to laugh and enjoy each other's sense of humour.

Context

The cohort of learners at Three Towers is constantly changing by virtue of being an alternative provision academy. New learners start almost every week: no learner completes the entirety of either their primary or secondary education at Three Towers. A significant number of learners will join and leave within the same academic year; a significant minority of learners are also dual-registered with their mainstream school. We recognise that as each cohort is constantly changing the objectives within this scheme may not change.

Meeting our duties

Under the old statutory duties all schools have responsibilities to promote race, disability and gender equality. The table below demonstrates the similarities in the old duties. The new Equality Duty for public bodies is not significantly different:

- to eliminate unlawful discrimination
- to advance equality of opportunity and
- to foster good relations between people who share a protected characteristic and those who do not.

Note that the 2006 Disability Equality Duty goes further than the other duties ensuring that public bodies take account of people's disabilities, even where that involves treating people more favourably.

Race equality	Disability equality	Gender equality	Age, sexual orientation, religion and belief
1. Eliminate unlawful discrimination 2. Promote equality of opportunity 3. Promote good relations between people of different racial groups.	1. Eliminate unlawful discrimination 2. Promote equality of opportunity 3. Promote positive attitudes towards disabled people 4. Eliminate disability- related harassment 5. Encourage participation by disabled people in public life 6. Take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.	1. Eliminate unlawful discrimination 2. Promote equality of opportunity between men and women, girls and boys. Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.	1. Eliminate unlawful discrimination 2. Promote equality of opportunity

Accessibility (See Accessibility Plan)

There is additional specific disability legislation in relation to disabled learners and accessibility which means we must plan strategically over time to:

- Increase access to the curriculum
- Make improvements to the physical environment of the school to increase access;
- Make written information accessible to learners in a range of different ways.

KEY:
 R=Race, D=Disability, G=Gender, S= Sexual Orientation, A=Age, B=Religion or Belief, C= Community Cohesion
 ✓ identifies which statutory duty/ equality legislation the planned action is meeting.

R	D	G	S	A	B	C	Action	Impact	Monitoring	Who	Timescale	Evidence
✓	✓	✓	✓	✓	✓	✓	Produce, publish & promote the Equality Plan through the website, newsletter & staff email	Each part of TTAPA will have identified priorities for their development plan considering equality of opportunity	Questionnaires – parents/carers; staff; learners Learner feedback	CLT	HT6 annually	Enhanced awareness of the plan
✓	✓	✓	✓	✓	✓	✓	CLT take responsibility for Equality including the strategic overview of the implementation of the Equality Policy in their area. Induction and CPD includes diverse perspectives and anti-discriminatory practices	Identified lead person will drive & support the work around Equality & Diversity	Governor report	All staff	HT2 annually	Training Needs Audits – training plan created
✓	✓	✓	✓	✓	✓	✓	All new & existing policies & procedures undergo EIA for TTAPA community members on a rolling programme	Enable TTAPA to address the needs of our diverse population and set priorities accordingly	Ensure practice matches policy through data analysis; reports to LGB	CLT / Governors	Ongoing	Policies reviewed and any risk identified so policies do not impact negatively upon different community groups

√	√	√	√	√	√	√	CLT & Governors develop their skills, knowledge and understanding in order to lead effectively on Equality and to ensure that this is well embedded across the school.	Staff gain a shared understanding of the fundamental principles behind this important area	Learner, staff and visitor feedback	All staff	Ongoing	Staff training
√	√	√	√	√	√	√	Ensure all staff and Governors are clear about the responsibilities for recruitment & selection of staff	Procedures ensure equality for candidates and recruit the best person to the role	Annual census data	CLT / Governors	Ongoing	Feedback from candidates on the process indicates fairness
√	√	√			√	√	Continue to develop the curriculum to promote diversity	Positive role models from a range of groups are represented across the topics, subjects and key stages	Evaluation & review of teaching materials & PoS/SoW Learning Walks	MLT & curriculum teams	Ongoing	Resources, CPD needs & classroom displays reflect diversity
√	√	√	√	√	√	√	Conducting an Equality Impact Assessment if any changes to provision are being considered	TTAPA EIA to be used when applicable.	Governor Report	CLT	Ongoing as cohort changes	Impact assessments ongoing with relation to curriculum and equality
√	√	√	√	√	√	√	Ensure teaching resources and materials are available in accessible formats for all learners	Adaptations are made to materials that ensure the inclusion of each learner – differentiated resources, support staff, room use, devices	Lesson monitoring Work scrutiny Learning walks Progress data	All staff	Ongoing	Resources & expertise shared between staff to improve learner outcomes Joint working & good practice continue to develop
√	√	√					Monitor & analyse learner achievement by race, gender and disability where statistically viable.	CLT & MLT identify and address areas of underachievement to ensure needs of groups at risk of disadvantage are met	Monitor achievement by ethnicity, gender & disability	MLT & curriculum teams	Ongoing	Action taken on any trends or patterns in the data that indicate a need for additional support

									Regular & consistent assessment and target setting			Future analysis will indicate closing of any gaps Achievement at all levels are celebrated	
√	√	√	√	√	√	√	√	Diminish any gaps in learner attainment and progress with particular attention to learners attracting PPG and/or CLA monies	All learners achieve in accordance with their targets with no significant gaps in attainment between groups	Termly monitoring of progress and interventions Providing financial assistance for additional activities / bespoke curriculum and/or trips including residential. Uniform support.	HoD All staff	Ongoing	Learner progress data
√	√	√	√	√	√	√	√	Improve attendance of all learners	All learners maintain high levels of attendance with no significant variation in attendance between learner groups	Monitoring and interventions	Pastoral teams	Ongoing	Attendance data
√	√	√	√					Understand and address perceptions of race, sexual orientation, disability and gender equality in school.	TTAPA and wider community are aware of and actively working to support the Equality Plan. Staff are aware of the specific actions and behaviours needed to promote equality in the context of their job	Stake holder questionnaire Lesson observations Learning walks	All Staff	Ongoing	Negative perceptions are challenged, addressed and recorded Diversity is actively promoted across the service
√	√					√	√	To continue to increase learners' awareness of diversity through community cohesion initiatives	Learners have an increased knowledge and experience of diversity and different communities	Curriculum Audit	HoD	Ongoing	Ongoing development of positive relationships, including links with different schools and communities; Celebration of a variety of cultural events throughout the year

√	√	√	√	√	√	√	Identify, respond to and report any racist, homophobic or other discriminatory incidents	All staff aware of procedures to report and confident in challenging incidents	Governors Reports	HT	Ongoing	Procedures are followed and any incidents reported
√	√	√	√	√	√	√	Continue to support LGBTQ within TTAPA and society Ensure all staff are aware of actions to take to prevent and tackle LGBTQ bullying	TTAPA is registered with Rainbow Flag and working towards accreditation through this organisation	Governors reports	HT School counsellor All staff	Ongoing	Rainbow Flag accreditation
√	√	√	√	√	√	√	Promote positive images of a diverse range of people.	Learners understand that the school has a positive attitude to difference and diversity	Communal area display Curriculum resources	All staff	Ongoing	Questionnaires Behaviour logs
√	√	√	√	√	√	√	To ensure that the physical environment is conducive to all learner/staff/visitors irrespective of disability	Positive impact on learning and teaching environment	Learner, staff and visitor feedback	CLT	Ongoing	Learner & staff questionnaires & feedback
√	√	√	√	√	√	√	Ensure that information for parents/carers is accessible	Parents/carers are better equipped to support their child at TTAPA	Parental access needs & preference for communication are collected during admission meeting Parent/carer questionnaires	CLT	Ongoing	School publications to be fully accessible Key terms on displays around the school to be in different formats and key languages Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school