



Strood Academy

Equality Objectives

Academic year 2024/25

Date of issue	September 2024
Date to be revised	August 2025

Strood Academy is committed to creating an inclusive and welcoming environment where all students feel valued and respected, regardless of their background, starting points, or any protected characteristic as defined by the Equality Act 2010. This policy outlines our specific objectives for promoting equality and diversity within the academy and how we will achieve them.

Objective	How this will be achieved	Evidence
<p>Actively promote respect for diversity in all its forms</p>	<p>Pastoral structure encourages intense support and care for students.</p> <p>Student Support manager and pastoral teams are accessible to all students at the academy International Baccalaureate World School status</p> <p>Personal Development delivered in tutor time, interdisciplinary & and assembly programmes.</p> <p>Ensure that all staff receive the training needed to respond effectively to prejudice-related bullying.</p> <p>Encourage avoidance of stereotyping.</p> <p>Staff to have CPD in unconscious Bias. Organise and celebrate cultural events throughout the year.</p> <p>Foster student leadership through diverse student councils and representation groups.</p>	<p>Instances of prejudice-related bullying are rare.</p> <p>Students show genuine understanding that other people with their differences can also be right.</p> <p>Active celebration of cultural diversity.</p> <p>Well-being log.</p> <p>Records of cultural events celebrated.</p> <p>Minutes from student council meetings showcasing diverse student voices.</p>
<p>Ensure all students, irrespective of background and starting points, make good progress over time</p>	<p>Provide regular progress feedback and support when needed.</p> <p>Monitor performance of student groups and take action as appropriate Instil confidence, resilience and self-belief through positive reinforcement and encouragement Provide opportunities for students to develop the character traits in the IB Learner Profile.</p> <p>Conduct regular assessments to identify individual student needs.</p> <p>Implement targeted interventions and support programs for those falling behind.</p>	<p>Tracking of performance of various micro populations.</p> <p>Students achieve the qualifications they need to secure positive progression Students present as confident, well-rounded individuals who possess the skill set to help them succeed Post 16 and beyond.</p> <p>Data on student progress, including those from disadvantaged backgrounds.</p>

	<p>Provide differentiated learning opportunities that cater to various learning styles.</p> <p>Celebrate the achievements of all students, regardless of their starting points.</p>	<p>Intervention plans and records of their effectiveness.</p> <p>Schemes of work demonstrating differentiation for various learning styles.</p> <p>Records of student achievement celebrations that recognize progress across ability levels.</p>
<p>Ensure all students feel safe, welcome and respected</p>	<p>Provide learning environments that are welcoming, safe and respectful of learners from all communities Rewards system that encourages hard-work and raises self-esteem.</p> <p>Foster a positive school culture through social, emotional, and mental health (SEMH) programs.</p> <p>Provide clear reporting mechanisms for students to voice concerns.</p> <p>Train staff on recognising and responding to incidents of discrimination or prejudice.</p>	<p>Displays around the academy celebrating cultural diversity, international mindedness and encouraging self-esteem in all students</p> <p>Bromcom MIS rewards tracking.</p> <p>Clear procedures for reporting concerns, with data on reported incidents and their resolution.</p> <p>Staff training records on recognizing and responding to discrimination.</p>

<p>Raise aspirations, particularly of the most disadvantaged students</p>	<p>Trips, visits that increase cultural capital.</p> <p>Extra-curricular programme that enriches students' experiences.</p> <p>Partnerships with universities, employers and business mentors.</p> <p>Provide clear opportunities that meet the Gatsby Benchmark.</p> <p>Organise career fairs and talks featuring diverse professionals.</p> <p>Offer tailored university and college application support.</p> <p>Provide mentorship programs with successful alumni from similar backgrounds.</p> <p>Celebrate the achievements of disadvantaged students as role models for their peers.</p>	<p>Attendance records show spread of engagement.</p> <p>Academic performance data</p> <p>Records of career fairs and talks with diverse representation.</p> <p>Data on university and college application rates, particularly for disadvantaged students.</p> <p>Documentation of mentorship programs and their impact. Recognition initiatives highlighting the achievements of disadvantaged students.</p> <p>Attendance at career and employee engagement fair.</p>
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<p>Ensure all student wellbeing is accepted as part of a holistic approach to education, irrespective of ability, background and starting points.</p>	<p>Through access to physical activities open to all abilities and backgrounds, both in school and extracurricular.</p> <p>Through access to wellbeing support via the Wellbeing Manager and Student Support/Pastoral teams.</p> <p>Encouraging and understanding of good wellbeing through healthy promotions.</p> <p>Having a staff team trained to recognise poor wellbeing.</p> <p>Providing support to parents/carers to help tackle wellbeing at home.</p> <p>Promote a culture of open communication where students feel comfortable seeking help.</p> <p>Provide access to counsellors and mental health professionals.</p>	<p>Attendance records show engagement with physical activities.</p> <p>Tracking of the number of students accessing wellbeing support.</p> <p>Evidence of healthy promotion materials in the academy.</p> <p>Records of staff training.</p> <p>Examples of support for well being shared with parents.</p> <p>Structure of the pastoral care system and staff roles.</p> <p>Data on student referrals to support staff and mental health professionals.</p> <p>Curriculum materials demonstrating the integration of well-being education.</p> <p>Student surveys gauging their sense of belonging and access to support.</p>
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Through regular monitoring and evaluation of these objectives and the evidence collected, Strood Academy will strive to continually improve its approach to promoting equality ensuring all students feel valued, respected, and empowered to reach their full potential.