



Ebor Trust Public Sector Equality Duty Objectives

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We recognise that the Public Sector Equality Duty (PSED) has three aims:

We must have due regard to the need to:

Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010;

Advance equality of opportunity between people who share a protected characteristic and people who do not share it;

Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Ebor Academy Trust Vision:

- To deliver high quality, rich and engaging education at the heart of our diverse communities.
- To do this, we are committed to building professional collaborations of best practice across and beyond the Trust.

In this way, we seek to enable all our learners to flourish and open doors to their best futures

Ebor Academy Strategic Priorities:

- 1: School Improvement: Increasing and maintaining the high quality of provision in all our schools
- 2: Culture: We will operate as one Trust with many schools, and all Stakeholders will recognise the contributions they make to the wider organisation.
- 3: People: Develop our people and recruit and develop the best staff driven by moral purpose to improve life chances of adults and children through education
- 4: Delivery, Capacity, Growth: Ensure Trust at all levels delivers sustained improvement and has capacity for potential growth
- 5: Partnerships: Further strengthen practice and provision by strengthening relationships with RSC, other MATs, schools and community opportunities

Ebor Academy Trust Values

Ebor Academy Trust seeks to live its values for all learners – children, adults, the wider community:

Excellence: All those who are part of Ebor Academy Trust, whether children or adults, will be supported to achieve excellence in all they do.

Belonging: We act as one organisation, responsible for supporting each other to achieve the best we can.

Opportunity: We provide learning that is relevant, motivating and engaging and that releases a child's curiosity and creativity. We provide career pathways for the adults in our organisation so that everyone can achieve their aspirations and fulfil their potential.



Respect: We acknowledge and celebrate that all people are different and can play a role in the Ebor family, whatever their background or ways in which they learn. We celebrate the diversity within our localities and the unique characteristics within each setting.

We have set the following objectives for 2022 onwards:

Quality of Education

1. All learners will have access to the highest quality of teaching and will be able to access a rich, deep curriculum with fulfilling life experiences.

Achievement

2. Our aspiration is to raise outcomes for all pupils, creating a learning environment where all pupils feel supported, rewarded and inspired, accelerating the progress of less advantaged pupils and those with special educational needs.

Wellbeing

3. Foster an inclusive, safe and healthy environment, where everyone can be themselves, give their best and feel proud to work and learn within the family of schools at Ebor Academy Trust. We believe that wellbeing is an entitlement for all. We will embed our staff wellbeing strategy, fostering a culture of nurture, personal and professional growth.

School Objective

4. To develop all our children's understanding of diversity through a curriculum which embraces equality, diversity and inclusion. To ensure that our children actively promote and encourage our core values in themselves and in others and are respectful of each other's beliefs and faiths.

Quality of Education All learners will have access to the highest quality of teaching and will be able to access a rich, deep curriculum with fulfilling life experiences.	• Curriculum designed to reflect the structure of the classes. • A coherent curriculum design which links learning from nursery through to Y2 and beyond	• Curriculum designed • Monitoring system in place • Governor visits taken place

Achievement Our aspiration is to raise outcomes for all pupils, creating a learning environment where all pupils feel supported, rewarded and inspired, accelerating the progress of less advantaged pupils and those with special educational needs	• New behaviour system and policy in place to ensure high expectations for all. • Pupil progress meetings are held to ensure progress is monitored. • New vision established to ensure all stakeholders are clear of expectations and school culture	• Staff, parent, Governor and pupil voice • Surveys shared with all stakeholders to gather input around culture and vision • Tracking data used to inform teaching • SEND information used to ensure all children are meeting their full potential
Wellbeing Foster an inclusive, safe and healthy environment, where everyone can be themselves, give their best and feel proud to work and learn within the family of schools at Ebor Academy Trust. We believe that wellbeing is an entitlement for all. We will embed our staff wellbeing strategy, fostering a culture of nurture, personal and professional growth.	• Daily class team check ins in all classes which give children opportunity to express their feelings • School assemblies and special events • Weekly Wellbeing - Hub Club • Weekly PSHE sessions • Senior Mental Health Lead appointed • Weekly sessions delivered on mental health and wellbeing	• Safeguarding thought of the week • Behaviour and wellbeing thought of the week • Weekly Hub Club • CPOMS used as a tracking tool
School To develop all our children's understanding of diversity through a curriculum which embraces equality, diversity and inclusion. To ensure that our children actively promote and encourage our core values in themselves and in others and are respectful of each other's beliefs and faiths.	• A range of resources used to expose children to different faiths, religions and beliefs . • Core values are displayed, made reference to and promoted throughout school. • Worship/assembly time used to deepen children's understanding	• Regular analysis of any negative behaviour incidents to identify any patterns related to protected characteristics, e.g. racism, and ensure any necessary action is taken to mitigate this, e.g. further education, involvement of parents/carers etc • Assembly used opportunities to promote equality and diversity and to

		tackle issues of discrimination or oppression for any protected groups • Responding to world news/current affairs issues (related to any individuals/protected characteristics) through assemblies or PSHE sessions • promotion of the school's position regarding equality through communication channels with parents/carers so that there is a shared appreciation of diversity and/or British Values
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