

Community cohesion duty – Education and Inspections Act 2006

In addition to addressing the duties outlined above, our academy is committed to taking action on other equality strands (e.g. religion and belief, 'vulnerable' children) and we will also work hard to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action. We are committed to following DfE guidance in providing:

- teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds students/pupils understanding of the diversity that surrounds them
- lessons across the curriculum that promote common values and help students/pupils to value differences and challenge prejudice and stereotyping
- a programme of curriculum-based activities whereby students/pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
- support for students/pupils for whom English is an additional language to enable them to achieve at the highest possible level in English

3: Equality Strands

Race and Religious Equality

We strive to offer a culturally diverse curriculum that prepares children for life in a diverse society. This is achieved through themed curriculum weeks as well as through the delivery of the Local Authority agreed syllabus for Religious Education. Our curriculum includes content which provides learning about different faiths.

Gender Equality

The academy carries out regular assessment processes to check there are no gender differences in achievement. Where there are significant differences in year group cohorts in terms of gender then changes are applied to the curriculum to meet needs. There are a good range of clubs, workshops and initiatives which challenge gender stereotypes and ensures the true fulfilment of potential. The academy takes action with homophobic incidents in line with racist or bullying incidents.

Disability Equality

Ebor Academy Trust is committed to ensuring equal treatment of all its employees, students/pupils and any others involved in the academy community, with any form of disability and will ensure that individuals with disabilities are not treated less favourably in any procedures, practices and service delivery.

Ebor Academy Trust aims to include all students/pupils in the full life of the academy. Our strategies to do this include:

- having high expectations of all people involved in the academy community
- finding ways in which all students/pupils can take part in the full curriculum
- planning out-of-school activities including all school trips and excursions so that students/pupils with disabilities can participate
- setting admissions policy and criteria which does not discriminate against students/pupils with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for students/pupils with disabilities in all subject areas
- planning the physical environment of the academy to cater for the needs of all people involved in the academy community
- raising awareness of disability amongst academy staff (teaching and non-teaching) and students/pupils