

# Equality Objectives Statement

Name of Academy:

Skegby Junior Academy



**Greenwood Academies Trust**

Date: July 2022

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## Background

**(1) A public authority must, in the exercise of its functions, have due regard to the need to—**

*(a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;*

*(b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;*

*(c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.*

**(2) A person who is not a public authority but who exercises public functions must, in the exercise of those functions, have due regard to the matters mentioned in subsection (1).**

**(3) Having due regard to the need to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—**

*(a) remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;*

*(b) take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;*

*(c) encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.*

**(4) The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.**

**(5) Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—**

*(a) tackle prejudice, and*

*(b) promote understanding.*



(6) Compliance with the duties in this section may involve treating some persons more favourably than others; but that is not to be taken as permitting conduct that would otherwise be prohibited by or under this Act.

(7) The relevant protected characteristics are—

- *age;*
- *disability;*
- *gender reassignment;*
- *pregnancy and maternity;*
- *race;*
- *religion or belief;*
- *sex;*
- *sexual orientation.*

Schools must publish information relating to persons who share a relevant protected characteristic who are affected by their policies and practices. However, data about employees will not need to be published where a public authority has fewer than 150 employees. This means that for the great majority of schools, only pupil-related data will need to be published. Schools are not required to collect any statistical data which they do not already collect routinely.

**Part A- Information which demonstrates how we are complying with the Public Sector Equality Duty for our Pupils and our People (Annual review of information)**

- Date last reviewed: July 2022

<b>Age</b>
<ul style="list-style-type: none"> <li>○ Whole school transition days take place to support all pupils moving to the next year group, this is extended into the Autumn term and the theme “New Beginnings” is followed.</li> <li>○ Enhanced transition is in place to support our year 6 pupils (aged 10 and 11) to prepare for secondary education.</li> <li>○ Enhanced transition is in place to support year 2 pupils (aged 6 and 7) to prepare them for the move from our feeder infant school to our Academy.</li> <li>○ Children from each year group are represented on our School Council and our Kindness Crew.</li> </ul>
<b>Disability</b>
<ul style="list-style-type: none"> <li>○ We support staff members with disabilities or additional needs through making reasonable adjustments to their work environments or working arrangements.</li> <li>○ Assemblies have included role models and representation of those with physical and learning needs.</li> </ul>



- To support the need of pupils with Autism, the academy staff have had training in support pupils needs, eg introperception training.
- In making reasonable adjustments to support pupils with Dyslexia, we have used immersive reader and dictate.
- All children have access to inclusive technology.
- The academy is accessible for pupils, staff, parents, and carers - see accessibility policy.
- We work closely with external agencies to ensure all children's needs are supported effectively.

### **Gender re-assignment**

- As part of our RSE curriculum pupils learn about identity and how this can be different for individuals.
- Our curriculum and the ethos of our school enables children to have conversations about respecting differences.
- We respect how individuals within our school population choose to identify.

### **Marriage and Civil Partnership**

- As part of our curriculum pupils have an opportunity to cover relationships and marriage. This is taught using SCARF resources.
- As part of home-school communication, the school uses the term 'parents and carers' to acknowledge different family arrangements
- As part of our curriculum, children are exposed to a range of different family types.
- To support the curriculum, we use books and film clips that reflect different family structures.

### **Pregnancy & Maternity**

- Staff are supported through risk assessments and additional advice or support is available from the People Directorate, where needed.
- Keeping in touch days are offered to all staff on maternity/ paternity.
- Our RSE curriculum covers the topic of consent, conception and pregnancy.

### **Race**

- We have reviewed our curriculum to ensure that books, film clips etc to promote and support diversity.
- The British Values of tolerance and respect is taught consistently throughout the academy and underpins a number of whole school assemblies.
- Whole school assembly themes focus on people around the world and the challenges they face.
- Our curriculum includes key people from a variety of races and cultures, eg artists and musicians.

### **Religion or Belief**

- We follow the Nottinghamshire agreed syllabus to ensure a diverse exposure to different religions and beliefs.
- We have reviewed our RE curriculum to ensure that children have a deeper understanding of people of different cultures, religions and beliefs.
- Religious Education is taught explicitly fortnightly and theme days are planned throughout the year.
- All staff have received training on extreme issues.
- Absences for religious holidays and observations are authorised.

### **Sex**

- Staff have been trained to identify and challenge examples of peer-on-peer abuse.
- The school takes part in mixed-team sports tournaments.
- As part of our careers and employability programme, we challenge gender stereotypes.
- As part of our Careers weeks we had visitors and speakers of different genders speaking about non-gendered jobs.

### **Sexual Orientation**

- Resources used in school, eg texts, film clips, celebrate people of all sexual orientations.
- Staff have been trained to have a zero-tolerance approach towards language around sexual orientation being used in a negative manner.



## Part B- Statistical data (annual review of data)

- Date last reviewed: July 2022

### Cohort profile (as included in GAT outcomes reports)

*Boys* *Girls* *SEND overall* *SEND SENK* *SEND EHCP* *Disadvantage* *Non-disadvantage* *White British* *Non-white British/other*

Boys – 48.9%  
 Girls – 51.1%  
 SEND – 18%  
 EHCP – 1.15  
 Disadvantaged – 52.8%  
 Non-disadvantaged – 47.2%  
 White British – 87.64%  
 Non-white British/other – 12.35%

### SEND and non-SEND information

*achievement* *attendance* *exclusions*

#### SEND

Reading – 33%  
 Writing – 11%  
 Maths – 22%  
 Combined – 0%  
 GPS – 0%

Attendance – 91.75%

Exclusions – fixed term - 5 children, 8 exclusions, 22.5 days

#### Non-SEND

Reading – 63%  
 Writing – 67%  
 Maths – 69%  
 Combined – 48%  
 GPS – 61%

Attendance – 93.7%

Exclusions - 0

### Boys and Girls

*achievement* *attendance* *exclusions*

#### Boys

Reading – 54%  
 Writing – 50%  
 Maths – 72%  
 Combined – 36%  
 GPS – 43%

Attendance – 94.12%

Exclusions – fixed term - 3 children, 5 exclusions, 13.5 days

#### Girls

Reading – 63%  
 Writing – 67%  
 Maths – 52%  
 Combined – 44%  
 GPS – 59%

Attendance – 92.58%

Exclusions - fixed term - 2 children, 3 exclusions, 9 days

### Disadvantaged and non-disadvantaged

*achievement* *attendance* *exclusions*

#### Disadvantaged

Reading – 50%  
 Writing – 46%  
 Maths – 50%



<p>Combined – 21% GPS –46%</p> <p>Attendance – 92.3%</p> <p>Exclusions – fixed term - 5 children, 8 exclusions, 22.5 days</p> <p><b>Non-disadvantaged</b> Reading – 64% Writing – 68% Maths – 71% Combined – 55% GPS –55%</p> <p>Attendance – 94.36%</p> <p>Exclusions - 0</p>
<p><b>White British and other groups</b> <i>*achievement *attendance *exclusions</i></p>
<p><b>White British</b> Reading – 64% Writing – 62% Maths – 62% Combined – 45% GPS –56%</p> <p>Attendance – 93.03%</p> <p>Exclusions – fixed term - 5 children, 8 exclusions, 22.5 days</p> <p><b>Non-white British/other</b> Reading – 26% Writing – 38% Maths – 63% Combined – 13% GPS – 25%</p> <p>Attendance – 91.31%</p> <p>Exclusions - 0</p>

### Part C- Equality Objectives (4-yearly priorities)

- Date objectives set: July 2022

Objective	Actions	Who	By when	Commentary of progress (yearly)
<b>Leadership of our pupil's &amp; people</b>				
To continue to invest in staff CPD, focusing on the use of SCARF resources to deliver the PSHE/RSE curriculum.	<ul style="list-style-type: none"> <li>• Continue to promote SCARF materials and build in staff meeting time for on line training on updated/new resources.</li> <li>• Ensure half termly plans cover all aspects of the PSHE/RSE curriculum and are</li> </ul>	<p>Curriculum Lead PSHE Lead</p> <p>Curriculum Lead PSHE Lead</p>	<p>Sept 22 onwards</p> <p>Half termly planning meetings</p>	<p>End of year 1 progress summary</p> <p>End of year 2 progress summary</p> <p>End of year 3 progress summary</p> <p>End of year 4 progress summary</p>



	<p>resourced appropriately.</p> <ul style="list-style-type: none"> <li>• Leaders to monitor the planning, delivery and impact of the PSHE/RSE curriculum.</li> </ul>	SLT PSHE Lead	Please refer to the monitoring schedule	
<b>Quality of Education for our pupils &amp; people</b>				
To continue to review annually, the texts, film clips etc that are used to support the curriculum, ensuring they reflect a diversity of race, cultures and family structures.	<ul style="list-style-type: none"> <li>• Plan the texts etc that are to be used throughout the year, in each year group and purchase any necessary resources.</li> <li>• Plan the use of the above resources as part of the curriculum, following our thematic approach.</li> <li>• Leaders to monitor the planning, delivery and impact of the curriculum.</li> </ul>	English Lead  Class teachers, led by DP and AP.  SLT English Lead	July 22 onwards  Half termly planning meetings  Please refer to the monitoring schedule	End of year 1 progress summary  End of year 2 progress summary  End of year 3 progress summary  End of year 4 progress summary
<b>Personal Development of our pupils &amp; people</b>				
To ensure children have a secure knowledge, understanding and acceptance of different religions, beliefs and cultures and that they understand and demonstrate the British Values of Tolerance and Respect.	<ul style="list-style-type: none"> <li>• To ensure the assembly plan teaches tolerance and respect.</li> <li>• To continue to use the Discovery curriculum to support and deliver the Nottinghamshire Agreed Syllabus for RE.</li> <li>• To plan RE theme days and visits/visitors throughout the academic year.</li> <li>• Leaders to monitor the planning, delivery and impact of the RE curriculum.</li> </ul>	Principal  Class teachers, led by DP and AP.  Class teachers, led by DP and AP. SLT RE Lead	Sept 22 onwards  Half termly planning meetings  Half termly planning meetings  Please refer to the monitoring schedule	End of year 1 progress summary  End of year 2 progress summary  End of year 3 progress summary  End of year 4 progress summary
<b>Behaviour &amp; Attitudes of our pupils &amp; people</b>				
To ensure pupils know and understand the British Values and are able to uphold them.	<ul style="list-style-type: none"> <li>• To ensure the assembly plan teaches the British Values.</li> <li>• To teach British Values within the curriculum.</li> <li>• To use the GAT EDI framework to support the curriculum.</li> <li>• Leaders to monitor the impact through behaviour logs, cpoms, incident reports etc.</li> </ul>	Principal  Class teachers, led by DP and AP.  SLT	Sept 22 onwards  Half termly planning meetings  On going	End of year 1 progress summary  End of year 2 progress summary  End of year 3 progress summary  End of year 4 progress summary