

Equality Objectives Statement

Name of Academy:

Skegby Junior Academy



Greenwood Academies Trust

Date: September 2023

Author: P Marples





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: September 2023

Age
<ul style="list-style-type: none"> ○ 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. ○ Enhanced transition is in place to support our year 6 pupils (aged 10 and 11) to prepare for secondary education. ○ 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. ○ Children from each year group are represented on our School Council and our Kindness Crew.
Disability
<ul style="list-style-type: none"> ○ We support staff members with disabilities or additional needs through making reasonable adjustments to their work environments or working arrangements. ○ Assemblies have included role models and representation of those with physical and learning needs.



- 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: September 2023

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 – 51.1%
 Girls – 48.9%
 SEND – 18%
 EHCP – 2%
 Disadvantaged – 56%
 Non-disadvantaged – 44%
 White British – 89%
 Non-white British/other – 11%

SEND and non-SEND information

achievement attendance exclusions

SEND

Reading – 58%
 Writing – 43%
 Maths – 57%
 Combined – 43%
 GPS – 57%

Attendance – 88.02%

Exclusions and suspensions – 0.

Non-SEND

Reading – 60%
 Writing – 83%
 Maths – 81%
 Combined – 53%
 GPS – 72%

Attendance – 94.68%

Exclusions and suspensions – 0.

Boys and Girls

achievement attendance exclusions

Boys

Reading – 69%
 Writing – 63%
 Maths – 69%
 Combined – 50%
 GPS – 76%

Attendance – 94.99%

Exclusions and suspensions – 0.

Girls

Reading – 53%
 Writing – 86%
 Maths – 82%
 Combined – 53%
 GPS – 67%

Attendance – 92.41%

Exclusions and suspensions – 0.

Disadvantaged and non-disadvantaged

achievement attendance exclusions

Disadvantaged

Reading – 51%
 Writing – 74%
 Maths – 70%
 Combined – 47%



<p>GPS –65%</p> <p>Attendance – 91.26%</p> <p>Exclusions and suspensions – 0.</p> <p>Non-disadvantaged Reading – 71% Writing – 79% Maths – 78% Combined – 57% GPS –77%</p> <p>Attendance – 96.50%</p> <p>Exclusions and suspensions – 0.</p>
<p>White British and other groups <i>*achievement *attendance *exclusions</i></p>
<p>White British Reading – 58% Writing – 75% Maths – 75% Combined – 50% GPS –69%</p> <p>Attendance – 93.53%</p> <p>Exclusions and suspensions – 0.</p> <p>Non-white British/other Reading – 100% Writing – 100% Maths – 100% Combined – 100% GPS – 100%</p> <p>Attendance – 96.39%</p> <p>Exclusions and suspensions – 0.</p>

Part C- Equality Objectives (4-yearly priorities)

- Date objectives set: July 2022

Objective	Actions	Who	By when	Commentary of progress (yearly)
Leadership of our pupil's & people				
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"> • Continue to promote SCARF materials and build in staff meeting time for on line training on updated/new resources. • Ensure half termly plans cover all aspects of the PSHE/RSE curriculum and are resourced appropriately. 	<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> <ul style="list-style-type: none"> • All children participated in the Life Tent in Sept 22. • Scarf materials were used to deliver lessons throughout the year. • Staff received emails about new resources. • Online training available. • PSHE lead monitored half termly plans, delivery etc and fed back to staff and SLT.



	<ul style="list-style-type: none"> Leaders to monitor the planning, delivery and impact of the PSHE/RSE curriculum. 	SLT PSHE Lead	Please refer to the monitoring schedule	<p>Action points were implemented.</p> <ul style="list-style-type: none"> Class books were developed as evidence of lessons and for children to refer to. <p>End of year 2 progress summary</p> <p>End of year 3 progress summary</p> <p>End of year 4 progress summary</p>
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Quality of Education for our pupils & people

<p>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.</p>	<ul style="list-style-type: none"> Plan the texts etc that are to be used throughout the year, in each year group and purchase any necessary resources. Plan the use of the above resources as part of the curriculum, following our thematic approach. Leaders to monitor the planning, delivery and impact of the curriculum. 	<p>English Lead</p> <p>Class teachers, led by DP and AP.</p> <p>SLT English Lead</p>	<p>July 22 onwards</p> <p>Half termly planning meetings</p> <p>Please refer to the monitoring schedule</p>	<p>End of year 1 progress summary</p> <ul style="list-style-type: none"> Texts were carefully planned and new texts purchased where needed. Planning shows a thematic approach and how the text was the stimulus for the children's learning. Leaders monitored plans, children's work etc and fed back to staff and SLT. Action points were implemented. <p>End of year 2 progress summary</p> <p>End of year 3 progress summary</p> <p>End of year 4 progress summary</p>
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Personal Development of our pupils & people

<p>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.</p>	<ul style="list-style-type: none"> To ensure the assembly plan teaches tolerance and respect. To continue to use the Discovery curriculum to support and deliver the Nottinghamshire Agreed Syllabus for RE. To plan RE theme days and visits/visitors throughout the academic year. Leaders to monitor the planning, delivery and impact of the RE curriculum. 	<p>Principal</p> <p>Class teachers, led by DP and AP.</p> <p>Class teachers, led by DP and AP.</p> <p>SLT RE Lead</p>	<p>Sept 22 onwards</p> <p>Half termly planning meetings</p> <p>Half termly planning meetings</p> <p>Please refer to the monitoring schedule</p>	<p>End of year 1 progress summary</p> <ul style="list-style-type: none"> Assembly plans show British Values are promoted, especially tolerance and respect. The Discovery Scheme and the Nottinghamshire Agreed Syllabus have been used to plan lessons. CPD has been delivered by the RE Lead. Themed days/visits/visitors have been planned in throughout the year eg a visit from the local vicar, Y3/4 visit to Southwell Minster for Time Travelling. RE lead monitored half termly plans, delivery etc and fed back to staff and SLT. Action points were implemented. <p>End of year 2 progress summary</p> <p>End of year 3 progress summary</p> <p>End of year 4 progress summary</p>
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Behaviour & Attitudes of our pupils & people



<p>To ensure pupils know and understand the British Values and are able to uphold them.</p>	<ul style="list-style-type: none"> • To ensure the assembly plan teaches the British Values. • To teach British Values within the curriculum. • To use the GAT EDI framework to support the curriculum. • Leaders to monitor the impact through behaviour logs, cpoms, incident reports etc. 	<p>Principal</p> <p>Class teachers, led by DP and AP.</p> <p>SLT</p>	<p>Sept 22 onwards</p> <p>Half termly planning meetings</p> <p>On going</p>	<p>End of year 1 progress summary</p> <ul style="list-style-type: none"> • Assembly plans show assemblies explicitly teach the British Values and use them to underpin themes. • British Values underpin the curriculum. • GAT EDI framework has been shared with staff and they are able to use this to support the curriculum. • Monitoring shows a decrease in behaviour incidents over the year. <p>End of year 2 progress summary</p> <p>End of year 3 progress summary</p> <p>End of year 4 progress summary</p>
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