

Equality Objectives Statement

PURPLE OAKS ACADEMY



Greenwood Academies Trust

Date: Oct 23

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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: Sept 23

Age	
<ul style="list-style-type: none">○ We take steps to deliver age appropriate PSHE and RSE based on the Jigsaw programme○ We maintain our early years provision to the end of Year 2 so that students are given the appropriate curriculum for their age and stage of development○ We carefully plan transitions between phases of the academy and look at what is needed on an individual level to make the transition as easy as possible for students○ We look for opportunities to provide additional responsibilities for our older students eg issuing key fobs for them to move around the academy independently, rewarding them with opportunities to be Student Helpers, Librarians	

- We consider furniture carefully and purchase resources that are age appropriate eg wooden workstations for our older students.

Disability

- To support the need of pupils with Autism, the academy has successfully achieved the National Autistic Society (Advanced) Accreditation
- In making reasonable adjustments to support pupils with sensory needs, we have invested in whole-academy training and embedded immersive reader
- Staff have undertaken TEACCH training to enable them to better support the needs of the students at the academy
- A number of staff have completed ELKLAN training and this is supporting the needs of both verbal and non-verbal students/pre-verbal students with complex needs
- We work in partnership with the Northamptonshire Sports programme to take part in sporting events with other schools both special and mainstream eg boccia

Gender re-assignment

- As part of our KS3 curriculum students have an opportunity to cover gender re-assignment
- The academy has gender neutral toilets available for use.

Marriage and Civil Partnership

- As part of our Jigsaw programme students have an opportunity to cover relationships and marriage throughout their time at the academy
- As part of home-school communication, the academy uses the terminology used to best address the person a child lives with eg we now use the term “parent/carer/family”.

Pregnancy & Maternity

- Consent is covered within our RSE programme and promoted on a daily basis through discussion. For example, If someone does not want to play a game it is OK to say no
- Risk assessments and needs of pregnant staff are taken into account and staff are moved to classes with reduced risk of physical intervention being needed
- Our school nurse advises with sex education and lessons around pregnancy and contraception.

Race

- Within our whole-school calendar of events, we ensure that there are opportunities to understand different cultures eg Black History Month, Diwali celebrations
- We that equality, diversity and inclusion issues tackled as part of our curriculum themes eg MAAFA
- We are carefully monitoring behaviour outcomes as non-white boys are disproportionality represented and targeting additional learning mentor support in this area

Religion or Belief

- The RE curriculum has been reviewed across the academy to ensure it is in line with the Northamptonshire Agreed Syllabus
- Within our themes all religions are represented and appropriate high-quality texts have been purchased to support this
- A range of assembly themes means collective acts of worship reflect the diversity of the academy and beyond

Sex

- As part of a careers programme we ensure that through Employability there are opportunities to explore different occupations in employer interactions eg we had a female geological engineer give a talk as part of our Science day.
- Staff have undertaken training in Masking and Fawning that primarily affect female students to raise awareness.

Sexual Orientation

- We raise awareness in assemblies to support students in their understanding of LGBTQ+ communities
- Parents’ meetings to discuss the RSE curriculum challenges families to discuss LGBTQ+ issues
- As part of our ongoing RSE curriculum we highlight different types of relationships.

Part B- Statistical data (annual review of data)

- Date last reviewed: Sept 23
- This information below should be based upon information readily available in your academy. For achievement in GAT (national performance measures, where appropriate) this is usually for end of EYFS (GLD), end of Key Stage 1, 2, 4 and 5
- For attendance and exclusions in GAT this is usually broken down by year group

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		
Send overall (EHC) 100%	Boys 88 (73.95%)	Girls 26 (31.65%)
Disadvantaged (FSM/PP) 38 (FSM) 39 (PP)	Non Disadvantaged (Non FSM/PP) 70	
White British 58	Non White British (Other) 50 (Other – 3)	
SEND and non-SEND information		
%achievement %attendance %exclusions		
SEND Attendance 20-21 - 95.54% 21-22 - 90.45% 22-23 – 91.35%	SEND Exclusions 20-21 - 4 21-22 - 2 22-23 - 7	
Achievement: %Meeting/Exceeding target set (Whole school)		
English: Reading 69%, Writing 64%, Spoken Language: 72%		
Maths: Number: 76%, Geometry and Measure 65%, Statistics and Probability 88%		
Science: Biology, 72%, Chemistry 64%, Physics 73%		
Boys and Girls		
%achievement %attendance %exclusions		
Boys SEND Attendance 92.1%	Girls SEND Attendance 84.7%	
Boys SEND Exclusions 6	Girls SEND Exclusions 1	
Achievement: %Meeting/Exceeding target set (Boys)	Achievement: %Meeting/Exceeding target set (Girls)	
English: Reading 63%, Writing 61%, Spoken Language: 80%	English: Reading 80%, Writing 75%, Spoken Language: 71%	
Maths: Number: 61%, Geometry and Measure 64%, Statistics and Probability 73%	Maths: Number: 76%, Geometry and Measure 75%, Statistics and Probability 84%	
Science: Biology, 86%, Chemistry 80%, Physics 73%	Science: Biology, 68%, Chemistry 64%, Physics 70%	



Disadvantaged and non-disadvantaged	
<i>*achievement *attendance *exclusions</i>	
Disadvantaged (FSM/PP) SEND Attendance 84.3%	Non- Disadvantaged (FSM/PP) SEND Attendance 86.2%
Disadvantaged (FSM/PP) SEND Exclusions 5	Non -Disadvantaged (FSM/PP) SEND Exclusions 2
Achievement: %Meeting/Exceeding target set (Pupil Premium) <u>English:</u> Reading 76%, Writing 74%, Spoken Language: 81% <u>Maths:</u> Number: 63%, Geometry and Measure 74%, Statistics and Probability 83% <u>Science:</u> Biology, 76%, Chemistry 74%, Physics 64%	Achievement: %Meeting/Exceeding target set (Non - Pupil Premium) <u>English:</u> Reading 72%, Writing 81%, Spoken Language: 75% <u>Maths:</u> Number: 83%, Geometry and Measure 68, Statistics and Probability 93% <u>Science:</u> Biology, 65%, Chemistry 62%, Physics 65%
Achievement: %Meeting/Exceeding target set (Free School Meals) <u>English:</u> Reading 82%, Writing 76%, Spoken Language: 76% <u>Maths:</u> Number: 76%, Geometry and Measure 64%, Statistics and Probability 95% <u>Science:</u> Biology, 78%, Chemistry 71%, Physics 86%	Achievement: %Meeting/Exceeding target set (Non Free School Meals) <u>English:</u> Reading 78%, Writing 67%, Spoken Language: 76% <u>Maths:</u> Number: 76%, Geometry and Measure 78%, Statistics and Probability 88% <u>Science:</u> Biology, 76%, Chemistry 75%, Physics 73%
White British and other groups	
<i>*achievement *attendance *exclusions</i>	
White British SEND Attendance 61	Other groups SEND Attendance 57
White British SEND Exclusions 3	Other groups SEND Exclusions 4
Achievement: %Meeting/Exceeding target set (EAL) <u>English:</u> Reading 88%, Writing 76%, Spoken Language: 81% <u>Maths:</u> Number: 78%, Geometry and Measure 81%, Statistics and Probability 78% <u>Science:</u> Biology, 88%, Chemistry 84%, Physics 76%	Achievement: %Meeting/Exceeding target set (Non EAL) <u>English:</u> Reading 79%, Writing 64%, Spoken Language: 87% <u>Maths:</u> Number: 71%, Geometry and Measure 74%, Statistics and Probability 90% <u>Science:</u> Biology, 72%, Chemistry 71%, Physics 75%



Part C- Equality Objectives (4-yearly priorities)

- Readily available data/information within your academy should be used to help shape these
- Date objectives set:

Objective	Actions	Who	By when	Commentary of progress (yearly)
Leadership of our pupil's & people				
To address knowledge gaps of staff to support LGBT community, through implementing a CPD programme to enable all staff to know how to recognise concerns and respond appropriately	Disseminate new guidance on RSE.	SI	June '24	End of year 1 progress summary – . End of year 2 progress summary End of year 3 progress summary End of year 4 progress summary
Quality of Education for our pupils & people				
To review the texts used in the KS1 English curriculum, to secure appropriate breadth and depth of different race and cultures	English Lead to evaluate current texts used. Identify gaps Adapt curriculum Order books	CS	June '24	End of year 1 progress summary End of year 2 progress summary End of year 3 progress summary End of year 4 progress summary
Personal Development of our pupils & people				
To increase the participation of SEND students in extra-curricular activities	Explore options of activities (paid and staff led) Develop timetable Run clubs Evaluate clubs Identify groups not represented Further develop activity offer.	SLT	June '24	End of year 1 progress summary End of year 2 progress summary End of year 3 progress summary End of year 4 progress summary
Behaviour & Attitudes of our pupils & people				
Workforce to be more reflective of student population (protected characteristics)	Review where/how advertising/recruitment takes place Work with agencies to identify more diverse candidates Review interview processes	SLT	June '24	End of year 1 progress summary End of year 2 progress summary End of year 3 progress summary End of year 4 progress summary
'Equity and Unconscious Bias' training opportunities for staff	Identify suitable provider and book Review and follow-up practice to reflect recommendations	SLT with staff team	June '24	End of year 1 progress summary End of year 2 progress summary End of year 3 progress summary End of year 4 progress summary