

Equality Objectives Statement

Purple Oaks Academy



Greenwood Academies Trust

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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: May 22

Age

- 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 school 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 e.g. giving them key fobs to move around the academy independently.
- We consider furniture carefully and purchase resources to that are age appropriate eg wooden workstations for our older students.

Disability



- To support the need of pupils with Autism, the academy has been working towards achieving the National Autistic Society Accreditation
- In making reasonable adjustments to support pupils with Sensory needs, we have invested in whole school training and embedded immersive reader
- Staff have undertaken TEACCH training to enable them to better support the needs of the students in Purple Oaks Academy.
- A number of staff are also working towards completing the training for ELKLAN that will help us support Verbal and non verbal students with complex needs.
- We have been working with the local 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 pupils 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 the school.
- As part of home-school communication, the academy uses the terminology used to best address the person a child lives with e.g. we now use the term “parent/carer”.

Pregnancy & Maternity

- Consent is covered within our RSE programme and promoted on a daily basis through discussion. Eg 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 less risk of physical intervention if needed.
- Our school nurse supports 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 e.g. Black history month.
- We are carefully monitoring behaviour outcomes as non-white boys are disproportionality represented. We are targeting additional learning mentor support in this area.

Religion or Belief

- We recently reviewed the RE curriculum across the school 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.

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 have developed a display board in a communal area celebrating different types of relationships.
- In response to a ‘spike’ in inappropriate language aimed at the LGBTQ+ community, we have completed assemblies to raise awareness and support students in their understanding.
- As part of our ongoing RSE curriculum we celebrate different types of relationships.

Part B- Statistical data (annual review of data)

- Date last reviewed:
- 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)		
<i>*/%Boys */%Girls */%SEND overall */%SEND SENK **SEND EHCP */%Disadvantage */%Non-disadvantage */% White British */% Non-white British/other</i>		
Send overall (EHC) 100%	Boys 81	Girls 26
Disadvantaged (FSM/PP) 30	Non Disadvantaged (FSM/PP) 77	
White British 15	Non White British (Other) 15	
SEND and non-SEND information		
<i>*/achievement */attendance */exclusions</i>		
SEND Attendance 20-21 - 95.54% 21-22 90.45%	SEND Exclusions 20-21 4 21-22 2	
Achievement: %Meeting/Exceeding target set (Whole school) English: Reading 88%, Writing 86%, Spoken Language: 90% Maths: Number: 76%, Geometry and Measure 78%, Statistics and Probability 92% Science: Biology, 86%, Chemistry 80%, Physics 73%		
Boys and Girls		
<i>*/achievement */attendance */exclusions</i>		
Boys SEND Attendance 92.1%	Girls SEND Attendance 84.7%	
Boys SEND Exclusions 1	Girls SEND Exclusions 1	
Achievement: %Meeting/Exceeding target set (Boys) English: Reading 88%, Writing 86%, Spoken Language: 90% Maths: Number: 76%, Geometry and Measure 78%, Statistics and Probability 92% Science: Biology, 86%, Chemistry 80%, Physics 73%	Achievement: %Meeting/Exceeding target set (Girls) English: Reading 90%, Writing 90%, Spoken Language: 80% Maths: Number: 90%, Geometry and Measure 80%, Statistics and Probability 100% Science: Biology, 80%, Chemistry 80%, Physics 70%	
Disadvantaged and non-disadvantaged		
<i>*/achievement */attendance */exclusions</i>		
Disadvantaged (FSM/PP) SEND Attendance 86.96%	Non- Disadvantaged (FSM/PP) SEND Attendance 91.86%	



<u>Disadvantaged (FSM/PP) SEND Exclusions</u> <u>1</u>	<u>Non -Disadvantaged (FSM/PP) SEND Exclusions</u> <u>1</u>
<u>Achievement: %Meeting/Exceeding target set (Pupil Premium)</u> <u>English:</u> Reading 89%, Writing 84%, Spoken Language: 92% <u>Maths:</u> Number: 73%, Geometry and Measure 81%, Statistics and Probability 88% <u>Science:</u> Biology, 89%, Chemistry 86%, Physics 76%	<u>Achievement: %Meeting/Exceeding target set (Non - Pupil Premium)</u> <u>English:</u> Reading 85%, Writing 92%, Spoken Language: 85% <u>Maths:</u> Number: 85%, Geometry and Measure 64%, Statistics and Probability 100% <u>Science:</u> Biology, 78%, Chemistry 64%, Physics 64%
<u>Achievement: %Meeting/Exceeding target set (Free School Meals)</u> <u>English:</u> Reading 92%, Writing 92%, Spoken Language: 85% <u>Maths:</u> Number: 85%, Geometry and Measure 64%, Statistics and Probability 100% <u>Science:</u> Biology, 85%, Chemistry 71%, Physics 71%	<u>Achievement: %Meeting/Exceeding target set (Non Free School Meals)</u> <u>English:</u> Reading 88%, Writing 86%, Spoken Language: 90% <u>Maths:</u> Number: 76%, Geometry and Measure 78%, Statistics and Probability 92% <u>Science:</u> Biology, 86%, Chemistry 80%, Physics 73%
White British and other groups <i>*achievement *attendance *exclusions</i>	
<u>White British SEND Attendance</u> 52	<u>Other groups SEND Attendance</u> 55
<u>White British SEND Exclusions</u> 1	<u>Other groups SEND Exclusions</u> 1
<u>Achievement: %Meeting/Exceeding target set (EAL)</u> <u>English:</u> Reading 94%, Writing 94%, Spoken Language: 88% <u>Maths:</u> Number: 88%, Geometry and Measure 82%, Statistics and Probability 100% <u>Science:</u> Biology, 94%, Chemistry 94%, Physics 76%	<u>Achievement: %Meeting/Exceeding target set (Non EAL)</u> <u>English:</u> Reading 85%, Writing 82%, Spoken Language: 91% <u>Maths:</u> Number: 71%, Geometry and Measure 74%, Statistics and Probability 90% <u>Science:</u> Biology, 82%, Chemistry 74%, Physics 68%

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 students & people				
To address knowledge gaps of staff to support LGBT + community through implementing a CPD programme to enable all	Jigsaw RSE training delivered to all staff. Specific training around identify and use of pronouns (in response to specific student).	Curriculum lead for PSHE/RSE	May 23	End of year 1 progress summary End of year 2 progress summary End of year 3 progress summary



staff to know how to recognise concerns and respond appropriately				End of year 4 progress summary
Quality of Education for our students & people				
To review the texts used throughout the school in the English curriculum, to secure appropriate breadth and depth of different race and cultures	Reading lead to evaluate current texts used. Identify gaps Adapt curriculum Order books	Reading lead	May 23	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 students & 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	May 23	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 students & people				
To reduce the number of Level 3 incidents for Non white boys.	Identify and analyse reasons for challenging behaviour Check and further develop Positive Behaviour support plans as needed. Work alongside staff to develop strategies to further support the students. Contact external agencies as needed for support. Evaluate and	Behaviour Lead	May 23	End of year 1 progress summary End of year 2 progress summary End of year 3 progress summary End of year 4 progress summary