

# Equality Objectives Statement

Green Oaks Primary Academy



**Greenwood Academies Trust**

Date: September 2023

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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: September 2023

<b>Age</b>
<ul style="list-style-type: none"> <li>○ In EYFS (aged 4 and 5) there has been a focussed programme on addressing speech and language needs to prepare for year 1 curriculum (aged 5 and 6)</li> <li>○ In Year 6 additional responsibilities are given (such as organising the school shop and being responsible for the bank) to prepare for secondary education.</li> <li>○ <u>Secondary school transition work-visits to and from the secondary schools</u></li> </ul>
<b>Disability</b>
<ul style="list-style-type: none"> <li>• Through academy policies and the curriculum, pupils are made aware of diversity in its broadest sense, encouraged to support/help fellow classmates and gain an age-appropriate understanding of disability. This is through the use of mixed ability pairs, class work on "All about me" which focusses on individual and class strengths.</li> </ul>



- To support the needs of pupils with speech, language and communication needs, 3 staff members have completed the 6 day NHS Talking Success training and this has been disseminated to all teaching staff in the Spring and Summer Terms.
- To support pupils with needs such as ADHD and ASD, we have emphasized the need for greater SEND training across staff this year with our Academy Improvement plan. On Inset days, staff meetings and Teaching Assistant training sessions, the SENCO and external agencies will deliver training to ensure staff are equipped to support.
- To support the needs of pupils with Dyslexia, we have invested in whole school training and a screening tool which has been used to assess pupils across the school. We have responded to identified needs by embedding the use of programmes such as Toe-by-Toe, Stareway To Spelling and other Precision Teaching methods.
- Vulnerable pupils, including pupils within the lowest 20%, pupils with SEND and pupils with Pupil Premium allocation have been provided with additional intervention support through the recruitment of a new staff member who works with children across the whole school addressing primary needs.
- Forest School has been introduced to support pupils with communication and interaction difficulties and/or SEMH (social, emotional and mental health) difficulties.
- Adults make adjustments to learning activities so pupils with disability, where needed have equal access to the curriculum. For example, for hearing impaired pupils a "Roger device" is worn by the teacher which are checked daily. Where necessary quiet sessions are used for specific tasks, position in classroom, additional sessions for phonics. Seeking specialist support from the hearing-impaired team.
- Technology is used well by teachers to ensure pupils can access teaching materials through using Immersive Reader, a tool which can read text aloud. Teachers also ensure screen backgrounds are colour adjusted so that it makes reading text on a large screen more comfortable for those who struggle with black on white representations. Pupil work books, where possible, are also colour adjusted so that contrast is minimised through the use of different coloured papers.
- Where needed, teachers and pupils use coloured transparencies when reading with pupils to reduce the effort of reading black/white text and to support tracking.
- Awareness Days are in place and special assemblies are mapped out to raise awareness of the range of need, challenges faced by pupils with disability and how best the academy, staff and pupils can support them.

#### Gender re-assignment

- As part of our curriculum (particularly related to careers) pupils are encouraged to challenge gender stereotypes and are provided with real experiences of people who defy these stereotypes. Also within the curriculum we ensure the pupils have studied people who defied gender stereotypes in history, science and art.
- Story books are provided which challenge gender stereotypes.
- Both boys and girls are encouraged to participate in non- stereotypical activities such as sports.
- We consciously acknowledge children for non-stereotypical attributes, we notice and reinforce behaviours which go against stereotypes, and we challenge children who say things that may reinforce stereotypes.
- We have a zero-tolerance approach to the use of words such as "girly" used as an insult to imply weakness or lack of status.
- We teach the children that objects such as toys are not gender specific.

#### Marriage and Civil Partnership

- As part of our KS 1 curriculum, pupils experience the diversity of family make up.
- As part of our KS2 curriculum, pupils have an opportunity to cover relationships and marriage.
- Assemblies cover the diversity of a family unit, relationships, marriage and partnership.

#### Pregnancy & Maternity

- We have updated our SRE programme in KS2 to cover the topic of consent.
- Room made available for nursing mothers who have returned to work so they can express milk with privacy and dignity.
- Adjustments are made to working patterns and duties to meet the needs of new parents.
- Consideration of flexible return to work where parents wish to reduce their working hours.

#### Race



<ul style="list-style-type: none"> <li>○ For project days/ weeks such as history and art we have mapped key historians, scientists, innovators and artists across the academy to ensure that we have appropriate diversity in culture.</li> <li>○ The diversity of culture is woven throughout the curriculum.</li> <li>○ Assemblies cover themes of diversity, equality and inclusion.</li> </ul>
<b>Religion or Belief</b>
<ul style="list-style-type: none"> <li>● We have a Sikh and Christian visitor with an expectation to increase diversity of visits and visitors now that restrictions are lifted.</li> <li>● The RE curriculum has been mapped to ensure that by the end of Year 6 pupils will have a broad and balanced understanding.</li> </ul>
<b>Sex</b>
<ul style="list-style-type: none"> <li>○ As part of our academy improvement programme, we have a strategy to address outcomes for girls in maths.</li> <li>○ As part of our academy improvement programme, we have a strategy to address outcomes for boys in writing.</li> <li>○ For project days/ weeks such as history and art we have mapped key historians and artists across the academy to ensure that we have appropriate diversity in gender.</li> </ul>
<b>Sexual Orientation</b>
<ul style="list-style-type: none"> <li>○ In response to a 'spike' in inappropriate language aimed at the LGBTQ+ community, we have adapted our PSHE scheme to address "live" issues. Teachers have the freedom to adapt and tweak PSHE coverage according to class needs and are encouraged to do so.</li> </ul>

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

- Date last reviewed: September 2023
- For achievement in GAT (national performance measures, where appropriate) this is usually for end of EYFS (GLD), end of Key Stage 1, 2,
- For attendance and exclusions in GAT this is usually broken down by year group

<b>Cohort profile (as included in GAT outcomes reports)</b>								
*%Boys %Girls %SEND overall %SEND SENK **SEND EHCP %Disadvantage %Non-disadvantage % White British % Non-white British/other								
Year 6								
Boys %	Girls %	SEND % overall	SEND EHCP %	Disadvantaged %	Non disadvantaged %	White British %	SEND K %	Non -white British / other %
67%	33%	34%	4%	30%	70%	33%	30%	67%
Year 2								
67%	33%	37%	0%	17%	83%	57%	37%	43%
Year R								
60%	40%	16%	3%	10%	90%	30%	13%	60%
<b>SEND and non-SEND information</b>								
*achievement *attendance *exclusions								
	Reading %	Writing %	Maths %	Attendance %	Exclusions%			
Year 6	44%	33%	33%	94.8%	0			
Year 2	36%	27%	45%	94.1%	0			
Year R	0%	0%	0%	91.5%	0			



Boys and Girls					
<i>*achievement *attendance *exclusions</i>					
	Reading %	Writing %	Maths %	Attendance %	Exclusions%
Year 6- boys	72%	67%	78%	94.8%	0
Year 6 girls	78%	67%	78%	96.6%	0
Year 2 boys	70%	40%	60%	94.2%	0
Year 2 girls	40%	40%	20%	95.9%	0
Year R boys	61%	61%	61%	92.0%	0
Year R girls	58%	58%	58%	92.8%	0
Disadvantaged and non-disadvantaged					
<i>*achievement *attendance *exclusions</i>					
	Reading %	Writing %	Maths %	Attendance %	Exclusions%
Year 6 dis	88%	75%	75%	96.1%	0
Year 6 Nondis	68%	63%	69%	95.0%	0
Year 2 dis	40%	0%	60%	92.7%	0
Year 2Nondis	64%	48%	44%	95.2%	0
Year R dis	33%	33%	33%	91.1%	0
Year R nondis	63%	63%	63%	92.4%	0
White British and other groups					
<i>*achievement *attendance *exclusions</i>					
	Reading %	Writing %	Maths %	Exclusions%	
Year 6 Wbrit	78%	67%	78%	0	
Year 6 other	72%	67%	78%	0	
Year 2 Wbrit	59%	41%	53%	0	
Year 2 other	62%	39%	38%	0	
Year R Wbrit	86%	86%	86%	0	
Year R other	52%	52%	52%	0	

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

- Readily available data/information within your academy should be used to help shape these
- Date objectives set: September 2022 – Reviewed in September 2023

Objective	Actions	Who	By when	Commentary of progress (yearly)
<b>Leadership of our pupils &amp; people</b>				
To address knowledge gaps of staff to support LGBTQ+ community, through implementing a CPD programme to enable all staff to know how to recognise concerns and respond appropriately.	<b>Review behaviour incidents and identify peer on peer incidents relating specifically to LGBT community and the actions taken.</b> <b>Information sharing and statistics around LGBT and look at resources (Twinkl) which challenge sayings like "That's so gay"</b>	<u>AC</u>	<u>2024</u>	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>Quality of Education for our pupils &amp; people</b>				
To review the texts used in the English curriculum, to secure appropriate breadth and depth of different race, cultures and challenge stereotypes.	<b>Audit books in classrooms, and the library</b> <b>-Books which challenge gender stereotypes</b> <b>-remove those that reinforce stereotypes</b> <b>- LTP identifies different texts which expose children to different race/cultures/LGBT examples</b>	<u>KE</u>	<u>2024</u>	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 increase the opportunities through visits/visitors to ensure the diversity of the community is represented.	<b>During career weeks/ visits to different places the pupils experience true diversity.</b> <b>-LTP maps this out</b>	<u>AC</u>	<u>2024</u>	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 reduce the number of "RED CARDS" for boys which are disproportionately	Audit the behaviour records to find common issues and follow up with pupil voice.	<u>AC</u>	<u>2024</u>	End of year 1 progress summary  End of year 2 progress summary



represented in our current data.	Encourage gender neutral activities outside, cater for all types of interest. -school council pupil voice			End of year 3 progress summary End of year 4 progress summary
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