

Equality Objectives Statement

Stanground 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: September 2020

Age

- Additional pastoral and academic support is given to pupils who are transitioning between phases (KS2 to KS3, KS3 to KS4 and KS4 to KS5). A targeted, bespoke programme of individual and group support is in place
- Transition into new year groups is carefully planned for all pupils and additional support is given to individuals with specific needs
- Recruitment and appointments process protects against discrimination on the basis of age.

Disability

- Accessibility across the academy is a priority and site plans support pupils/ adults who are wheelchair users, including an internal lift both in the main school building and PE building.
- Understanding of a range of disabilities is delivered as part of the PSHE curriculum programme
- All staff have received specific SEND CPD training and this features weekly through staff briefings.

Gender re-assignment

- A member of the SLT has responsibility to research issues around supporting Secondary Age Transgender pupils
- Under the policy review programme, policies are adapted, where necessary to support transgender pupils/staff

Marriage and Civil Partnership

- As part of our PSHE curriculum, all pupils have an opportunity to cover relationships and marriage at an age and stage appropriate level
- As part of home-school communication, the academy uses terminology used to best address the person a child lives with e.g. we use the term 'parent/carer' and do not assume marital status prefixes

Pregnancy & Maternity

- The RSE curriculum is delivered through age-appropriate content across all key stages
- RAs for pregnant staff are put in place as soon as we are informed – adaptations are made and reviewed as needed

Race

- We have used the GAT Equity, Diversity & Inclusion guidance (EDI) to increase the diversity of text used across the curriculum as part of the set texts for literacy.
- Our PSHE curriculum and extra-curricular programme has a pro-active approach in our programme of co-curricular activities and experiences to raise aspirations for our BME pupils.

Religion or Belief

- As part of our RE curriculum, students are provided with opportunities to visit a place of worship from a variety of different faiths and attend assemblies that are delivered by visitors from a range of faiths including question/answer sessions
- Our RE Curriculum celebrates a range of beliefs/faiths with contributions from pupils who practise.

Sex

- Our STEM curriculum and associated activities promote the involvement of girls
- The range of texts used for literacy is monitored to pro-actively include a range of strong male and female lead characters

Sexual Orientation

- Staff, through safeguarding training, have received training around 'acceptable terms' and are aware of how to challenge derogatory language
- A Family support/Inclusion coordinator is employed. She is a trained counsellor supporting both pupils and their families

Part B- Statistical data (annual review of data)

- Date last reviewed: January 2023
- 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

KS3 cohort profiles 2022-23

KS3 Year Group	Total number of pupils	% Boys	% Girls	% disadvantaged	% nondisadvantaged	% EAL	% non-EAL
7	239	52.30	47.70	30.13	69.87	23.43	76.57
8	269	56.51	43.49	38.29	61.71	36.80	63.20
9	239	53.56	46.44	27.20	72.80	28.03	71.97

KS4 cohort profiles 2022-23

KS4 Year Group	Total number of pupils	% Boys	% Girls	% disadvantaged	% nondisadvantaged	% EAL	% non-EAL
10	232	50.86	49.14	23.71	76.29	34.91	65.09
11	193	53.37	46.63	25.39	74.61	34.72	65.28

KS5 cohort profiles 2022-23

KS5 Year Group	Total number of pupils	% Boys	% Girls	% disadvantaged	% nondisadvantaged	% EAL	% non-EAL
12	80	43.75	56.25	13.95	86.05	28.75	71.25
13	74	45.95	54.05	21.62	78.38	14.86	85.14

SEND and non-SEND information

*achievement *attendance *suspensions

	All Years	Attendance %	Suspensions number	-
SEND E	18	89.40	13	
SEND K	168	86.50	39	
Non-SEND	1146	89.90	36	

Boys and Girls

**achievement *attendance *exclusions*

	Attainment % EXS	Attendance %	Suspensions number	–
Boys	R- 74 W-71 M-87	96	72	
Girls	R-90 W-83 M-93	93.5	16	

Disadvantaged and non-disadvantaged

**achievement *attendance *exclusions*

	Attainment %	Attendance %	Suspensions number	–
Disadvantaged	R-83 W-73 M-90	94.5	62	
Non- disadvantaged	R-80 W-81 M-90	94.9	26	

White British and other groups

**achievement *attendance *exclusions*

	Attainment %	Attendance %	Suspensions number	–
EAL	R-89 W-84 M-100	95.8	15	
Non EAL	R-79 W-74 M-85	94.2	73	