<u>Equality Objectives Statement</u>

Corby Primary Academy

Greenwood Academies Trust

(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: April 2022

Age
- Senior Leaders have been monitoring and supporting families (KS1/KS2) to improve their attendance   - In EYFS (aged 4 and 5) there has been a focussed programme on addressing their social and emotional needs to prepare for year 1 curriculum (aged 5 and 6)   - Year 6 children (Aged 10 and 11) are prepared for secondary transition through partnership working with secondary schools and through school PSHE/curriculum

Disability
To support the need of pupils with disabilities (Physical, emotional and social), we provide whole staff training and ongoing SENDCO/Pastoral support to all staff.

- In making reasonable adjustments to support pupils with Dyslexia and Discalculia, we have invested in whole school training
- Children with ADHD have tailored support plans in place and 1:1 adult support to meet needs if required.
- Children with an ASD diagnosis receive targeted support through recommendation from the EP. Designated adults, safe spaces and bespoke timetables are in place where necessary and reviewed regularly with parents and SENDCO
- Children who are walking frame users are risk assessed and provision is in place in classrooms and shared areas for easy access and inclusivity.
- Children with S&L and communication needs have regular planned support overseen by SENDCO and follow programmes from NHS S&L Team
- Children with disability have equal access to trips and visits - pre-visits are in place alongside a supportive risk assessment.
- Children have access to disabled toilets.

Gender re-assignment

- We provide storybooks and factual books about real people who challenge gender stereotypes
- We encourage both boys and girls to participate in non-stereotypical activities/ sports/subject choices
- We provide times when only typical 'boys' toys' or 'girls' toys' are put out to play with so that children are not always pressured to follow members of their own sex in their choices

Marriage and Civil Partnership

- Within our KS2 curriculum pupils have an opportunity to cover sex, relationships and marriage
- As part of the academy community we acknowledge and include same sex relationships e.g. through stories/books, special days, PSHE and every day inclusive languages.
- The academies use terminology to best address the person a child lives with e.g. adults/carers when communicating with home.
- As part of home visits from the Nursery team, preferred titles are discussed.

Pregnancy & Maternity

- Our SRE programme in KS2 covers consent, sex and healthy relationships.
- KS1 animal birth and stages of human life (baby, toddler, adult)
- In year 3 & 4 children cover inherited biological characteristics.
- In year 5 & 6 Children learn about puberty, human conception, pregnancy and birth.

Race

- For KS1 and KS2 we have used the GAT Equity, Diversity & Inclusion guidance (EDI) to increase the diversity of text used across the curriculum and in the library – this is specific to our white Eastern European context and Scottish Heritage.
- Through Assemblies and PSHE we recognise that our community is made up of diffing cultures and races and everyone is welcome.
- We ensure that children see themselves reflected in their curriculum through pictures, stories and writing.

Religion or Belief

- In KS1/KS2 children visit the local churches.
- We follow the Northamptonshire RE Syllabus
- We use Picture News and Newsround to enable pupils to discuss world affairs from the news where this may relate to religion or beliefs

Sex

- As part of a careers programme we challenge gender stereotypes.
- We provide equal opportunities for all children through the curriculum, through sporting activities and signposting externally where necessary.

Sexual Orientation

- o We held a School Diversity theme week, aligned to Pride Month.
- o We have LGBTQ+ books in the school libraries – which we need to increase as part of our improvement work.
- o We allow children to wear clothes they feel most comfortable in regardless of perceived gender.
- o Through PSHE we ensure we have open and inclusive conversations with children and also with parents.
- o We use LGBTQ+ terminology in an accurate and respectful way.

Part B- Statistical data (annual review of data)

- Date last reviewed: September 2022 (Data is taken from 21/22 academic year)
- 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

Boys %	Girls %	SEND % overall	SEND EHCP %	SEND K %	Disadvantaged %	Non disadvantaged %	White British %	Non-White British %
48.9%	51.1%	12.8%	2.2%	10.6%	11.6%	89.4%		

SEND and non-SEND information
*achievement *attendance *exclusions

Attendance

	R	1	2	3	4	5	6
SEND	95.97%	95.30%	92.56%	95.32%	93.64%	93.78%	95.25%
Non-SEND	91.10%	94.61%	94.83%	95.44%	94.98%	94.73%	95.21%

Exclusions
SEND – 2 suspensions – 1 child.
Non-SEND – 0% across the school

Boys and Girls
*achievement *attendance *exclusions

Reading

Legend: ■ Well below ■ Just below ■ Expected ■ Above ■ No data

Boys — 173 pupils · Average: EXS: 34% | 50% | 16%
Girls — 189 pupils · Average: EXS: 28% | 46% | 26%

Writing

Legend: ■ Well below ■ Just below ■ Expected ■ Above ■ No data

Boys — 173 pupils · Average: EXS: 45% | 52% | 3%
Girls — 189 pupils · Average: EXS: 31% | 61% | 7%

Maths

Legend: ■ Well below ■ Just below ■ Expected ■ Above ■ No data

Boys — 173 pupils · Average: EXS: 28% | 55% | 16%
Girls — 189 pupils · Average: EXS: 32% | 54% | 13%

Attendance

	R	1	2	3	4	5	6
Boys	92.55%	95.27%	94.77%	95.05%	95.50%	94.97%	95.75%
Girls	90.38%	94.19%	94.20%	95.66%	94.41%	94.30%	94.63%

Exclusions
Boys - 2 suspensions – 1 child.
Girls – 0% across the school

Disadvantaged and non-disadvantaged
*achievement *attendance *exclusions

Reading

Legend: ■ Well below ■ Just below ■ Expected ■ Above ■ No data

Disadvantaged — 49 pupils · Average: BLW: 53% | 41% | 6%
Not Disadvantaged — 313 pupils · Average: EXS: 27% | 49% | 24%

Writing

Legend: ■ Well below ■ Just below ■ Expected ■ Above ■ No data

Disadvantaged — 49 pupils · Average: BLW: 65% | 35%
Not Disadvantaged — 313 pupils · Average: EXS: 33% | 60% | 6%

Maths

Legend: ■ Well below ■ Just below ■ Expected ■ Above ■ No data

Disadvantaged — 49 pupils · Average: BLW: 53% | 39% | 8%
Not Disadvantaged — 313 pupils · Average: EXS: 27% | 58% | 16%

Attendance

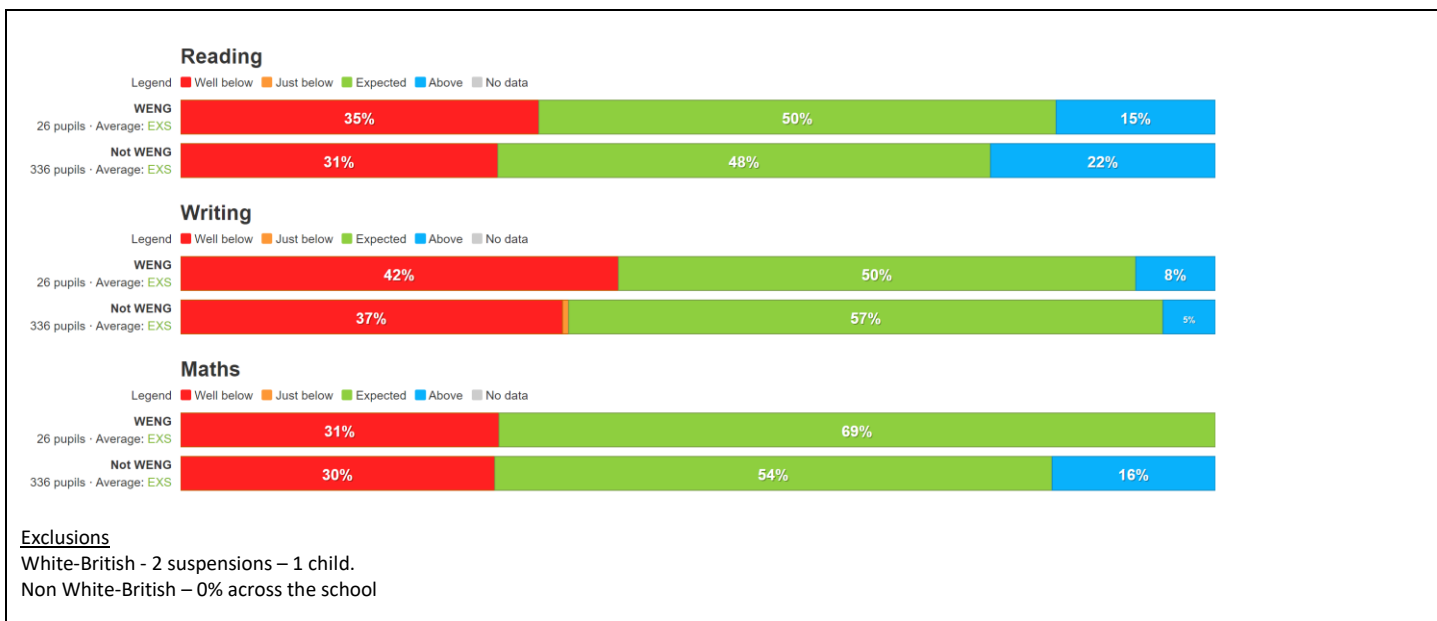|	R	1	2	3	4	5	6
Dis	82.70%	93.24%	92.92%	96.95%	94.51%	92.59%	94.75%
Non-Dis	92.01%	94.96%	94.79%	95.19%	94.91%	94.86%	95.27%

Exclusions
Dis - 0% across the school
Non-Dis – 2 suspensions – 1 child

White British and other groups
*achievement *attendance *exclusions

Reading

Legend: ■ Well below ■ Just below ■ Expected ■ Above ■ No data

	Well below	Expected	Above
WENG — 26 pupils · Average: EXS	35%	50%	15%
Not WENG — 336 pupils · Average: EXS	31%	48%	22%

Writing

Legend: ■ Well below ■ Just below ■ Expected ■ Above ■ No data

	Well below	Expected	Above
WENG — 26 pupils · Average: EXS	42%	50%	8%
Not WENG — 336 pupils · Average: EXS	37%	57%	5%

Maths

Legend: ■ Well below ■ Just below ■ Expected ■ Above ■ No data

	Well below	Expected	Above
WENG — 26 pupils · Average: EXS	31%	69%	
Not WENG — 336 pupils · Average: EXS	30%	54%	16%

<u>Exclusions</u>
White-British - 2 suspensions – 1 child.
Non White-British – 0% across the school

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

- Date objectives set: 26.04.22

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	Staff questionnaire to understand CPD needs Trainers into school to provide CPD for all staff.	SLT	September 2022 and ongoing	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 and KS2 English curriculum, to secure appropriate breadth and depth of different race and cultures	English leads to review the curriculum and ensure texts are embedded within it.	MM SLT	December 2022	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				
Provide experiences throughout the curriculum to improve children's cultural capital.	Trips, visits and visitors are clearly planned into the curriculum to provide rich experiences. This can be seen on curriculum overviews/maps and in MTP.	All staff	September 2022	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				

To increase attendance percentage of pupils from our vulnerable families.	The academy Attendance Officer is the first line of communication with parents. This is escalated supportively to the pastoral team if necessary. Attendance to be monitored each week and contact made with families. Parent contracts and EIPT referrals if not improvement with support from the Academies.	SLT Attendance team All Staff		End of year 1 progress summary End of year 2 progress summary End of year 3 progress summary End of year 4 progress summary