

# Equality Objectives Statement

Corby Primary Academy



**Greenwood Academies Trust**

Date: September 2024

Reviewed by: Kirsty Foley





## 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 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 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 2025

<b>Age</b>
<ul style="list-style-type: none"> <li>○ Senior Leaders have been monitoring and supporting families (KS1/KS2) to improve their attendance</li> <li>○ 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)</li> <li>○ Year 6 children (Aged 10 and 11) are prepared for secondary transition through partnership working with secondary schools and through school PSHE/curriculum</li> </ul>
<b>Disability</b>
<ul style="list-style-type: none"> <li>○ 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.</li> <li>○ In making reasonable adjustments to support pupils with ASD/SEMH needs, we have invested in whole school training.</li> <li>○ Children with ADHD have tailored support plans in place and 1:1 adult support to meet needs if required.</li> <li>○ 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.</li> <li>○ Children who are walking frame users are risk assessed, and provision is in place in classrooms and shared areas for easy access and inclusivity.</li> </ul>



- Children with S&L and communication needs have regular planned support overseen by SENDCO and follow up 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

### **Marriage and Civil Partnership**

- Within our KS2 curriculum pupils have an opportunity to cover sex, relationships and marriage and different types of family
- 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 texts used across the curriculum and in the library.
- Through assemblies and PSHE we recognise the diverse cultures across the academy.
- 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 continue to develop our links with local religious leaders and invite them into school.

### **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**

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

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

- Date last reviewed: September 2024 (Data is taken from 23/24 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)

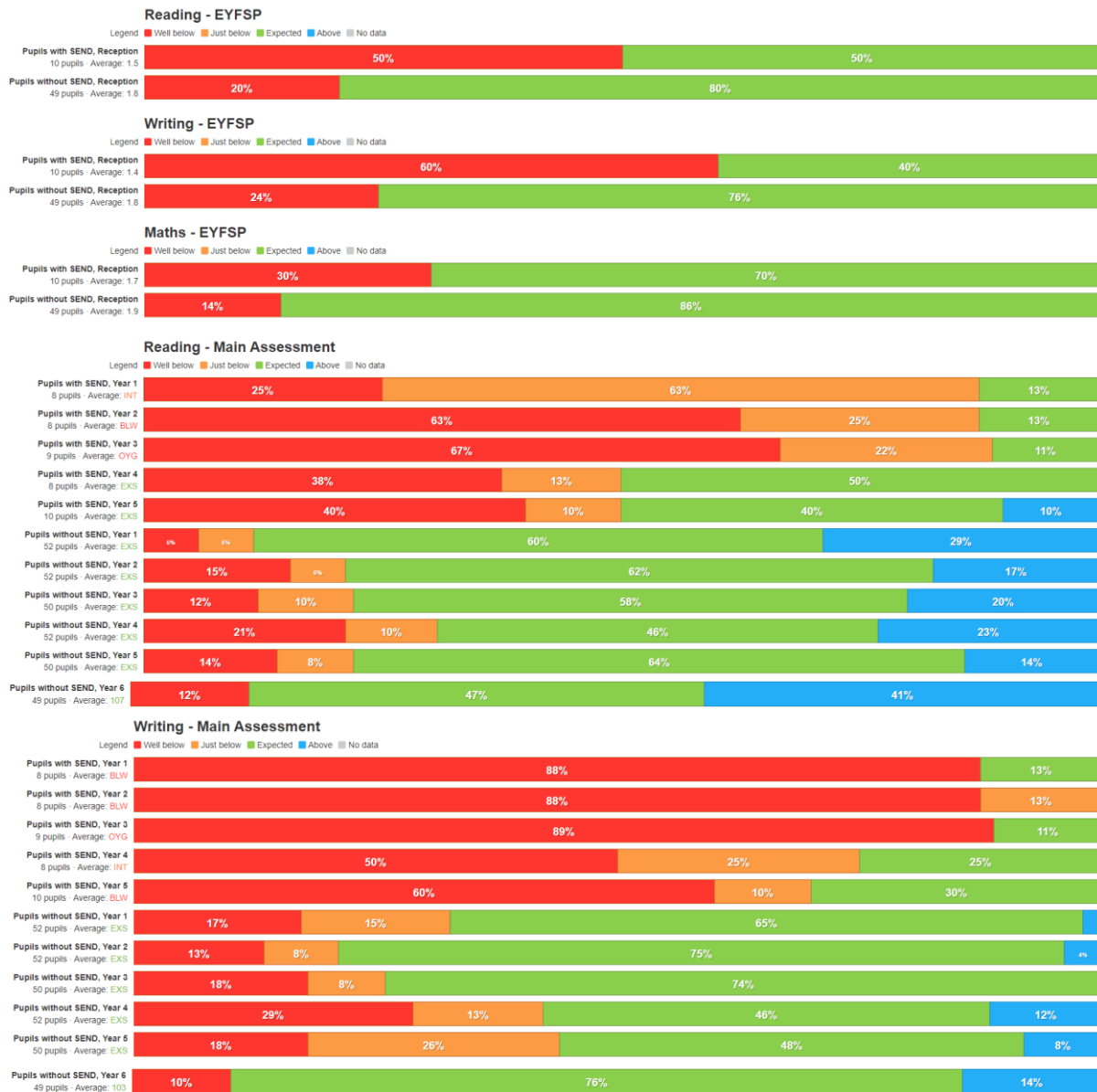
\*%Boys \*%Girls \*%SEND overall \*%SEND SENK \*\*SEND EHCP \*%Disadvantage \*%Non-disadvantage \*% White British \*% Non-white British/other

Boys %	Girls %	SEND % overall	SEND EHCP %	SEND K %	Disadvantaged %	Non disadvantaged %	White British %	Non-White British %
48.07%	51.93%	14.81%	2.4%	12.41%	11.80%	88.2%		

### SEND and non-SEND information

\*achievement \*attendance \*exclusions

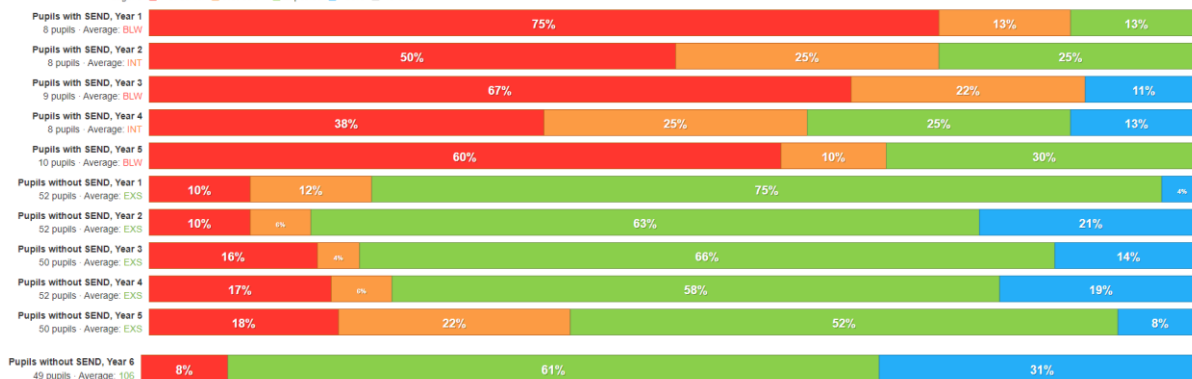
#### Achievement





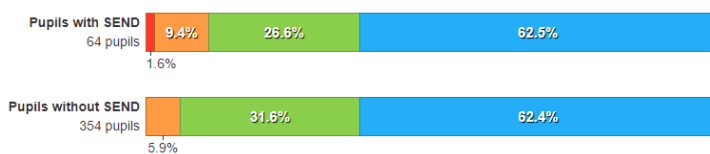
### Maths - Main Assessment

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### Attendance:

#### Reception to Y6



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
SEND	87.6%	93.4%	92.0%	95.8%	96.5%	96.6%	95.7%
Non-SEND	93.9%	94.7%	95.5%	95.9%	96.3%	96.3%	96.0%

### Exclusions

SEND – 2 suspensions – 2 children.

Non-SEND – 0 suspension

## Boys and Girls

\*achievement \*attendance \*exclusions

### Achievement

#### Boys

##### Reception

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#### Girls

##### Girls

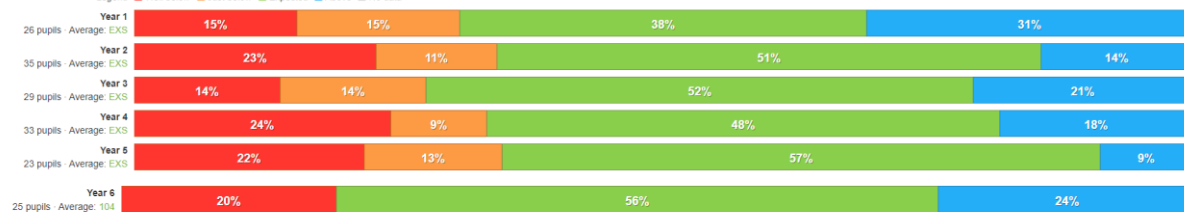
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#### Boys

##### Reading - Main Assessment

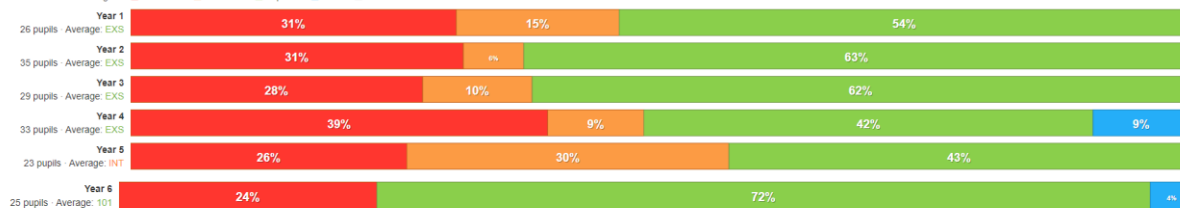
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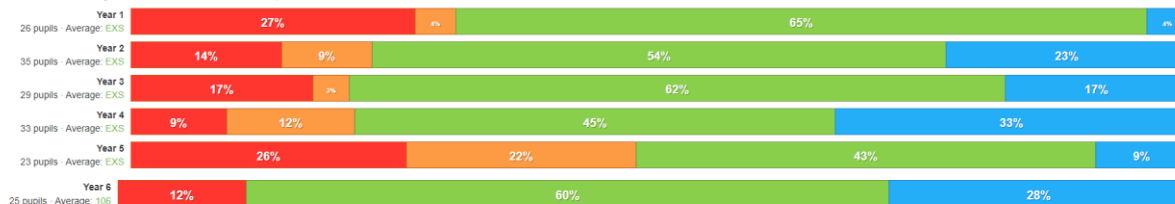
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### Maths - Main Assessment

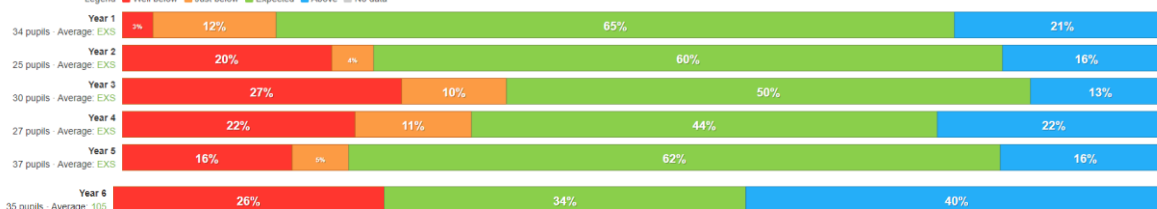
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## Girls

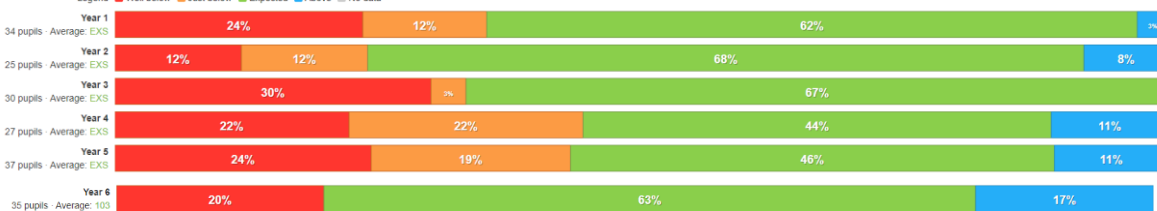
### Reading - Main Assessment

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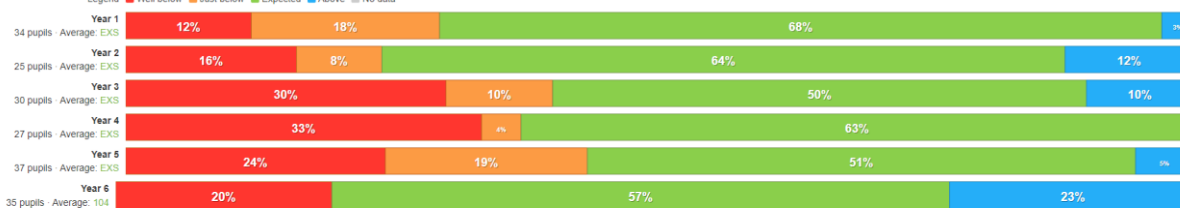
### Writing - Main Assessment

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### Maths - Main Assessment

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## Attendance

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Boys	92.3%	94.0%	95.4%	95.7%	96.7%	95.6%	97.1%
Girls	93.4%	94.9%	94.5%	96.1%	96.0%	96.8%	95.1%

## Exclusions

Boys - 2 suspensions – 2 children

Girls – 0 suspensions

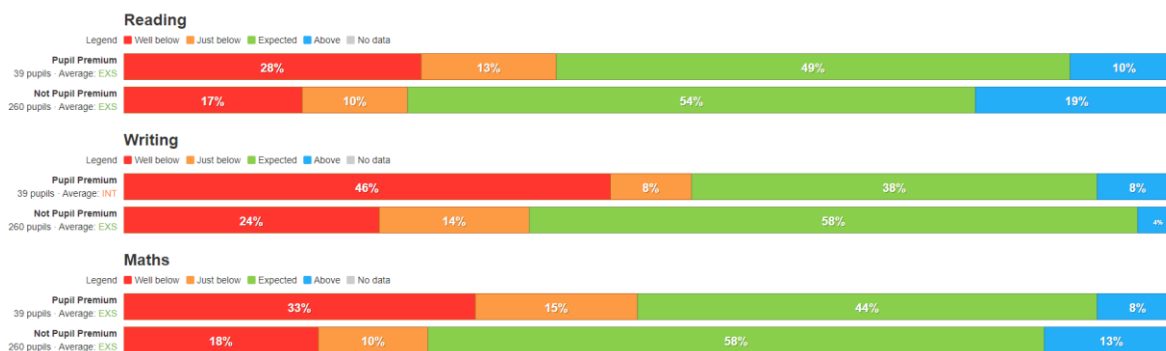


## Disadvantaged and non-disadvantaged

\*achievement \*attendance \*exclusions

### Achievement

#### Pupil premium



### Attendance

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Disadvantaged	82.9%	94.5%	89.9%	92.5%	95.3%	97.3%	95.2%
Non-Disadv	93.6%	94.6%	95.5%	96.5%	96.6%	96.2%	96.1%

### Exclusions

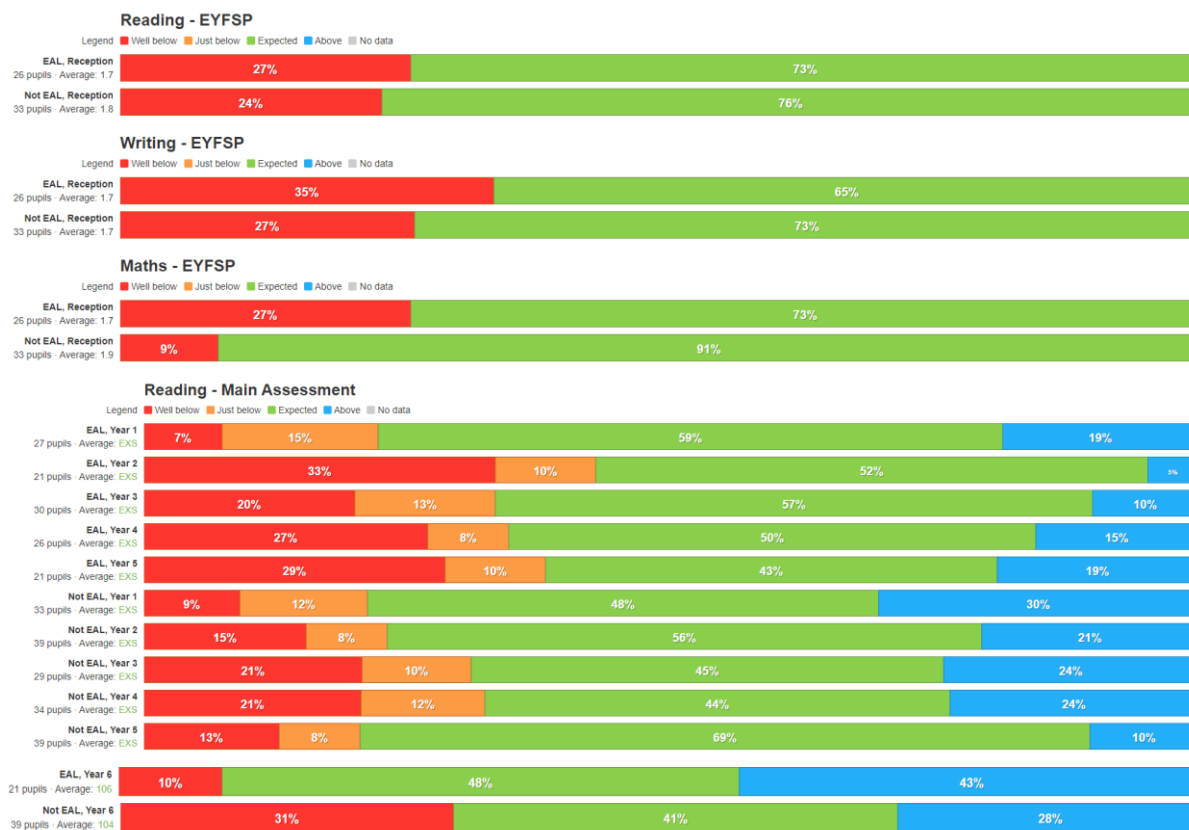
Disadvantaged – 1 suspension – 1 child

Non-Disadvantaged – 0 suspensions

## White British and other groups

\*achievement \*attendance \*exclusions

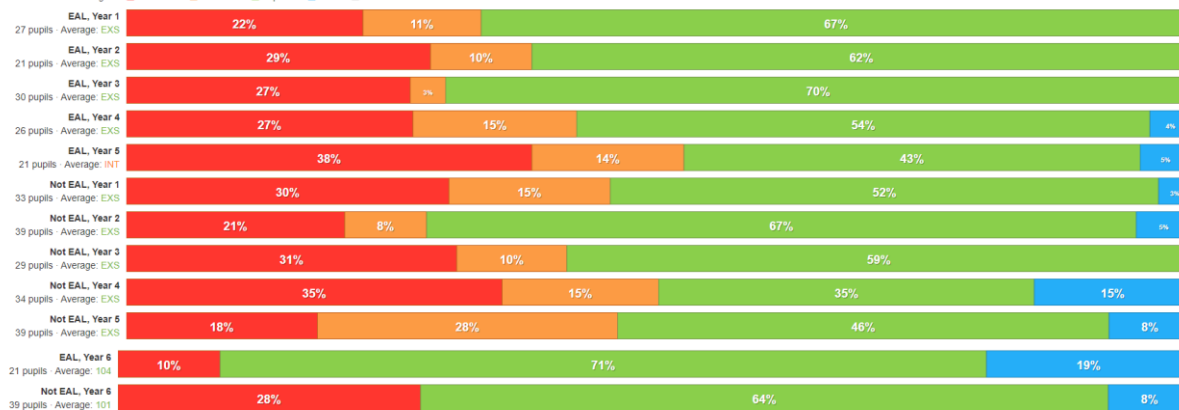
### Achievement





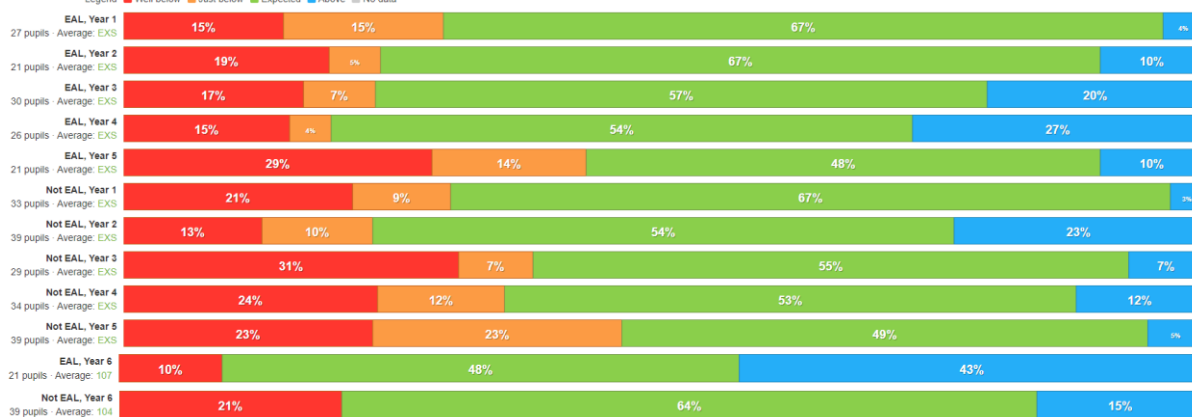
### Writing - Main Assessment

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### Maths - Main Assessment

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### Attendance

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
EAL	93.9%	94.1%	95.4%	96.4%	95.8%	96.3%	95.8%
Non-EAL	92.7%	94.9%	94.9%	95.4%	96.8%	96.4%	96.0%

### Exclusions

White-British - 1 suspensions – 1 children

Non-White-British – 1 suspension – 1 children



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

- Date objectives set: 26.04.22

Objective	Actions	Who	By when	Commentary of progress (yearly)
<b>Leadership of our pupil's &amp; people</b>				
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		<p><b>End of year 1 progress summary</b> Statement in place and disseminated to staff. Staff CPD questionnaire completed Training delivered BV and PC highlighted through assemblies and curriculum</p> <p><b>End of year 2 progress summary</b> Ongoing CPD and reference to EDI priorities in weekly staff briefings supported a whole school raising of awareness. This was embedded through face-to-face INSET training, as well as through whole school development work on Fundamental British Values, focusing on attitudes towards tolerance and respect for others.</p> <p><b>End of year 3 progress summary</b> Selection of books made to support diversity across the curriculum. CPD has taken place to improve quality of teaching and learning through adaptations to support inclusion. BV and PC highlighted through assemblies and curriculum</p> <p><b>End of year 4 progress summary</b></p>
<b>Quality of Education for our pupils &amp; people</b>				
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	September 2024 and ongoing	<p><b>End of year 1 progress summary</b> Texts reviewed and new English curriculum implemented.</p> <p><b>End of year 2 progress summary</b> Pupil voice included when purchasing new books to cater for pupil interests. Key texts identified for reading for pleasure including authors and classics. Further opportunities identified for purposeful writing.</p> <p><b>End of year 3 progress summary</b> Assemblies have been planned to use selected texts and themes. CPD focus for teachers on adapting learning to support inclusion. On-going curriculum development.</p>



				End of year 4 progress summary
<b>Personal Development of our pupils &amp; people</b>				
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 2024 and ongoing	<p><b>End of year 1 progress summary</b> LTPs and MTPs reviewed for all subjects. Provisional enrichment plan in place.</p> <p><b>End of year 2 progress summary</b> External providers targeting PP children in the first instance. Assemblies including parents and external visitors sharing careers.</p> <p><b>End of year 3 progress summary</b> Trips, visits and visitors are clearly planned into the curriculum to provide rich experiences.</p> <p><b>End of year 4 progress summary</b></p>
<b>Behaviour &amp; Attitudes of our pupils &amp; people</b>				
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	September 2024 and ongoing	<p><b>End of year 1 progress summary</b> Attendance continues to be monitored and support put in place for vulnerable families Referrals to outside agencies as required.</p> <p><b>End of year 2 progress summary</b> Learning mentor support was used more extensively to positively engage with vulnerable families. This regular and consistent point of contact supported the development of good relationships with families and saw an increase in attendance for some targeted pupils.</p> <p><b>End of year 3 progress summary</b> Attendance continues to be monitored, and support put in place for vulnerable families. Early helps opened to support within the academy. Referrals to outside agencies as required.</p> <p><b>End of year 4 progress summary</b></p>