

Equality Objectives Statement

Queensmead Primary 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 2023

Age
<ul style="list-style-type: none"> ▪ Additional pastoral and academic support is given to pupils who are transitioning between phases (EYFS to KS1, KS1 to KS2 and KS2 to).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
<ul style="list-style-type: none"> ▪ Accessibility plans for recent development and improvement of the outdoor area support pupils/ adults who are wheelchair users.



- Understanding of a range of disabilities is delivered as part of the KS2 curriculum programme eg: links with a local wheelchair basketball sports are maintained – pupils provided with opportunities to play wheelchair basketball, strong links with the Virtual school to support understanding of visual impairment.
- All staff have received targeted CPD training on Dyslexia and Autism training and other conditions that impact children and adults as required
- Pupils with disabilities are supported to share their experiences and celebrate their achievements (deliver assemblies etc)

Gender re-assignment

- A member of the SLT has responsibility to research issues around supporting Primary 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 PHCSE 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 SRE curriculum is followed from EYFS to Y6
- We recently updated our SRE programme in KS2 to cover the topic of consent
- 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.
- A new 5 week theme of ‘Colourful Cultures’ uses data from the census to inform learning and celebrate specific races/cultures relevant to our school population
- We have a pro-active approach in our programme of co-curricular activities and experiences to raise aspirations for our BME pupils.
- Diversity and inclusion underpin our curriculum and co-curriculum

Religion or Belief

- As part of our RE curriculum , all year groups visit a place of worship from a variety of different faiths
- Our programme of co-curricular activities and experiences includes visitors from a range of faiths delivering assemblies and qu/answer sessions
- Our RE display board celebrates a range of beliefs/faiths with contributions from pupils who are faith believers

Sex

- Our STEM curriculum and associated activities promote the involvement of girls
- A very successful KS2 girls football team is in place with targeted practice times during lunch breaks
- The range of texts used for literacy is monitored to pro-actively include a range of strong male and female lead characters
- High quality texts are selected to promote positive role models for both boys and girls

Sexual Orientation

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

Part B- Statistical data (annual review of data)

- Date last reviewed: September 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

End of KS2 Year 6 cohort profile 2023

Total number of pupils	% /Boys	% Girls	% disadvantaged	% non-disadvantaged	% EAL	% non-EAL
61	48	52	47	53	31	68

End of KS1 Year 2 cohort profile

Total number of pupils	% Boys	% Girls	% disadvantaged	% non-disadvantaged	%EAL	% non-EAL
60	51	49	28	72	30	70

SEND and non-SEND information

*achievement *attendance *exclusions

	Attendance %	Exclusions – number
SEND	95	0
Non-SEND	96	0

Boys and Girls *attendance *exclusions

	Attendance %	Exclusions – number
Boys	95	0
Girls	96	0

Disadvantaged and non-disadvantaged

*attendance *exclusions

	Attendance %	Exclusions – number
Disadvantaged	93	0



and mental health during unstructured times (this replaces the previous Anti-Bullying Award)				End of year 3 progress summary End of year 4 progress summary
Behaviour & Attitudes of our pupils & people				
To continue to raise awareness of prejudice and acceptable language/behaviour for all pupils				End of year 1 progress summary End of year 2 progress summary End of year 3 progress summary End of year 4 progress summary