

Equality Objectives Statement

Name of Academy: **Woodvale
Primary Academy**



Greenwood Academies Trust

Date: January 2024 v3

Author: Matthew Reetz





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: May 2022

Age
<ul style="list-style-type: none"> ○ We hold transition events to support pupils as they start and leave our school. Children joining us in EYFS attend a number of events prior to starting in September and we work closely with local secondary schools to support transition from Year 6 to Year 7. ○ Adults working in school range from their twenties to their sixties and we value the life experience and differing viewpoints on life that comes with different generations of staff.
Disability
<ul style="list-style-type: none"> ○ SEND pupils take part in a number of locally organised sporting events that are designed especially for SEND pupils. We celebrate their achievements as part of our weekly Celebration Assembly. ○ We provide additional support to SEND pupils to ensure they can attend before and after school clubs.



- Our Pupil Leadership Team actively promotes events throughout the year where the school can support through fundraising such as Children In Need as well as charities that directly impact on pupils and families from the school community.
- We work closely with outside agencies to effectively support SEND pupils in school.

Gender re-assignment

- As part of our KS2 curriculum, children are taught about respecting similarities and differences, discussing differences sensitively and recognising prejudice and discrimination.
- We have effective pastoral care and safeguarding systems and practices and have the confidence to refer to these when dealing with issues relating to children and young people wishing to change their sex.
- No staff member is discriminated against as a result of their gender.

Marriage and Civil Partnership

- Through our PSHE curriculum, children are taught about what a family is and the different ways that this might look.
- As part of our KS2 curriculum Year 6 pupils have an opportunity to learn about marriage and civil partnerships.
- As part of home-school communication we use the term “parent/carer” and refer to “families”

Pregnancy & Maternity

- Our RSE curriculum includes teaching of consent, reproduction and characteristics of different life stages. These are revisited and developed in age appropriate ways throughout the school.
- When pregnancy and maternity are known, we follow processes outlined by the People Directorate.
- Pregnant members of staff or those on maternity leave have the same opportunities as all other members of staff.
- A room is made available for nursing mothers who have returned to work so they can express milk with privacy and dignity.

Race

- We are a culturally rich and diverse school with just under 50% of our pupils first language not being English.
- Our school library contains a diverse range of texts which children can borrow.
- ‘Difference and discrimination’ forms part of our PSHE curriculum.
- Our staff body is made up of White-British, White-European and Asian members of staff. No staff member is discriminated against as a result of their race.

Religion or Belief

- By the end of their time at Woodvale, children will have visited a place of worship for each of the main religions
- Adjustments are made to recognise the particular beliefs of groups of pupils e.g Jehovah’s Witnesses or fasting pupils.
- No member of staff is discriminated against as a result of their religion or belief.

Sex

- As part of our Careers and Employability strategy we hold events that challenge stereotypes. For example, Y6 take part in a Women in STEM day as part of Careers Week.
- Our curriculum regular draws on influential females from past and present including Mary Anning, Jane Goodall and Florence Nightingale.

Sexual Orientation

- Our RSE curriculum teaches children that loving relationships take many forms – this includes same sex couples
- Our unit on ‘Difference and Discrimination’ teaches pupils what discrimination is and different types of discrimination including homophobia.
- No member of staff is discriminated against a result of their sexual orientation.

Part B- Statistical data (annual review of data)

- Date last reviewed: *Data to be added once published – July 22*

- 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

	2022-23		Comparison
	School	National	
Number on roll	462	267	Well above average
Male %	50.9%	---	---
Female %	49.1%	---	---
Ever 6%	30.1%	25.9%	Above average
% minority ethnic group	61.3%	37.4%	Well above average
SEN EHCP %	2.4%	2.5%	In line
SEN support %	8.7%	13.5%	Below average
English as an additional language %	46.1%	22.0%	Well above average
Stability	75	---	Below average
School deprivation indices	---	---	Above average

EYFS Good Level of Development

	2022-2023
	Summer 2
	EYFS GLD
	% of pupils GLD
All Pupils	71%
Boys	62%
Girls	80%
Pupils with SEND	33%
Pupils without SEND	73%
EAL	70%
Not EAL	72%
Pupil Premium	71%
Not Pupil Premium	71%

KS1 SATs

		2022-2023			
		Summer 2			
		Reading	Writing	Maths	Reading/Writing/Maths
	# pupils	% of pupils EXS+	% of pupils EXS+	% of pupils EXS+	% of pupils EXS+
All Pupils	60	62%	50%	62%	50%
Boys	33	58%	45%	61%	45%
Girls	27	67%	56%	63%	56%
Pupils with SEND	7	14%	0%	14%	0%
Pupils without SEND	53	68%	57%	68%	57%
EAL	29	69%	59%	66%	59%
Not EAL	31	55%	42%	58%	42%
Pupil Premium	16	50%	31%	56%	31%
Not Pupil Premium	44	66%	57%	64%	57%

KS2 SATs

		2022-2023			
		Summer 2			
		Reading	Writing	Maths	Reading/Writing/Maths
	# pupils	% of pupils EXS+	% of pupils EXS+	% of pupils EXS+	% of pupils EXS+
All Pupils	60	58%	68%	55%	43%
Boys	29	52%	59%	55%	41%
Girls	31	65%	77%	55%	45%
Pupils with SEND	8	13%	13%	13%	13%
Pupils without SEND	52	65%	77%	62%	48%
EAL	16	56%	69%	75%	56%
Not EAL	44	59%	68%	48%	39%
Pupil Premium	22	45%	50%	32%	27%
Not Pupil Premium	38	66%	79%	68%	53%

Attendance

Group	% attendance
All pupils	94.0%
SEND support pupils	91.0%
SEND EHCP pupils	94.9%
Non-SEND pupils	94.3%
Boys	93.7%
Girls	94.2%
Disadvantaged pupils	91.5%
Non-disadvantaged pupils	95.0%



Part C- Equality Objectives (4-yearly priorities)

- Readily available data/information within your academy should be used to help shape these
- Date objectives set: May 2022

Objective	Actions	Who	By when	Commentary of progress (yearly)
Leadership of our pupils & people				
To address knowledge gaps of staff to understand their duties in relation to equality, through implementing a CPD programme to enable all staff to deepen their knowledge	<ul style="list-style-type: none"> • Assess current level of understanding if equalities in staff • Provide suitable initial training to improve knowledge of equality duty, challenging discrimination, prejudice and stereotypes through CPD Online College. • Ensure regular updates for staff – part of induction process. 	Principal	By July 2026	<p>End of year 1 progress summary (July 23) – Equality Duty Statement in place and shared with staff. Protected groups highlighted through curriculum work and assemblies. Training to follow.</p> <p>End of year 2 progress summary</p> <p>End of year 3 progress summary</p> <p>End of year 4 progress summary</p>
Quality of Education for our pupils & people				
To review and enhance the texts used in the English curriculum, to secure appropriate breadth and depth of different race and cultures which reflect the school community	<ul style="list-style-type: none"> • Audit current resources • Purchase additional books and resources as needed drawing on GAT EDI guidance • Ensure that curriculum plans reflect increased use of new resources 	Deputy Principal / English Leads	By July 2026	<p>End of year 1 progress summary (July 23) – Audit of school library undertaken and books purchased to support EDI. SMSC Library created. Curriculum driver of ‘diversity’ running through all subjects.</p> <p>End of year 2 progress summary</p> <p>End of year 3 progress summary</p> <p>End of year 4 progress summary</p>
Personal Development of our pupils & people				
To provide increased opportunities to reflect the religious and cultural background of our school community.	<ul style="list-style-type: none"> • Audit current opportunities • Identify calendar of events throughout the year. • Seek views from the school community as to how this can be strengthened further. 	Personal Development Team / RE Lead	By July 2023	<p>End of year 1 progress summary (July 23) – SMSC calendar created to highlight key and pertinent events.</p> <p>End of year 2 progress summary</p> <p>End of year 3 progress summary</p> <p>End of year 4 progress summary</p>
Behaviour & Attitudes of our pupils & people				
To ensure that behaviour interventions appropriately support pupils at risk of fixed term exclusion focussing on SEND boys	<ul style="list-style-type: none"> • Identify pupils at risk of exclusion. • Provide behaviour interventions as appropriate such as 	Behaviour and Attitudes Team	By July 2023	<p>End of year 1 progress summary (July 23) – 4 pupils suspended (all boys). No permanent exclusions</p> <p>End of year 2 progress summary</p>



<p>who are disproportionately represented currently.</p>	<p>Learning Mentor support, EHA etc...</p> <ul style="list-style-type: none">• Ensure that support provided by outside agencies e.g outreach work through SEMH panel is appropriate and having a positive impact.			<p>End of year 3 progress summary</p> <p>End of year 4 progress summary</p>
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