Equality Objectives Statement

Newark Hill 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: October 2023

Age
- Pupil who are aged 4 and 5 (EYFS) take part in a focussed program on addressing their social and emotional needs to prepare for year 1 curriculum (aged 5 and 6)   - Pupils in Year 5 (age 9 and 10) have had an inspirational speaker in to develop their self-belief and motivation.   - Pupils in Year 6 (age 10 and 11) take part in induction activities to ensure they are ready for their next stage of the curriculum in their new setting for a smooth transition.
Disability
- To support the need of SEMH, the academy has had termly focused staff meetings about how we can meet the needs of these learning to include the use of Zones of Regulation and Emotional Coaching.   - Specific training has been accessed for staff members who work with children with disabilities and accessing external support.

- o We have been working with local schools where pupils with physical disabilities have taking part in sports disability festival.
- o Changed the term of 'wonderful walking' to 'marvellous moving' to ensure it is inclusive to all including pupils in wheelchairs etc.
- O Technology is used to support learners' to ensure they access the curriculum to their full potential, for example, immersive reader.

Gender re-assignment

- o The academy has recently invested in inclusive toilets.
- o We have increased the Equality, Diversity and Inclusion texts used across the curriculum with books that focus on celebrating differences and gender stereotypes.

Marriage and Civil Partnership

- o As part of home-school communication, the academy has revised the terminology from parent/carer to 'family members' to include all significant adults in a child's life.
- o 'Different Families, Same Love' is promoted in assemblies and is published on the newsletter to parents.

Pregnancy & Maternity

- o We recently updated our SRE programme in KS2 to cover the topic.
- o Pregnant members of staff or those on maternity have the same opportunities as all other members of staff.

Race

- o 'All Different, All Welcome' is a core value visited in our assemblies.
- o We have increased the Equality, Diversity and Inclusion texts used across the curriculum with books that focus on race and diversity.

Religion or Belief

- o Pupils are given the opportunity to visit places of worship through our curriculum.
- o External religious figure attend our assemblies.
- o We have increased the Equality, Diversity and Inclusion texts used across the curriculum with books that focus on celebrating differences.

Sex

- o As part of our Careers agenda, we hold events that challenge stereotypes for our pupils.
- o We have increased the Equality, Diversity and Inclusion texts used across the curriculum with books that focus on celebrating differences and gender stereotypes.

Sexual Orientation

- o We have increased the Equality, Diversity and Inclusion texts used across the curriculum with books that focus on celebrating differences and gender stereotypes.
- o We have reviewed our uniform policy on the website to ensure it is not gender specific.
- o 'All Different, All Welcome' is a core value visited in our assemblies.

Part B- Statistical data (annual review of data)

- ▪ Date last reviewed: October 2023

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

No of Pupils	%Boys	%Girls	%SEND overal	%SEND SENK	**SEND EHCP	*%Disadvantage	*%Non-disadvantage	*% White British	*% Non-white British/other
EYFS	59.3%	40.7%	5%	4%	1	16%	84%	55.9%	44.1%
1	45.8%	54.2%	9%	10%	0	7%	93%	44%	56%
2	53.3%	46.7%	9%	8%	1	13%	87%	51.7%	48.3%
3	41.2%	58.8	16%	17%	1	15%	85%	43.3%	56.7%
4	67.8%	32.2	11%	12%	0	15%	85%	64.4%	35.6%
5	60%	40%	25%	23%	3	22%	78%	58.9%	41.1%

6	45.9%	54.1%	24%	25%	1	14%	86%	57.4%	42.6%	

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

% ARE	Reading SEND	Reading Non-SEND	Writing SEND	Writing Non-SEND	Maths SEND	Maths Non-SEND	Attendance SEND K	Attendance SEND EHCP	Attendance Non-SEND	Exclusions
EYFS	GLD SEN – 30% GLD NON-SEN – 70%						91.6%	96.3%	92.2%	0
Year 1							92.14%	98.0%	94.8%	0
End of Key Stage 1	0%	52%	0%	40%	0%	82%	80.7%	95.0%	94.3%	0
Year 3							92.7%	89.6%	96.5%	Non Send-1 SEND-0
Year 4							91.8%	0%	95.1%	SEND-1 Non send-0
Year 5							92%	93.3%	94.1%	SEND-3 Non send-0
End of Key Stage 2	46%	96%	39%	92%	38%	92%	95%	98.7%	94.9%	0

Boys and Girls
*achievement *attendance *exclusions

% ARE	Reading Boys	Reading Girls	Writing Boys	Writing Girls	Maths Boys	Maths Girls	Attendance Boys & Girls	Exclusions
EYFS	Boys GLD-57% Girls GLD - 83%						Boys- 92 Girls-92.34	0
Year 1							Boys- 93.83 Girls-95.37	0
End of Key Stage 1	40%	57%	34%	40%	44%	47%	Boys- 93.26 Girls-93.87	0

							Attendance	Exclusions
Year 3							Boys- 96.03 Girls-95.9	Boys-1 Girls-0
Year 4							Boys- 94.78 Girls-96.26	Boys-1 Girls-0
Year 5							Boys- 93.8 Girls-94.7	Boys-3 Girls- 0
End of Key Stage 2	79%	91%	72%	88%	79%	82%	Boys- 95.6 Girls- 94.4	

*achievement *attendance *exclusions*

	Reading		Writing		Maths		Attendance	Exclusions
% ARE	Disadvantaged	Non-Disadvantaged	Disadvantaged	Non-Disadvantaged	Disadvantaged	Non-Disadvantaged	Disadvantaged and Non-disadvantaged	Disadvantaged and Non-disadvantaged
EYFS	Disadvantaged GLD-50% Non-disadvantaged GLD -74%						Dis- 89.5% Non Dis- 93.2%	0
Year 1							Dis- 95.5% Non Dis-94.5%	0
End of Key Stage 1	54%	60%	23%	43%	54%	57%	Dis- 93% Non Dis- 95.2%	0
Year 3							Dis- 91.7% Non Dis-	Disad-1 Non dis-0
Year 4							Dis- 91.7% Non Dis-	Dis-1 Non dis-0
Year 5							Dis- 91.7% Non Dis-	Dis-3 Non dis- 0
End of Key Stage 2	64%	77%	36%	68%	43%	50%	Dis- 93.6% Non Dis- 94.9%	0

*achievement *attendance *exclusions*

	Reading		Writing		Maths		Attendance	Exclusions
% ARE	White British	Other Groups	White British	Other Groups	White British	Other Groups		
EYFS	White British GLD- 58% Other groups GLD- 81%						White British- 91.58% Non- 92.57%	0

6

Year 1							White British-95% Non-94.4%	0
End of KS1	48%	49%	48%	26%	51%	38%	White British-93.5% Non- 93.6%	0
Year 3							White British-94.7% Non- 97%	White British-1 Non-0
Year 4							White British-96.4% Non- 93.2%	White British-1 Non-0
Year 5							White British-94.4% Non- 93.7%	White British-3 Non- 0
End of Key Stage 2	81%	89%	73%	85%	77%	83%	White British-95% Non- 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:

Objective	Actions	Who	By when	Commentary of progress *(yearly)*
Leadership of our pupil's & people				
To deliver outstanding support to all stakeholders by gaining the Inclusion Quality Mark	Complete a self-evaluation to measure our current offer. Create an action plan Deliver training to enhance our offer further to all staff and apply Submit the application when actions are met	Inclusion Team and all staff.	July 2025	**End of year 1 progress summary (July 22)** We are working toward this goal following the action plan. Not yet ready to apply. Training taken place with emotional coaching, SEND to name a few. **End of year 2 progress summary (July 23)** We made little progress since with this objective from the last year. However, this has not effected the quality of our provision as the other objectives in this statement have

				made good progress. Next, a staff meeting to introduce and generate a plan has been scheduled for 2023/24. **End of year 3 progress summary (July 2024)** **End of year 4 progress summary (July 2025)**

Quality of Education for our pupils & people

To diminish the difference of the gender gap to ensure boys are performing in line with girls.	Increase the number of male role models used to deliver the curriculum. To try and increase the number of male staff on the academy team. Seeking the views of pupils to ensure boys are fully accessing our curriculum so pupil voice is implemented	SLT and all teachers	July 2025	**End of year 1 progress summary (July 22)** There are a few year group that have a gender difference in writing and maths. These are being addressed. **End of year 2 progress summary (July 23)** We have made small steps of progress with this target: We have one male full time teacher at present and our Sports Coaches as male. However, advertising campaigns have very few male applicants which is a limiting factor. Pupil voice has been sough of and the curriculum adapts to promote diminishing the difference. For example, Year 6 boys have expressed they like to type up some of their longer writing pieces so they do not need to concentrate on their handwriting skills so writing flows easier. There are a few year group that have a gender difference in writing and maths. These are being addressed and a Middle Leader with a gender focus is following this up. Girls are outperforming the boys in English and CPD and pupils voice is being implemented to diminish the difference. **End of year 3 progress summary (July 2024)** **End of year 4 progress summary (July 2025)**

Personal Development of our pupils & people

To reduce the number of persistence absences for SEN and disadvantaged pupils	To invite pupils to breakfast club and extra-curricular clubs Attendance certificates, family consultation RAG sheets, Letters to parents, SENDCO to	Principal Attendance Lead	July 2025	**End of year 1 progress summary (July 22)** Disadvantaged pupils have early booking for residentials and clubs. Phone calls have taken place to encourage families to sign up.

	phone SEN families to discuss the importance of regular attendance.			Partial funded placed given. May are offered with no uptake. **End of year 2 progress summary (July 23)** Disadvantaged pupils are not achieving as high as non-disadvantaged in Writing and GLD. English CPD is being implemented to ensure impact will be made for the next year to diminish the difference through external Jane Considine training for all teachers in all phases. Phone calls are now taking place due to low uptake has continued to be low even with the earlier booking window. **End of year 3 progress summary (July 2024)** **End of year 4 progress summary (July 2025)**

Behaviour & Attitudes of our pupils & people

To reduce the number of fixed-term exclusions of SEND and Disadvantaged pupils who are disproportionately represented in our current data	Further build working relationships with family members by increasing contact. Continue triangulation between child, academy and home. Continue to use BOXALL profiles with all staff to ensure all pupil's SEMH needs are met. Further develop the training for all staff on Zones of Regulation, Emotional Coaching and PRICE de-escalation strategies.	Inclusion team ad all staff	July 2025	**End of year 1 progress summary (July 22)** Training has taken place which is annual as part of our culture. Inclusion lead works closely with families and outside agencies to prevent these occurrences. BOXALL used well. **End of year 2 progress summary (July 23)** The application of working with families and the training of the work force with the listed strategies has shown a reduction of behaviour incidents across the academy. Exclusion rates are similar to the previous year, but the number of pupils has reduced. Next steps, introducing OPAL agenda to lunchtimes to create a more stimulating environment at lunchtime. **End of year 3 progress summary (July 2024)** **End of year 4 progress**