

Equality Objectives Statement

Newark Hill 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 people 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: [January 2026](#)



Age
<ul style="list-style-type: none">○ Pupil who are aged 4 and 5 (EYFS) take part in a focused 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
<ul style="list-style-type: none">○ To support the need for SEMH, the academy has termly focused on 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.○ We have been working with local schools where pupils with physical disabilities have taken part in the sports disability festival.○ Changed the term of ‘wonderful walking’ to ‘marvellous moving’ to ensure it is inclusive to all including pupils in wheelchairs etc.○ Technology is used to support learners to ensure they access the curriculum to their full potential, for example, immersive reader.
Gender re-assignment
<ul style="list-style-type: none">○ The academy has invested in inclusive toilets.○ 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
<ul style="list-style-type: none">○ 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.○ ‘Different Families, Same Love’ is promoted in assemblies and is published in the newsletter to parents.
Pregnancy & Maternity
<ul style="list-style-type: none">○ We recently updated our SRE programmed in KS2 to cover the topic.○ Pregnant members of staff or those on maternity have the same opportunities as all other members of staff.
Race
<ul style="list-style-type: none">○ ‘All Different, All Welcome’ is a core value visited in our assemblies.○ We have increased the Equality, Diversity and Inclusion texts used across the curriculum with books that focus on race and diversity.
Religion or Belief
<ul style="list-style-type: none">○ Pupils are given the opportunity to visit places of worship through our curriculum.○ External religious figures attend to our assemblies.○ We have increased the Equality, Diversity and Inclusion texts used across the curriculum with books that focus on celebrating differences.
Sex
<ul style="list-style-type: none">○ As part of our Careers agenda, we hold events that challenge stereotypes for our pupils.○ 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
<ul style="list-style-type: none">○ We have increased the Equality, Diversity, and Inclusion texts used across the curriculum with books that focus on celebrating differences and gender stereotypes.○ We have reviewed our uniform policy on the website to ensure it is not gender specific.○ ‘All Different, All Welcome’ is a core value visited in our assemblies.

Part B- Statistical data (annual review of data)

- Date last reviewed: January 2026

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 overall	%SEND SENK	%SEND EHCP	*%Disadvantage	*%Non-disadvantage	*% White British	*% Non-white British/other
EYFS- 60	50	50	16.7	15	1.7	16.7	83.7	31.7	68.3
1-60	53.3	46.7	11.7	6.7	5	35	65	35	65
2-60	58.3	41.7	25	23.3	1.7	40	60	23.3	76.7
3-60	45	55	6.7	5	1.7	30	70	28.3	71.7
4-60	55	45	15	10	5	30	70	35	65
5-76	53.9	46.1	18.4	15.8	2.6	38.2	61.8	32.9	67.1
6-59	66.1	33.9	13.6	10.2	3.4	28.8	71.2	23.7	76.3

SEND and non-SEND information

*achievement *attendance *exclusions

	Reading		Writing		Maths		Attendance			Exclusions		
	% ARE	SEND	Non-SEND	SEND	Non-SEND	SEND	Non-SEND	SEND K	SEND EHCP	NON-SEND	SEND	Non-SEND
EYFS	30%		88%	30%	72%	50%	90%	93.2%	87.8%	95%	0	0
End of Key Stage 1	33%		87%	20%	60%	27%	76%	94.1%	98.4%	94.6%	0	0
End of Key Stage 2	25%		94%	25%	90%	13%	96%	90.5	98.1	96.2	2	0

Boys and Girls

*achievement *attendance *exclusions

	Reading		Writing		Maths		Attendance Boys & Girls		Exclusions	
	% ARE	Boys	Girls	Boys	Girls	Boys	Girls	Boys		Girls
EYFS	94.9		80%	60%	70%	77%	90%		93%	0
End of Key Stage 1	66%		84%	43%	60%	60%	68%	94.9 %	94.6%	0
End of Key Stage 2	87%		80%	82%	80%	90%	75%	Boys- 94.7%	Girls- 97.5%	Boys- 1 Girls- 1



Disadvantaged and non-disadvantaged

*achievement *attendance *exclusions

% ARE	Reading		Writing		Maths		Attendance	Exclusions
	Disadvantaged	Non-Disadvantaged	Disadvantaged	Non-Disadvantaged	Disadvantaged	Non-Disadvantaged		
EYFS	40%	86%	40%	70%	60%	88%	Dis-92.3% Non-94%	0
End of Key Stage 1	63%	81%	42%	56%	50%	72%	Dis-93.4% Non-95.2%	0
End of Key Stage 2	82%	86%	71%	86%	82%	86%	Dis-93% Non-97%	Dis-1 Non-1

White British and other groups

*achievement *attendance *exclusions

% ARE	Reading		Writing		Maths		Attendance	Exclusions
	White British	Other Groups	White British	Other Groups	White British	Other Groups		
EYFS	White British GLD- Reading 79% Writing-63% Maths-84% Other groups GLD- Reading- 78% Writing-66% Maths-83%						White British-95.4% Non- 92.6%	0

End of								White British-94.4% Non-94.5%	0
KS1	79%	72%	50%	50%	64%	63%			
End of Key Stage 2	86%	84%	86%	80%	79%	87%	White British-94% Non- 96.2%	White British-2	

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 becoming a flagship school through the Inclusion Quality Mark.	<p>Complete a self-evaluation to measure our current offer.</p> <p>Create an action plan</p> <p>Deliver training to enhance our offer further to all staff and apply</p> <p>Submit the application when actions are met</p>	Inclusion Team and all staff.	July 2025	<p>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.</p> <p>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.</p> <p>End of year 3 progress summary (July 2024) We have received our Inclusion Quality Mark (July 2024) and have been recognised as a Centre of Excellence.</p> <p>We would like to build on this and become a Flagship School for Inclusion which is a 3 year cycle period</p> <p>To achieve this we will be hosting several showcase days for national Inclusion mark schools (First showcase Summer 2025) and send annual SEFs</p> <p>All staff have had making connections Relational training delivered by the Virtual School and will also have the VR set training which will enable staff to recognise and understand the effects of developmental trauma on children</p> <p>End of year 4 progress summary (July 2025) Relational training from last year is fully embedded and staff using it in daily practice. New staff receive this</p>



				<p>on induction. We have also remained a centre of excellence for the IQM award and will be applying for Flagship this next academic year. Inclusion lead has attended all of the IQM cluster meetings. We held our own Cluster meeting with a key focus on our OPAL play provision.</p>
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Quality of Education for our pupils & people

<p>To diminish the difference of the gender gap to ensure boys are performing in line with girls.</p>	<p>Increase the number of male role models used to deliver the curriculum.</p> <p>To try and increase the number of male staff on the academy team.</p> <p>Seeking the views of pupils to ensure boys are fully accessing our curriculum so pupil voice is implemented</p>	<p>SLT and all teachers</p>	<p>July 2025</p>	<p>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.</p> <p>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 sought 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.</p> <p>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.</p> <p>End of year 3 progress summary (July 2024) There are a few year groups that have a gender difference in writing.</p> <p>Boys project in Year 1 which can be seen on the AIP</p> <p>End of year 4 progress summary (July 2025)</p>
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				<p>Through interventions, enhanced provision and small group work, necessary gross and fine motor skills have been refined to allow for increased stamina and improved letter formation.</p> <p>In phonics, whole school training, concisely matched reading books, regular assessments and ability streamed groups has ensured that gaps in sound knowledge have been easily highlighted and then a focus for the 1:1 coaching sessions.</p> <p>CD led the research project, with a focus group of 7 PP boys, 5/7 began as below, 2 were int. EOY 2/7 are now expected, with 1 moving from below to int. 3/7 remain as below, 2 of these have been identified as SEN with learning plans in place.</p> <p>Targets-</p> <p>Organise writing workshops that focus on topics of interest to boys (e.g., sports, adventure).</p> <p>Train teachers in strategies to enhance boys' engagement in writing</p> <p>Invest in more books-comics etc- with reading lists specifically made for boys, including high-interest genres</p> <p>Use technology, such as blogging or digital storytelling, to appeal to boys' interests in writing.</p> <p>Conduct frequent writing competitions with incentives for participation and performance (e.g., book vouchers)</p>
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Personal Development of our pupils & people



<p>To reduce the number of persistence absences for SEN and disadvantaged pupils</p>	<p>To invite pupils to breakfast club and extra-curricular clubs</p> <p>Attendance certificates, family consultation RAG sheets, Letters to parents, SENDCO to</p>	<p>Principal</p> <p>Attendance Lead</p>	<p>July 2025</p>	<p>End of year 1 progress summary (July 22) Disadvantaged pupils have early booking for residential and clubs. Phone calls have taken place to encourage families to sign up. Partial funded places given. May be offered with no uptake.</p> <p>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.</p> <p>End of year 3 progress summary (July 2024) We are below national for PA. We offer breakfast club free as well as after school clubs being prioritised. More EHAs for PAs which has supported one family. CSC referrals made for poor attendance.</p> <p>End of year 4 progress summary (July 2025)</p> <p>We continue to support and target our PA pupils. Offering discounted trips like the York Residential that has gone out this term as well as clubs and breakfast club.</p> <p>PA is below national</p> <p>Our Pastoral lead is trained in the NESSI EBSA programme to support pupils that may be displaying emotional anxiety towards attending school.</p> <p>We continue to support families that are struggling by allowing the use of the back entrance</p> <p>Pastoral lead runs regular check-ins and nature nurture to support</p> <p>Admin team and SLT attendance champion hold regular meetings</p>
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	phone SEN families to discuss the importance of regular attendance.			
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	<p>Further build working relationships with family members by increasing contact.</p> <p>Continue triangulation between child, academy and home.</p> <p>Continue to use BOXALL profiles with all staff to ensure all pupil's SEMH needs are met.</p> <p>Further develop the training for all staff on Zones of Regulation, Emotional Coaching and PRICE de-escalation strategies.</p>	Inclusion team ad all staff	July 2025	<p>End of year 1 progress summary (July 22)</p> <p>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.</p> <p>End of year 2 progress summary (July 23)</p> <p>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.</p> <p>Next steps, introducing OPAL agenda to lunchtimes to create a more stimulating environment at lunchtime.</p> <p>End of year 3 progress summary (July 2024)</p> <p>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.</p> <p>One child in particular that may be at risk of further FTS has an open EHA and external agencies working with the family.</p> <p>Next steps-</p> <p>All staff to be trained on understanding early developmental trauma through the virtual school</p> <p>Behaviour panel referrals.</p>



				<p>End of year 4 progress</p> <p>The application of working with families and the training of the staff 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.</p> <p>We have embedded early developmental trauma training and emotional coaching across the Academy, ensuring staff are better equipped to understand the underlying causes of behaviour and respond in a calm, relational way. This whole-school approach has strengthened our capacity to support vulnerable pupils, improved consistency in de-escalation strategies, and contributed to a reduction in fixed-term exclusions, particularly for SEND and disadvantaged learners.</p> <p>We use emotional coaching and the early development trauma to inform all of our strategies used in the Academy.</p>
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