

Equality Objectives Statement

Mansfield Primary Academy:



Greenwood Academies Trust

Date: May 2022

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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: January 2024

All of the work which demonstrates our compliance is underpinned by Our Mansfield Primary Academy Values of:

Respect

Resilience

Responsibility

| Age |
|--|
| <ul style="list-style-type: none"> ○ 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) ○ Whole school transition days are in place to support to support all pupils moving up year groups. ○ Children of all ages participate in the whole school council making decisions based on our school values ○ Additional transition in place to school to support transition of our year 6 pupils (aged 10 and 11) to prepare for secondary education |



- ELSA is offered to children of all age groups to support their emotional and social needs.

Disability

- To support the need of pupils with Autism, the academy staff have all had training in support pupils needs.
- In making reasonable adjustments to support pupils with Dyslexia, we have invested in whole school training and embedded immersive reader and dictate.
- All children have access to inclusive technology.
- The academy is accessible for pupils, parents, and carers (see accessibility policy)
- We have been working with local schools where pupils with physical disabilities support children's learning and careers and employability.
- We have children on roll with Educational Health Care Plans.
- Health Care Plans for children with medical needs written by SENCo and reviewed annually or as needs arise.
- We host immunisations, dental and health checks across the Primary age range.
- We work closely with external agencies to ensure all children's needs are supported effectively (see SEND policy).

Gender re-assignment

- Where pupils undergo gender re-assignment parents and staff meet to discuss plans to be implemented including discussions with children and stakeholders in and around the academy.
- Children in the academy are informed of any gender re-assignment in school. This is supported through ELSA sessions and additional external agencies as appropriate.
- Year 5 and 6 pupils have an opportunity to discuss gender re-assignment and choices and acceptance around this topic
- For pupils who identify as they/them, staff ensure to take into account their wishes and the rest of the class are supportive and treat them equally. If one child says they are upset from someone saying she or calling them by the wrong name or pronoun, this is discussed with both children to develop understanding and try and remember for the future
- Staff all display pronouns on all emails sent.
- The academy offer gender neutral toilet's.
- Pastoral support is offered to pupils and families through inclusion team and where necessary MHST

Marriage and Civil Partnership

- EYFS explore and learn about similarities and difference in families.
- This is taught through our PSHE scheme Jigsaw.
- As part of our KS2 curriculum pupils have an opportunity to cover relationships and marriage
- The academy have books matched to the curriculum that are accessible to children at any point.
- As part of home-school communication, the academy has revised the terminology used to best address the person a child lives with e.g. we now use the term "adult at home"
- All of the letters sent home address "Dear families".
- All children have safe handover passwords for pickups.

Pregnancy & Maternity

- Staff are supported through risk assessments and additional advice or support from HR where needed.
- We recently updated our RSE programme in KS2 to cover the topic of consent.
- Keep in touch days are offered to all staff on maternity/ paternity.
- Support parents who are struggling with hospital appointments or the attendance of older children as a result of a new baby arriving into the family
- Support pupils in preparing for new siblings through support for parents or class teachers addressing that through PSHE curriculum
- Consider supporting regular attendance of older siblings by trying to establish the challenges around the arrival of a new baby in the family – work to resolve issues and find solutions through dialogue with parents
- Nursery children regularly have talk time at welcome and home time and through play about people in their lives who may be pregnant including their teacher
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Race

- Throughout the academy we have used the GAT Equity, Diversity & Inclusion guidance (EDI) to increase the diversity of text used across the curriculum, with a particular focus on learning about people who are African



- The academy translator liaises between families and the academy to overcome language barriers where possible.
- The academy value of respect is taught value differences and opinions in people, culture and communities.
- British values of tolerance and respect is taught consistently throughout the academy.
- Our Family Welfare Officer offers support for families of children with mixed ethnicity
- EYFS focus of People, culture and communities to identify difference and similarities in communities.
- For the whole school, we are beginning to use the GAT Equity, Diversity & Inclusion guidance (EDI) to increase the diversity of texts used across the curriculum, within book families that support learning across a range of curriculum areas.

Religion or Belief

- All pupils throughout the academy visit two contrasting places of worship e.g. synagogue and mosque
- Religious Education is taught explicitly once a week to children of all ages.
- We recently reviewed the RE curriculum is reviewed annually to ensure the context of the academy is reflected within teaching.
- Pupil voice is collected regularly to inform future planning of Religious Education.
- All staff have training on extreme issues.
- Concessions to our Muslim families for later arrival given during Ramadan
- Authorisation for religious observation, trips for celebrations with Principal discretion
- EYFS have a range of resources available which celebrate and raise awareness around different religions and beliefs along with corresponding displays.

Sex

- **Careers and employability days remove stereotypical stigmas attached to roles.**
- All extra curricular activities are inclusive to all this includes MMA and football clubs.
- Classes have been promoting women as role models in history and through text choices – for example, Mary Anning, women in WW2.
- Sanitary provision in school for menstruation including spare products where needed. Open discussion with pupils through curriculum or when need arises.
- Communication is maintained with parents when questions or worries arise. Provision is made for RSE and PSHE modules throughout the academy
- All staff have undertaken training to help them identify and challenge peer-on-peer abuse. Staff have reviewed 'what if' scenarios and modelled how they would support children in responding appropriately and safely.
- Staff training included discussion around consent and how we teach that within our PSHE curriculum.
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Sexual Orientation

- EYFS explore and learn about similarities and difference in families.
- This is taught through our PSHE scheme Jigsaw.
- We hold an annual diversity day to celebrate difference and sexual orientation.
- Pastoral support given to pupils and families for children showing emerging feelings and questions around gender and orientation
- Topical books available to pupils in respect of sexual orientation – shared with child exploring their gender and LGBTQ+
- Year 5 and 6 have had discussions through delivery of PSHE units support understanding and promoting understanding, and equality and challenging stereotypes

Part B- Statistical data (annual review of data)

- Date last reviewed: January 2024
- 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

Whole school Profile

| Context | 2022 | 2023 | 2024 | 2025 | Ave National comparison |
|-------------------------|-------|------|------|------|-------------------------|
| Disadvantaged | 62.2% | 60.4 | 62.9 | | Well above |
| SEND | 18.4% | 15.9 | 29.9 | | Well above |
| EHCP | 0.4% | 4.4% | 3.4% | | above |
| Boys | 46.2% | 48.2 | 48.3 | | |
| Girls | 53.8% | 51.8 | 51.7 | | |
| Non-white British/other | 27.4% | 29.6 | 32.1 | | below |
| EAL | 18.4 | 20.8 | 23.5 | | above |
| Stability | 79.1% | 76.2 | 74.8 | | |

Year Groups

| | Pupils | Boys | Girls | EAL | Summer Born | Ever 6 FSM | SEN Support | EHC Plan | Absence Rate |
|-----------|--------|------|-------|-----|-------------|------------|-------------|----------|--------------|
| Nursery 1 | 4 | 2 | 2 | 1 | 0 | 0 | 0 | 0 | 9.4% |
| Nursery 2 | 20 | 10 | 10 | 3 | 12 | 11 | 2 | 0 | 8.2% |
| Reception | 22 | 13 | 9 | 5 | 9 | 12 | 2 | 2 | 9.8% |
| Year 1 | 31 | 12 | 19 | 5 | 16 | 18 | 3 | 0 | 8.4% |
| Year 2 | 31 | 18 | 13 | 10 | 14 | 17 | 5 | 0 | 6.1% |
| Year 3 | 29 | 15 | 14 | 7 | 12 | 19 | 1 | 2 | 10.6% |
| Year 4 | 30 | 12 | 18 | 5 | 16 | 20 | 3 | 2 | 6.2% |
| Year 5 | 29 | 15 | 14 | 7 | 8 | 17 | 5 | 1 | 6.0% |
| Year 6 | 30 | 12 | 18 | 4 | 20 | 19 | 5 | 3 | 13.0% |

Attendance and exclusion data information 2022-23

| Group | Attendance |
|---------------------|------------|
| All children | 91.25 |
| Children (1-6) | 91.45 |
| Send support | 88.81 |
| SEND EHCP | |
| Non Send | 91.90 |
| Boys | 90.55 |
| Girls | 91.9 |
| Disadvantaged (PP) | 89.32 |
| Non - disadvantaged | 94.62 |

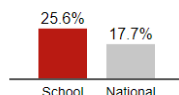


Absence Rates



① School absence figures only include pupils in Y1 to Y6. This is to be inline with national reporting.

Persistent Absence



① Percentage of Y1 to Y6 pupils who miss 10% or more sessions

Exclusions 2022-23

| Year group | Number of children excluded | Days lost |
|------------|-----------------------------|-----------|
| EYFS | 0 | |
| 1 | 0 | |
| 2 | 0 | |
| 3 | 1 | 1.5 |
| 4 | 0 | |
| 5 | 0 | |
| 6 | 2 | 3.5 |

GLD 2022-23

| | Number of children | % of pupils Expected or higher |
|---------------------|--------------------|--------------------------------|
| All Pupils | 22 | 64% |
| Boys | 13 | 62% |
| Girls | 9 | 67% |
| Pupil Premium | 12 | 50% |
| Not Pupil Premium | 10 | 80% |
| Pupils with SEND | 4 | 0% |
| Pupils without SEND | 18 | 78% |
| EAL | 5 | 60% |
| Not EAL | 17 | 65% |

Phonics Screening 2022-23

Outcomes

| | Number of children | % of score 32 or higher |
|------------|--------------------|-------------------------|
| All Pupils | 31 | 77% |
| Boys | 12 | 58% |
| Girls | 19 | 89% |



| | | |
|---------------------|----|-----|
| Pupil Premium | 18 | 67% |
| Not Pupil Premium | 13 | 92% |
| Pupils with SEND | 3 | 67% |
| Pupils without SEND | 28 | 79% |
| EAL | 5 | 60% |
| Not EAL | 26 | 81% |

End of Key Stage 1 2022-2023

| | | Reading | Writing | Maths | Reading/Writing/Maths |
|---------------------|------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| | Number of pupils | % of pupils Expected or higher | % of pupils Expected or higher | % of pupils Expected or higher | % of pupils Expected or higher |
| All Pupils | 31 | 45% | 42% | 61% | 39% |
| Boys | 18 | 39% | 39% | 61% | 33% |
| Girls | 13 | 54% | 46% | 62% | 46% |
| Pupil Premium | 17 | 33% | 22% | 50% | 22% |
| Not Pupil Premium | 14 | 62% | 69% | 77% | 62% |
| Pupils with SEND | 5 | 20% | 0% | 40% | 0% |
| Pupils without SEND | 26 | 50% | 50% | 65% | 46% |
| EAL | 10 | 20% | 30% | 50% | 20% |
| Not EAL | 21 | 57% | 48% | 67% | 48% |

End of Key Stage 2 2022-2023

| | | Reading | Writing | Maths | Reading/Writing/Maths |
|-------------------|--------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| | Number of children | % of pupils Expected or higher | % of pupils Expected or higher | % of pupils Expected or higher | % of pupils Expected or higher |
| All Pupils | 30 | 57% | 60% | 57% | 43% |
| Boys | 12 | 33% | 42% | 50% | 17% |
| Girls | 28 | 72% | 72% | 61% | 61% |
| Pupil Premium | 19 | 52% | 52% | 52% | 38% |
| Not Pupil Premium | 11 | 67% | 78% | 67% | 56% |
| Pupils with SEND | 8 | 25% | 13% | 38% | 13% |



| | | | | | |
|---------------------|----|-----|-----|-----|-----|
| Pupils without SEND | 22 | 68% | 77% | 64% | 55% |
| EAL | 4 | 75% | 75% | 75% | 75% |
| Not EAL | 26 | 54% | 58% | 54% | 38% |

Part C- Equality Objectives (4-yearly priorities)

- Readily available data/information within your academy should be used to help shape these
- Reviewed January 2024

| Objective | Actions | Who | By when | Commentary of progress (yearly) |
|--|---|------------------------|--|---|
| Leadership of our pupil's & people | | | | |
| To address knowledge gaps of staff to support gender re-assignment, through implementing support strategies to enable all staff to know how to recognise concerns and respond appropriately. | Sought advice from external agencies. Advice and training documents have been circulated to all staff members To become a member of stonewall. | JC JC DJ | December 25 January 25 June 22 | End of year 1 progress summary Transition of a child within school supported through name change with regular meeting with parent. Staff training occurred frequently to support child from external sources Staff directed to websites to support children with this issue. SENDO investigated, purchased and trained in B- Squared. SENCO delivered staff training on Bsquared to ensure that accurate tracking of send children. |
| To ensure that all staff are increasingly familiar with the EDI and the importance of it for their work in school. | To train ALL staff (and subsequent newly employed staff) in key principles of EDI. To establish an annual refresher of training. Ensure access to support for any stakeholder should be available for any discussion around discrimination, bullying and harassment | SLT | July 25 | End of year 2 progress summary Stonewall membership completed. Resources supporting DSLs and use in PHCE lesson as appropriate. Review of PHSE program commenced to ensure its covers all area |
| To ensure accurate tracking of SEND children working out of year group across the school. | To implement B squared as a tracking system for children working out of | All staff | Dec 24 | Staff have been trained in using INSIGHT and highlighted the underperforming groups. Staff are now using Insight to log provisions. |



| | | | | |
|--|---|--|--|---|
| | year group in reading / writing and maths | | | <p>End of year 3 progress summary</p> <p>End of year 4 progress summary</p> |
|--|---|--|--|---|

Quality of Education for our pupils & people

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|--|--|--|--|--|
| <p>To review the texts used across the curriculum, to secure appropriate breadth and depth of different race and cultures</p> <p>To use forest school activities to support and engage within the reading / writing / maths curriculum to raise attainment of boys at the end of Key Stage 2</p> <p>To close the attainment gap between PP and non PP children in phonics and end of KS2 outcomes.</p> | <p>Audit medium term plans and texts used Cross- reference texts with PSHE resources Purchase books and texts to ensure diversity</p> <p>To check pupil voice for boys to ensure that the curriculum is interesting for boys. In response to PV re look at the curriculum to check for engagement of boys.</p> <p>Further training for teaching staff to ensure understanding of the attainment gap between PP and non PP children</p> | <p>LD</p> <p>Leads of English, Maths and curriculum</p> <p>Staff and SLT</p> | <p>July 22</p> <p>July 2025</p> <p>July 2025</p> | <p>End of year 1 progress summary Audit and ordering/changes to reading curriculum has been initially started covering objectives on EDI, used to inform next years planning.</p> <p>End of year 2 progress summary Action plans have been put in place with suggestions across the curriculum of texts which we can use</p> <p>Forest schools in lessons has been implemented for all children and PP have been given first opportunity to attend.</p> <p>Science Learning Hub being developed for use in 2023-24</p> <p>End of year 3 progress summary</p> <p>End of year 4 progress summary</p> |
|--|--|--|--|--|

Personal Development of our pupils & people

| | | | | |
|---|--|--------------------|---|---|
| <p>To increase inclusive activity experiences throughout the curriculum and in extra-curricular activities to broaden pupils enrichment opportunities</p> | <p>Track groups of pupils accessing extra-curricular activities to ensure all groups and teams are inclusive.</p> <p>Compare data and create pupils voice to identify gaps</p> | <p>BW & LS</p> | <p>End of each term on going until 2025</p> | <p>End of year 1 progress summary Redesign of curriculum, identification of religions and year group specific content for each (where applicable).</p> |
|---|--|--------------------|---|---|



| | | | | |
|--|--|-----------------|-----------|---|
| To have a secure knowledge, understanding and acceptance of different religions. | in personal development opportunities. | SLT & Teachers | July 2025 | Clear lesson structure CPD led by RE lead |
| | Provide real-life experiences for all pupils to engage in activities through the lives of pupils with disabilities. | SLT & Teachers | | Greater range of clubs offered, through parents and child voice. |
| | Increase the number of trips / visits for children within the RE curriculum. Mapped inline with the other educational visits | SLT and RE Lead | | <p>End of year 2 progress summary</p> <p>RE covered by specifics teacher ensuring consistency across school and progressions from year to year.</p> <p>Artefacts from different religious purchased to spark debate and engagement</p> <p>Visits to church happening and leasing with local vicar.</p> <p>Tracking of clubs for key group participation rates. Educational experiences developed for all year groups linked to topics. .</p> <p>End of year 3 progress summary</p> <p>End of year 4 progress summary</p> |
| | | LW | | |

Behaviour & Attitudes of our pupils & people

| | | | | |
|--|---|-----|-----------|---|
| To reduce the number of discriminative comments through a lack of understanding of diversity within the community. | Annual Diversity Day to celebrate differences of individuals including: race, gender, sexual orientation. | JC | July 2026 | <p>End of year 1 progress summary</p> <p>Displays have been put up in school to showcase BV and children and staff have had values put into their curriculum that they have chosen</p> <p>PCSOs attended careers fayres to discuss behaviours and assemblies to develop community spirit</p> |
| | Track the number of discriminative comments made by peer on peer. | DJ | | |
| | Purchase stone wall. | SLT | | |



| | | | | |
|--|--|--|--|--|
| <p>To ensure pupils are informed citizens and uphold the British Values</p> | <p>To teach British Values within the curriculum and assemblies; to celebrate children’s awareness of equality. To follow EDI Framework – incorporated whole school assemblies to promote awareness of British Values; display in school hall to raise awareness planned by KS2 children. For children to have a clear awareness of the school’s curriculum intent and the outcome for all pupils.</p> | <p>SLT</p> | | <p>End of year 2 progress summary Weekly British value assemblies tracked at key points and deliver each week.</p> <p>Same day visits happening where available for attendance concerns. Fining and Support services has been sought over the year to engage and improve attendance</p> <p>PCSO completed numerous workshops (contextual safeguarding) for year 6 .</p> |
| <p>To increase whole school attendance across all year groups and reduce persistent absence.</p> | <p>To ensure same day phone calls for chn that are absent. Ensure that staff are promoting attendance and they have an awareness of their class attendance</p> | <p>Attendance officer / office staff</p> | | <p>End of year 3 progress summary</p> |
| <p>To ensure that community behaviour issues within the local community are being reflected in the PSHE curriculum</p> | <p>Liase with local PSCO raising the impact of anti social behaviours</p> | <p>All staff</p> | | <p>End of year 4 progress summary</p> |