

Equality Objectives Statement

Mansfield 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: July 2022

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: July 2022
- 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

Boys – 45.8%

Girls – 54.2%

SEND – 18.1%

EHCP – 1.3

Disadvantaged – 64.3%

Non-disadvantaged – 35.7%

White British – 81.1%

Non-white British/other – 18.9%

SEND and non-SEND information

*achievement *attendance *exclusions

Outcomes

SEND	Year 6 %	Year 2 %	Reception % (3 children)
Reading	50	0	0
Writing	40	0	0
Maths	40	33	33
Combined	10	0	0
Exclusions	0	0	0

NON SEND	Year 6 %	Year 2 %	Reception %
Reading	65	58	63
Writing	85	42	67
Maths	70	52	70
Combined	45	35	63
Exclusions	0	0	0

Boys and Girls

*achievement *attendance *exclusions

Boys	Year 6 %	Year 2 %	Reception %
Reading	59	56	17
Writing	58	38	17
Maths	58	69	33
Combined	45	38	17
Exclusions	0	0	0



Girls	Year 6 %	Year 2 %	Reception %
Reading	61	46	83
Writing	78	38	89
Maths	62	31	89
Combined	45	23	83
Exclusions	0	0	0

Disadvantaged and non-disadvantaged

**achievement *attendance *exclusions*

Disadvantaged	Year 6 %	Year 2 %	Reception %
Reading	55	39	44
Writing	67	22	50
Maths	50	39	61
Combined	28	11	44
Exclusions	0	0	0

Non Disadvantaged	Year 6 %	Year 2 %	Reception %
Reading	67	73	75
Writing	75	64	75
Maths	75	73	75
Combined	44	64	75
Exclusions	0	0	0

White British and other groups

**achievement *attendance *exclusions*

White British

White British	Year 6 %	Year 2 %	Reception %
Reading	64	42	57
Writing	68	24	61
Maths	50	41	70
Combined	27	12	57
Exclusions	0	0	0

Other groups	Year 6 %	Year 2 %	Reception %
Reading	50	66	57
Writing	75	58	57
Maths	87	66	57



Combined	50	58	57
Exclusions	0	0	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 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 21 January 22 June 22	End of year 1 progress summary End of year 2 progress summary End of year 3 progress summary End of year 4 progress summary
Quality of Education for our pupils & people				
To review the texts used across the curriculum, to secure appropriate breadth and depth of different race and cultures	Audit medium term plans and texts used Cross- reference texts with PSHE resources Purchase books and texts to ensure diversity	<u>LD</u>	<u>July 22</u>	End of year 1 progress summary End of year 2 progress summary End of year 3 progress summary End of year 4 progress summary
Personal Development of our pupils & people				
To increase inclusive activity experiences throughout the curriculum and in extra-curricular activities to broaden pupils enrichment opportunities	Track groups of pupils accessing extra-curricular activities to ensure all groups and teams are inclusive. Compare data and create pupils voice to identify gaps in personal development opportunities. Provide real-life experiences for all pupils to engage in activities through the lives of pupils with disabilities.	JD	End of each term.	End of year 1 progress summary End of year 2 progress summary End of year 3 progress summary End of year 4 progress summary



Behaviour & Attitudes of our pupils & people				
To reduce the number of discriminative comments through a lack of understanding diversity within the community.	Annual Diversity Day to celebrate differences of individuals including: race, gender, sexual orientation.	JC		End of year 1 progress summary
	Track the number of discriminative comments made by peer on peer.	DJ		End of year 2 progress summary
		DJ		End of year 3 progress summary
	Purchase stone wall.	DJ		End of year 4 progress summary