

Equality Objectives Statement

Mablethorpe 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 (PSED) for our Pupils and our People (Annual review of information)

- Date last reviewed: May 2022
Mablethorpe Primary Academy has introduced the Jigsaw scheme as our core PSHE scheme. The scheme aligns to the PSED throughout.

Age
<ul style="list-style-type: none"> ○ MPA’s Pastoral team and Family support worker have organised outside provision from the NSPCC to improve resilience and self-esteem in our Y5 and Y6 classes. ○ In EYFS (aged 4 and 5) the curriculum focus of personal, social and emotional development addresses their needs to prepare for year 1 curriculum (aged 5 and 6). ○ ELSA support staff training to provide emotional, mental health support across all age ranges. ○ School council and eco-council members represent children from all ages.
Disability



- To support our pupils with Autism, our teachers and teaching assistants have attended Tier 1 Autism Awareness training delivered by 'The Working Together Team.' Some staff in different key stages have also completed the more in-depth Tier 2 course as well.
- We have six members of staff who have completed Level 1 and Level 2 Makaton training to support pupils with communication difficulties in the use of a language program using symbols, signs and speech to enable people to communicate.
- We have several members of staff that have undertaken deaf awareness training and are able to support pupils with a hearing impairment and the use of hearing and radio aids within the classroom.
- We ensure that staff working with pupils with a specific medical need, e.g. diabetes, epilepsy or allergies requiring the use of an EpiPen, receive the required training from specialist nurses to enable them to support individuals as appropriate.
- Partnerships are being developed between the Academy, local nursery/childcare settings and Lincolnshire's EYCC (Early Years and Childcare Support) to ensure the effective transition into school for those pupils already identified as having SEND before they begin in Reception.

Gender re-assignment

- Our PSHE curriculum incorporates age-appropriate references to this subject and parent information about our PSHE scheme are available on our website.
- As part of our PSHE curriculum pupils learn about identity and how this can be different for individuals.
- Our PSHE approach facilitates conversations about respecting differences
- We respect how individuals within our school population choose to identify.

Marriage and Civil Partnership

- Our PSHE curriculum incorporates age-appropriate references to this subject and parent information about our PSHE scheme are available on our website.
- As part of home-school communication, the school uses the term 'parents and carers' to acknowledge different family arrangements

Pregnancy & Maternity

- Our SRE programme, from Jigsaw, in KS2 (Key Stage 2) covers the topic of consent.
- We follow our Trust Human Resources advice and procedures for employees' rights regarding pregnancy and maternity. Any pregnant staff members are supported by GAT maternity policies and a risk assessment is completed to ensure the safety and well-being of the staff member and their child.
- Everyone is respected, whatever their family or personal circumstances.

Race

- Throughout the academy we have used the GAT Equity, Diversity & Inclusion guidance (EDI) to increase the diversity of texts used across the curriculum.
- The academy value of respect is used to support valuing differences and opinions in people, culture and communities.
- British values of tolerance and respect is taught consistently throughout the academy.
- EYFS focus of People, culture and communities to identify difference and similarities in communities.

Religion or Belief

- Given the local context, children in KS1 (Key Stage 1) visit local churches in the area and take part in a virtual visit to a Mosque. In KS2 pupils visit two contrasting places of worship e.g., Mandir, synagogue and mosque virtually or first hand and learn how they help build a sense of community with followers.
- Religious observations are authorised
- Our RE curriculum is supported and has been developed in line with the Lincolnshire Agreed Syllabus.

Sex

- Staff have been trained to identify and challenge examples of peer-on-peer abuse. This is logged on our safeguarding system.
- The school take part in mixed-team sports tournaments.
- As part of a careers and employability programme, we had virtual visitors and speakers of different genders speaking about non-gendered jobs.



Sexual Orientation

- Our PSHE curriculum incorporates age-appropriate references to this subject and parent information about our PSHE scheme are available on our website.

Part B- Statistical data (annual review of data)

- Date last reviewed:
- 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*

May 2022

50.52 % Boys 49.38 % Girls
 21.9 % SEND overall 17.7% SEND SEN K 4.2 % SEND EHCP
 55.5 % Disadvantage 45.5 % Non-disadvantage
 99.982 % White British
 0.018% Non-white British/other

SEND and non-SEND information

**achievement *attendance *exclusions*

SEND

88.4% Attendance

Exclusions - 1/14 7%exclusions

Non SEND

92.8% Attendance

Exclusions- 1/308 = 0.03%exclusions

KS1 SEND

achievement - Update July 2022

0% exclusions

Non-SEND

achievement - Update July 2022

KS2 SEND

achievement - Update July 2022

Non-SEND

achievement - Update July 2022

Boys and Girls

**achievement *attendance *exclusions*

Boys 91.6% attendance 1.2% exclusions



Girls 91.6% attendance 0% exclusions

KS1Boys achievement - Reading – 53%

Writing – 53%

Maths – 53%

KS1 Girls achievement - Reading – 52%

Writing – 48%

Maths – 48%

KS2 Boys achievement - Reading – 70%

Writing – 60%

Maths – 70%

KS2 Girls achievement - Reading – 56%

Writing – 64%

Maths – 32%

Disadvantaged and non-disadvantaged

**achievement *attendance *exclusions*

Disadvantaged

Achievement - Reading – 58%

Writing – 50%

Maths – 42%

90.6% attendance

Exclusions 1/175 0.06%

Non-disadvantaged

Achievement Reading – 67%

Writing – 77%

Maths – 57%

92.8% attendance

Exclusions 1/145 0.07%

White British and other groups

**achievement *attendance *exclusions*

White British

Achievement - Reading – 62%

Writing – 62%

Maths – 49%

91.5%attendance



0.06% exclusions
 Other Groups
 Achievement – N/A
 97.6% attendance
 0% exclusions

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 ensure any further CPD needs to ensure upto date understanding of Equality needs are accessed through our Jigsaw programme	PSHE co-ordinator to facilitate any relevant CPD	PSHE co-ordinator SLT	July 2023	End of year 1 progress summary
Quality of Education for our pupils & people				
To review our bespoke curriculum model to secure appropriate breadth and depth of reference to relevant protected characteristics is evident in our 2 year rolling programme	Curriculum co-ordinators to work with SLT to review appropriate provision	Curriculum Co-ordinators SLT	July 2023	End of year 1 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.	Principal	Termly	End of year 1 progress summary
Behaviour & Attitudes of our pupils & people				
To reduce to zero the use of abusive or inappropriate and offensive language.	Any incidents of this nature to be dealt with through restorative practices and support from family support worker to ensure positive outcomes for victim and perpetrator resulting in repeated behaviour being wiped out.	Family Support worker SLT	July 2023	End of year 1 progress summary

