

# Equality Objectives Statement

Mablethorpe Primary Academy



Date: 04/09/24

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(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: 01/01/23

#### **Age**

- Representations of varying ages in small world figures are available in the nursery continuous provision.
- Transition activities from nursery to year are scheduled into each year group.
- During history lessons, children look at differences in expectations surrounding age compared to themselves throughout different time periods.
- During careers activities, children are encouraged that accomplishments can happen at any age
- Careers experiences for all age groups are planned for, for example using skills builder projects which include reception to trips to Skeg Tech to look at trade professions.
- We identify vulnerable children in each year group which require individual or small group transition support to next class.
- Transition arrangements are in place for pupils moving from one year group to the next, adults communicating information, class swap time for them to meet new teachers and explore new environments.



- Secondary schools are invited in for transition activities with the year 6 children, to ensure that they feel comfortable with their new challenges ahead.
- In Computing, all age groups work with NSPCC to ensure they understand about age-appropriate apps.

## Disability

- To support the need of pupils with Autism, selected 1-1 staff have received training from the Working Together team.
- Selected staff have received multi-sensory behavioural toolkit training from the Learning Partnership to work with children who have ADHD and Autism
- Staff in year 2 have completed autism training to help with needs in the classroom.
- Pupils with SEND are selected as part of sporting events and supported by staff to take part.
- A room dedicated to supporting sensory needs has been set up for children with sensory and children.
- A nurture room has been set up for children who are finding entering school difficult.
- A display to promote SEND needs within the school has been put up in the corridors and staff room.
- Health Care Plans for children with medical needs written by SENCo and reviewed annually or as needs arise.
- Families with children with additional needs are directed to support.
- Health Teams are involved with TACs and to support families.
- Young Carers referrals made as needs arise, following discussions with families about the possibilities of support for young carers.
- We host immunisations and flu vaccinations for children who need this.
- Communication with GP or Health visitors is consistent part of practice when there are concerns for children's health or wellbeing.
- Through our PSHE curriculum from reception to year 6, children are taught about differences and what makes them special. This is supported through our work in Geography and outdoor learning so that the children can understand the places in which they feel the most comfortable.
- Across the curriculum, people who have disabilities are used as positive role models. For example, in art, artists such as Henry Frazer are promoted who learned to draw again using utensils he could hold in his mouth.
- Historical fiction such as the Queen's Fool, demonstrates how disabilities have changed through time and how people's reactions and support has changed.
- Staff have received training from the history association regarding planning and sequencing disability within curriculum design.
- Staff have received training from the geography association regarding diversity withing the geography curriculum

## Gender re-assignment

- 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 consider 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.
- Pastoral support is offered to pupils and families through inclusion team and where necessary MHST.
- The history and Geography lead have received training regarding planning diversity within the humanities curriculum.

## Marriage and Civil Partnership

- Children are shown a range of text types which presents different types of families for example Uncle Bobby's wedding and Nen and the fishermen are used during guided reading to explore different types of families.
- Correspondence to parents ensure that people are addressed as parents or carers.
- Stereotypes are challenged throughout the curriculum.
- TAC support looks at network of support (all family network)



- Our Family Welfare Officer works with Domestic Abuse (Eden Lincs), Alcohol and drug agencies to support parents where need arises
- Our Family Welfare Officer Provides Benefit Advice
- Our Family Welfare Officer Provide Financial Advice/Food Parcels when separations occur and families' responsibilities become financially imbalanced.
- A parents list kept on record so that separated parent gets a copy of Pupil's Reports and other documents regarding their children.
- A RED List maintained in the office where restrictions are in place regarding collection of a child (for various reasons, eg: Legal, Social Care)
- All children have safe handover passwords for pickups.
- Year 1 have discussed this during their Christianity unit in RE and family trees in History where couples may have new partners. They have also learned how families are characterised by love and care for each other in their PSHE unit.
- Year 3 /4 discuss marriage and civil partnership in PSHE unit on relationships.
- Year 5 learn about different family types and respect for all family units and relationships as equal.
- Year 6 learn about different family types in PSHE/RSE unit.

## Pregnancy & Maternity

Work with Maternity and Health Visiting Teams who are supporting our families.

Support parents who are struggling with hospital appointments or the attendance of older children as a result of a new baby arriving at 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.

Year 1 have pastoral conversations about pregnant mothers of children in their year group when the matter arises, enriched by PSHE curriculum.

Year 5 learn about human life cycles in science.

Year 6 learn about starting families PSHE/RSE unit about conception including IVF, surrogacy, and adoption

As part of our RSE programme - conception and pregnancy are taught by experienced staff and we seek external support where we need to.

We follow our Trust Human Resources advice and procedures for employees' regarding pregnancy and maternity rights, health and wellbeing. Everyone is respected, whatever their family or personal circumstances. This includes treatment for IVF, provision for breastfeeding and adoption leave.

## Race

- Our Family Welfare Officer offers support for families of children with mixed ethnic backgrounds.
- EYFS ensure diversity of race through dolls, small world figures and display.
- Year 1 ensure diversity of race through display, activities and PowerPoint presentations. They have also had discussions in PSHE about diversity on race
- Year 2-4 have learned about race diversity through multicultural texts studied and research linked to texts – through subjects such as RE, PSHE and in English.
- Year 5 and 6 have also learned about race diversity through text and in history, covering topics such as discrimination through segregation and the impact this had on people's lives at the time and how some figures stood for justice and overcame discriminatory practices.
- For the whole school, we follow the Greenwood Academies Equity, Diversity & Inclusion guidance.
- 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.



- Throughout our wider curriculum areas, we encourage children to make appropriate comparisons and interpretations regarding stereotypes and where they have come from.
- Staff have been given training in ensuring that the curriculum is not tokenistic.
- Assemblies are often based around festivals from other countries.

## Religion or Belief

- Many elements of our RE curriculum is centred around diverse texts.
- Children in UKS2 can visit a mosque.
- Staff have had training from the diocese in the Islam faith.
- Staff have received training in understanding Christianity from the diocese.
- Authorisation for religious observation, trips for celebrations with Principal discretion, for example, concessions to our Muslim families for later arrival given during Ramadan.
- We follow the Lincolnshire Agreed Syllabus which ensures a range of learning about different religions and beliefs, cultures, and communities.
- In line with the Lincolnshire Agreed Syllabus, Years 1-6 have learned about the main religions; key beliefs and respect for these. These studies have been reflected in displays and key events throughout the year.
- EYFS have a range of resources available which celebrate and raise awareness around different religions and beliefs along with corresponding displays.

## Sex

- Classes have been promoting women as role models in history and through text choices – for example, Mary Anning in science and the role of women WW2.
- Whilst linking disciplinary knowledge to our careers, children challenge male / female stereotypes in terms of jobs.
- Year 1 try to promote the use of non- gender specific /gender neutral language e.g. 'team' 'we' 'some people'
- Year 5 learn about biological facts associated with 'male' and 'female'.
- Through our Jigsaw curriculum we have discussion which challenge gender bias or stereotypes as need arises with wider curriculum including PSHE, History and Science
- Children are encouraged to participate in activities regardless of gender stereotypes attached.
- Sanitary provision in school for menstruation including spare products is provided 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 modules starting from Y3 on 'Puberty' if the individual needs arise, for all other year groups from Y5.
- 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 Jigsaw curriculum.
- Information about our RSE curriculum is online and part of the Jigsaw programme.

## 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+ 7
- Year 5 and 6 have had discussions through delivery of PSHE units support understanding and promoting understanding, and equality and challenging stereotypes.
- Staff have zero tolerance approach to inappropriate language about sex or sexual orientation.
- Staff are aware of the need to quick identify and address peer on peer abuse and the challenges relating to that.

## Part B- Statistical data (annual review of data)

- Date last reviewed: 01/01/24
- 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 demographics 2022/2023

	2021/2022		2022/2023		YTD 2023/2024		Comparison
	School	National	School	National	School	National	
Number on roll	325	-	339	-	326	-	-
Male %	50.2%	-	49%	-	50%	-	-
Female %	49.8%	-	51%	-	50%	-	-
Ever 6%	54.4%	23.5%	57.3%	25.9%	59.2%	25.9%	Well above average
% minority ethnic group	3.7%	34.8%	5.9%	37.4%	5.8%	37.4%	well below average
SEN EHCP %	4.3%	2.3%	3.8%	2.5%	4.3%	2.5%	above average
SEN Support %	16.9%	13.9%	16.5%	13.5%	15.6%	13.5%	above average
English as an additional language	2.1%	21.2%	2.9%	22%	3.1%	37%	well below average
Stability	75.3%		72.4%		78.5%		below average

### Year group breakdown 22/23 pupil numbers

Year Groups										
	Pupils	Boys	Girls	EAL	Summer Born	Ever 6 FSM	SEN Support	EHC Plan	Absence Rate	
Nursery 2	16	8	8	1	9	0	0	0	10.4%	
Reception	40	20	20	4	15	22	3	2	9.5%	
Year 1	49	21	28	0	21	30	7	4	9.7%	
Year 2	40	19	21	1	13	24	6	0	6.5%	
Year 3	44	16	28	0	18	23	8	2	7.1%	
Year 4	44	27	17	2	24	27	13	2	8.4%	
Year 5	57	32	25	0	19	35	9	2	7.3%	
Year 6	49	23	26	2	22	24	10	1	7.5%	

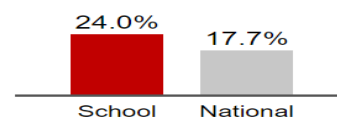
### Attendance and exclusions



Group 2022/2023	Attendance
All pupils	92.3%
SEND support pupils	89.1%
SEND EHCP pupils	89.4%
Non-SEND support pupils	93.2%
Boys	91.5%
Girls	93.2%
Disadvantaged pupils	90.4%
Non-Disadvantaged pupils	95.1%

#### Absence Rates

#### Persistent Absence



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

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

#### Exclusions (05 Sep 2022 - 21 Jul 2023)

	Year N2	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
Number of Exclusions	0	0	0	0	0	0	0	4	4
Total Days	0	0	0	0	0	0	0	22.5	22.5
Maximum Duration	0	0	0	0	0	0	0	10	10
Number of Permanent Exclusions	0	0	0	0	0	0	0	0	0

#### Reception GLD 2022/2023

	Number of Pupils expected or higher	Percentage of pupils expected or Higher
All Pupils	19	50%
Boys	6	32%
Girls	13	68%
Pupil Premium	11	50%
Non Pupil Premium	8	50%
Pupils with SEND	0	0%
Pupils without SEND	35	50%
EAL	0	0%
Non EAL	35	54%

#### Year 1 Phonics Screening Academic Year 2022/2023

	% of pupils Expected or higher
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Phonics Score	All Pupils	59%
	Boys	62%
	Girls	57%
	Pupil Premium	48%
	Not Pupil Premium	75%
	Pupils with SEND	9%
	Pupils without SEND	74%

### End of Key Stage 1 Academic year 2022 / 2023

			Reading	Writing	Maths	Reading/Maths/writing
		# pupils	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
SAT TA	Boys	19	58%	47%	58%	53%
	Girls	21	48%	33%	19%	14%
	Pupil Premium	21	57%	33%	43%	38%
	Not Pupil Premium	19	47%	47%	32%	26%
	Pupils with SEND	6	0%	0%	0%	0%
	Pupils without SEND	34	62%	47%	44%	38%
	EAL	1	0%	0%	0%	0%
	Not EAL	39	54%	41%	38%	33%

### End of Key Stage 2 Academic Year 2022/2023


		Reading	Writing	Maths	Reading/Writing/Maths
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		# pupils	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
SAT Scaled Score / TA assessment	All Pupils	49	53%	59%	57%	43%
	Boys	23	39%	39%	48%	30%
	Girls	26	65%	77%	65%	54%
	Pupil Premium	29	48%	48%	48%	34%
	Not Pupil Premium	20	60%	75%	70%	55%
	Pupils with SEND	11	9%	9%	36%	9%
	Pupils without SEND	38	66%	74%	63%	53%
	EAL	2	50%	100%	100%	50%
	Not EAL	47	53%	57%	55%	43%

### Part C- Equality Objectives (4-yearly priorities)

- Readily available data/information within your academy should be used to help shape these
- Date objectives set: 4/9/23

Objective	Actions	Who	By when	Commentary of progress (yearly)
<b>Leadership of our pupil's &amp; people</b>				
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.	Principal / deputy principal  SEND lead Curriculum Lead	July 2024  July 2024	<b>End of year 1 progress summary</b> Implemented a nurture group with training for staff. Pastoral support and Lego Therapy Elsa training. During induction equality and diversity training has been offered. SENDO investigated, purchased and trained in B- Squared. SENCO delivered staff training on B



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 year group in reading / writing and maths			squared to ensure that accurate tracking of send children. Staff have been trained in using INSIGHT and highlighted the underperforming groups. Staff are now using Insight to log provisions.
Teachers to use more precise data analysis to ensure targeted intervention for underperforming groups	To further implement B squared across the wider curriculum over the next year	SEND lead Curriculum Lead	July 2025	
	CPD for teachers regarding data analysis Monitoring of provisions to check accuracy	Deputy Principal	July 2024	<b>End of year 2 progress summary</b> <b>End of year 3 progress summary</b> <b>End of year 4 progress summary</b>


## Quality of Education for our pupils & people

To plan STEM activities to support and engage within the reading / writing / maths curriculum to raise attainment of boys at the end of Key Stage 2	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.	Curriculum lead English and maths lead	<u>July 2024</u>	<b>End of year 1 progress summary</b> PV has been taken from a range of boys across the curriculum to inform next years planning. Science club has been implemented for all children and PP have been given first opportunity to attend.
To raise attainment of boys achievement at the end of Reception	Monitor curriculum coverage to ensure engaging activities for boys. Precise monitoring of assessment for EY staff to ensure children are targeted at the point of need.	EY lead EY teachers	<u>July 2025</u>	A new phonics lead has been appointed and staff have all been re trained in RWI. Action plans have been put in place with suggestions across the curriculum of texts which we can use.
To close the attainment gap between PP and non PP children in phonics and end of KS2 outcomes.	Further training for teaching staff to ensure understanding of the attainment gap between PP and non PP children.	All teachers SLT	<u>July 2025</u>	<b>End of year 2 progress summary</b> <b>End of year 3 progress summary</b> <b>End of year 4 progress summary</b>
To review the texts used across the curriculum, to secure appropriate breadth and depth of different race and cultures	Work with English Lead to further develop a more diverse range of texts.	English Lead SLT	<u>July 2024</u>	

## Personal Development of our pupils & people

To have a secure knowledge, understanding and acceptance of different religions.	Increase the number of trips / visits for children within the RE curriculum.	<u>RE Lead</u> <u>LBC Lead</u>	<u>July 2025</u>	<b>End of year 1 progress summary</b> Year 3, 4 and 6 have experienced a trip to the mosque in Lincoln.
	Continue to work with the diocese to ensure texts are representative of different religions. Club coverage to be monitored	<u>RE Lead</u>	<u>July 2025</u>	Texts have been mapped into the RE curriculum and staff have had training from the RE coordinator.
To increase STEM clubs and visits available		<u>Science Lead</u> <u>Curriculum Lead</u>	<u>July 2024</u>	RAF stem have been into school to visit year 6 and discuss stem careers in the RAF. They have been given coding training. <b>End of year 2 progress summary</b> <b>End of year 3 progress summary</b> <b>End of year 4 progress summary</b>

## Behaviour & Attitudes of our pupils & people



To ensure pupils are informed citizens and uphold the British Values	<p>To teach British Values within the curriculum and assemblies; to celebrate children's awareness of equality.</p> <p>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.</p> <p>For children to have a clear awareness of the school's curriculum intent and the outcome for all pupils.</p>	EDI lead Curriculum Lead PSHE Lead	<u>July 2024</u>	<p><b>End of year 1 progress summary</b></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. Signage for values has been ordered.</p> <p>Appointment of attendance champion, meetings have had with LCC to ensure support of attendance champion and training. EWO have invited parents for PA in for meetings regarding attendance. Vulnerable children have been prioritised and first day phone calls have been taken place daily. Community.</p> <p>PCSO's are coming to take part in playground duty to make links with the community.</p> <p><b>End of year 2 progress summary</b>  <b>End of year 3 progress summary</b>  <b>End of year 4 progress ummary</b></p>
To increase whole school attendance across all year groups and reduce persistent absence.	<p>To ensure same day phone calls for chn that are absent.</p> <p>Ensure that staff are promoting attendance and they have an awareness of their class attendance.</p>	All staff	<u>July 2025</u>	
To ensure that community behaviour issues within the local community are being reflected in the PSHE curriculum	Liase with local PCSO raising the impact of anti social behaviours	All staff	<u>July 2025</u>	