

# Equality Objectives Statement

Medeshamstede Academy



**Greenwood Academies Trust**

Date: 4<sup>th</sup> January 2024

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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.

## **EQUALITY DIVERSITY AND INCLUSION POLICY DATED: NOVEMBER 2023**

### **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: 4<sup>th</sup> January 2023

#### **ADDITIONAL INFORMATION (ADDED TO TEMPLATE)**

Due to the complexity of needs and levels of cognition and understanding the topics described below require careful consideration for both delivery of the topic and the relevance and understanding for the pupils. The Academy uses commercial programmes (Jigsaw and Cornerstones) to consider the best approach to these topics and making them accessible and as relevant as possible. When and where required supplementary materials will be used.

The areas below give an example of how some of these areas are addressed. This example is pulled from the Year 6 (10 and 11 year old) programme of study and covers “Learning about celebrating difference”

*Viewpoint*  
*Perspective*  
*Assumption*  
*Belonging*  
*Experience*  
*Equality Act*  
*Rights*



*Community  
Respect  
Empathy*

The range of programmes areas can be found on the Jigsaw and Cornerstones website (and on the Academy website under curriculum)

### **Age**

- Due to the complexity of needs and chronological ages the materials the school uses and the methodology of delivery can vary (the approach is not based on their Key stage but on their functional age)
- Senior Leaders have been stringently monitoring all pupils to improve their behaviour and attendance 4-16
- Pupils are tracked using a commercial programme (CPoms) which gives a maintained record through the years of pupils behavioural and safeguarding needs
- The PSHE programme has been re-written to ensure a full breadth of coverage on key topics is made accessible to the pupils of all ages
- These programmes apply to all pupils irrespective of age through the school (and staff are trained to deliver them)
- Personal Development is part of the timetabled curriculum and allows opportunities for the development of each pupil irrespective of age
- As every pupil has an EHCP these are tracked annually through the legally required Annual Review process

### **Disability**

- To support the need of pupils with Autism, the academy has been working towards reviewing all its Policies Procedures and Practices in its entirety.
- In making reasonable adjustments to support pupils with complex needs we have identified augmentative and alternative communication methodologies and this is the subject of annual reviews (as cohorts change)
- We are currently exploring working with local schools where pupils with disabilities are placed to consider some joint activities.
- Developing community links will form part of the school development plan as an area to extend upon following Covid and the significant changes to the work force.

### **Gender re-assignment**

- For many pupils this is a concept currently beyond their grasp and understanding however the pupils will have the opportunity as part of our KS3 curriculum to cover matters related to gender re-assignment as part of our rights
- The academy has recently changed the designation of toilets by turning all pupils toilet's gender neutral. The same can be applied to staff toilets.

### **Marriage and Civil Partnership**

- As part of our curriculum pupils have an opportunity to cover relationships and marriage. As an example pupils cover topics such as marriage in different faiths and religions
- Part of the outcomes at Year 7 (or at a time best chosen to deliver the topic) are seen below:

I know there are different types of committed stable relationships and that some people may choose to have children or not

I can make links between positive, healthy family relationships and effective parenting

I can identify some of the roles and responsibilities of being a parent

- Programmes of study are modified to cover the content at an appropriate level

### **Pregnancy & Maternity**

- Our SRHE programme in KS2 covers the topic of consent
- Topics covered include contraception and sexual health



<b>Race</b>
<p>The Academy considers this through the topic of living in a multi-cultural world</p> <p>Topics</p> <p>I can explain the benefits of multi-cultural societies</p> <p>I can appreciate the differing views and opinions of individuals</p> <ul style="list-style-type: none"><li>○ For KS1 we have used the GAT Equity, Diversity &amp; Inclusion guidance (EDI) to increase the diversity of text used across the curriculum, with a particular focus on learning about people who are African</li></ul>
<b>Religion or Belief</b>
<ul style="list-style-type: none"><li>○ The school has Religion and belief as part of its SMSC and Cornerstones delivery:</li></ul> <p><b><u>Tolerance of different faiths and beliefs and for those without faith</u></b></p> <p>We are part of a multi academy trust which extends wider than the local community. Each person is respected and valued equally without regard to ability, gender, faith, heritage or race. We encourage our pupils to understand their own needs, unique strengths and talents and those of others.</p> <p>Cultural appreciation and development forms part of our curriculum. We place great emphasis on providing encounters and participation in events and celebrations to broaden all pupils' experiences and awareness of others. Key stage assemblies, PSHCE, SRE and R.E. encourage this in our pupils. The themes cover areas such as: friendships, helping others and celebrations from a range of faiths, cultures and world events.</p> <p>The school curriculum covers a range of topics under the banner of "Understanding our World". Examples are set out below and can be found on the Website:</p> <ul style="list-style-type: none"><li>○ RE- Investigating different religious festivals - identifying similarities and differences</li><li>○ RE- Festivals - Easter</li></ul>
<b>Sex</b>
<ul style="list-style-type: none"><li>○ There is a strong emphasis on relationships first as part of the programmes we deliver, however the academy covers the topics of sex and sexual relationships and consent. Examples of some of the programmes of study include:</li></ul> <p>I know about the different contraception methods available</p> <p>I know that contraception is important for sexual health as well as preventing a pregnancy</p> <p>I can understand the personal and legal consequences of sexting</p> <p>I can understand what it meant by consent</p> <ul style="list-style-type: none"><li>○ The school covers a range of topics at an age appropriate level (cognitive ability)</li></ul>
<b>Sexual Orientation</b>
<ul style="list-style-type: none"><li>○ This is an area that again due to the complexity of needs will often be managed in a specific needs led manner. The school covers "difference" and where the opportunity presents itself conversations will take place. Due to the cognitive abilities of the pupils open conversations can create vulnerabilities and misconceptions so have to be very carefully managed</li><li>○ The Academy provides a parent leaflet on LGBT+ as part of its work with parents. Materials are accessible through Jigsaw</li></ul>

## **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

**Boys 88.7%**  
**Girls 11.3%**  
**100% SEND overall**  
**100% SEND EHCP**  
**48.1% Disadvantaged**  
**51.9% Non- Disadvantaged**  
**2022-2023 80.7% White British**  
**88% Non-white British/Other**  
**2023- 2024 78.7% White British**  
**77.9% Non –white British/ Other**

## SEND and non-SEND information

\*achievement \*attendance \*exclusions

**100% of pupils are SEND and have an EHCP**

### Attendance data

**Overall 2023-2024 to date 81.4% (10<sup>th</sup> January 2023)**

**Authorised Absence 8.55%**

**Unauthorised Absence 9.65%**

**Note detailed work regarding none attenders is in place**

**Note comparisons can only be fully reflective at the end of the year**

**Overall 2022-2023 Overall= 84.16%**

**AUTHORISED Absence = 11.0%**

**Unauthorised Absence = 4.83%**

### Suspensions

**Overall 2023-2024 to date 7 in total (6 pupils) (December 2023)**

**Overall 2022-2023 48 (17 pupils) FIXED TERM SUSPENSIONS**

### PERMANENT EXCLUSIONS

**None to date for 2023-2024**

**2 for 2022-2023**

## Boys and Girls

\*achievement \*attendance \*exclusions

Area	Subject	Level	Total	Boys	Girls
Arts Award	Art		9	6	3
Functional Skills	English	L1	7	4	3
Functional Skills	English	L2	4	2	2
Functional Skills	Maths	L1	6	4	2
Functional Skills	Maths	L2	5	3	2



GCSE	Maths		3	2	1
ELC	English		7	5	2
ICT FS	ICT	L1	2	2	0
ICT Entry	ICT	Entry	7	5	2

**2022-2023 BOYS ATTENDANCE 84.8%**

**2022-2023 GIRLS ATTENDANCE 77.6%**

**2022-2023 BOYS ATTENDANCE 82.5% TO DATE**

**2022-2023 GIRLS ATTENDANCE 73.4% TO DATE**

**Figures are disproportionate due to girls absence and small numbers**

**All suspensions have been boys in both years (no girl suspensions)**

### Disadvantaged and non-disadvantaged

*\*achievement \*attendance \*exclusions*

**2022-2023 7/17 pupil premium suspensions 41.2% disadvantaged 58.8% non-disadvantaged**

**2023–2024 3/6 pupil premium suspensions 50% disadvantaged 50% non-disadvantaged (to date)**

Area	Subject	Level	Total (PP)	Boys	Girls
Arts Award	Art		9 (6)	6	3
Functional Skills	English	L1	7 (2)	4	3
Functional Skills	English	L2	4 (2)	2	2
Functional Skills	Maths	L1	6 (4)	4	2
Functional Skills	Maths	L2	5 (2)	3	2
GCSE	Maths		3 (2)	2	1
ELC	English		7 (2)	5	2
ICT FS	ICT	L1	2 (1)	2	0
ICT Entry	ICT	Entry	7 (3)	5	2

### White British and other groups

*\*achievement \*attendance \*exclusions*

**SEE ABOVE DATA**

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

- Readily available data/information within your academy should be used to help shape these
- Date objectives set: [January 2024](#)

Objective	Actions	Who	By when	Commentary of progress (yearly)
<b>Leadership of our pupil's &amp; people</b>				
Following significant changes at leadership level the school is undertaking a full review of all Policies Procedures and Practices that support all our children, staff and key stake holders	Designated staff generally at SLT level are reviewing every aspect of the schools Policy Practices and Procedures Examples DP Curriculum IAP Careers education AP English, Reading and communication	Principal leading and delegation as required	As per the SDP or based on identified need	End of year 1 progress report outlining areas that have been reviewed and developed  End of year 2 progress report outlining areas that have been reviewed and developed  End of year 3 progress report outlining areas that have been reviewed and developed  End of year 4 progress report outlining areas that have been reviewed and developed
<b>Quality of Education for our pupils &amp; people</b>				
School is undertaking a re-write of all curriculum programmes as part of a further review following the first revision after the Ofsted 2022. This to include the enhanced development of discreet pathways	Complete CYCLE B  Complete CYCLE C  Complete CYCLE D  Complete CYCLE E Please note (These could subject to staffing be completed in advance of the time scales)	Deputy Principal leading with delegation as required	On-going developments	End of year 1 curriculum review and revisions  End of year 2 curriculum review and revisions  End of year 3 curriculum review and revisions  End of year 4 curriculum review and revisions
<b>Personal Development of our pupils &amp; people</b>				
To review the use of Personal Development as a specific timetabled curriculum activity at the school. This encompasses EHCP and other relevant targets as well as looking at personal interests.  PSHE programme delivers required topics	<ul style="list-style-type: none"> <li>○ SLT to monitor the use of PD sessions and make specific activities timetabled for each session.</li> </ul> MAPP is completed to show target areas B Squared complete and showing small steps of progress <ul style="list-style-type: none"> <li>○ PSHE programmes in place</li> </ul>	PD/ MAPP and B Squared by Phase leaders ensuring targets being met  VP to ensure PSHE delivery.	As per QA calendar	Termly review of PD sessions/ MAPP completion/Data drop and B Squared outcomes and reporting outcomes (Learning journals etc.)  End of year 2 progress summary based on the above





<p>Careers education is the subject of full review and revisions post Covid</p>	<ul style="list-style-type: none"> <li>○ Careers education reviewed</li> </ul>	<p>Careers education by Careers lead</p>	<p>Feb 2024</p>	<p>End of year 3 progress summary based on the above</p> <p>End of year 4 progress summary based on the above</p>
<p><b>Behaviour &amp; Attitudes of our pupils &amp; people</b></p>				
<p>Behaviour and Attendance has been one of the main areas for the school at this current time and this impacts on all aspects of a pupils behaviours and attitudes and access to education</p>	<p>A Review of current attendance levels has been undertaken and meetings with the LA attendance teams initiated. Academy will continue to consider all opportunities to increase attendance</p>	<p>AP safeguarding and attendance through weekly meetings</p>	<p>Weekly With reports to Principal</p>	<p>Data year 1 related to attendance figures (with reviews)</p> <p>Data year 2 related to attendance figures with reviews</p> <p>Data year 3 related to attendance figures with reviews</p> <p>Data year 4 related to attendance figures with reviews</p>