**Equality Objectives Statement**

Name of Academy:

Kingswood Secondary
Academy



**Skegness Academy**

Greenwood Academies Trust



Date: 9th May

Author: Gary Carlile

**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: 27/5/22

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| **Age** |
| 1. Senior Leaders have been academic mentoring small groups of pupils in year 11 and 13 (aged 14, 15, 18, 19) to improve their academic outcomes
2. We have held a summer school to support transition of our new year 6 pupils (aged 10 and 11) to prepare for secondary education
3. Specific aged appropriate PHSE / RSE programmes are delivered throughout the year
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| **Disability** |
| 1. To support the need of pupils with Autism, the academy has a specific DSP provision
2. In making reasonable adjustments to support pupils with Dyslexia, we have invested in whole school training and embedded immersive reader
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| **Gender re-assignment**  |
| 1. As part of our KS3 curriculum pupils have an opportunity to cover gender re-assignment as part of the their PHSE curriculum
2. Student council have discussed gender re-assignment at part of their meeting schedule and there is a specific group which meets weekly to discuss gender within the Academy
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| **Marriage and Civil Partnership**  |
| 1. As part of our KS3 curriculum pupils have an opportunity to cover relationships and marriage
2. KS4 pupils cover parliamentary systems and processes as part of their citizenship programme
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| **Pregnancy & Maternity**  |
| 1. We follow GAT HR policies regarding pregnant colleagues and maternity entitlements
2. We recently updated our SRE programme in KS3 to cover the topic of consent
3. Our school nurse led recent event with KS3 pupils around contraception and sexual health
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| **Race** |
| 1. In our academy improvement plan we have focussed on reducing exclusions of non-white British boys, as they are disproportionately represented within our exclusion data
2. Our P16 pupils have set up a committee to address race equality issues within our community
3. For KS1 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
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| **Religion or Belief**  |
| 1. We recently reviewed the RSE curriculum in year 8 as a result of the cohort of pupil profile, where they had strong views about a particular belief
2. Form tutors have adapted their tutor time programme to enable pupils to discuss world affairs from the news following high profile extremist events
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| **Sex** |
| 1. As part of a careers programme, girls had a specific advice and guidance regarding traditionally male roles
2. As part of our academy improvement programme we have a strategy to address outcomes for girls in maths
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| **Sexual Orientation** |
| 1. We held a LGBTQ+ theme day aligned to the national LGBTQ+ national awareness day
2. We have invested in quality displays in communal awareness to raise awareness and celebrate LGBTQ+ , including pin badges which staff and student were with pride
3. Our LGBTQ+ meets on a weekly basis and this is chaired by a senior leader and attended by the Principal
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**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

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| **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 |
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| --- | --- |
| **Year 11** | **March 2022 PEG 2** |
| Cohort | 203 |
| M | 107 (53%) |
| F | 96 (47%) |
| SEN | 50 (24%) |
| SEN E | 5 (2%) |
| SEN K | 45 (22%) |
| PP | 65 (32%) |
| Non PP | 138 (68%) |
| White British  | 140 (69%) |
| Non White British/Other | 63 (31%) |

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| **Year 13** | **March 2022 PEG 2** |
| Cohort | 67 |
| M | 25 (37%) |
| F | 42 (63%) |
| SEN | 4 (6%) |
| SEN E | 0 |
| SEN K | 4 (6%) |
| PP | 4 (6%) |
| Non PP | 63 (94%) |
| White British  | 47 (70%) |
| Non White British/Other | 20 (30%) |

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| **SEND and non-SEND information***\*achievement \*attendance \*exclusions* |
| **March 2022 PEG 2**

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| --- | --- | --- | --- |
| **Year 11** | **Attainment**  | **Attendance** | **Exclusion**  |
| SEN | 0.17 | 89.3 | 11.1 |
| SEN E | 0.11 | 94.1 | 0 |
| SEN K | 0.18 | 86.7 | 11.1 |

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| **Year 13** | **Attainment**  | **Attendance** | **Exclusion**  |
| SEN | 0.56 | 89 | 0 |
| SEN E | n/a | n/a | 0 |
| SEN K | 0.56 | 77.6 | 0 |

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| **Boys and Girls***\*achievement \*attendance \*exclusions* |
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| **Year 11** | **Attainment**  | **Attendance** | **Exclusion**  |
| Boys  | 0.12 | 89.7 | 11.2 |
| Girls  | 0.41 | 88.8 | 8.3 |

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| **Year 13** | **Attainment**  | **Attendance** | **Exclusion**  |
| Boys  | 0.57 | 90.9 | 0 |
| Girls  | 0.51 | 88 | 0 |

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| **Disadvantaged and non-disadvantaged** *\*achievement \*attendance \*exclusions* |
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| **Year 11** | **Attainment**  | **Attendance** | **Exclusion**  |
| DD | -0.16 | 87.5 | 27.3 |
| NON DD | 0.48 | 90.1 | 15.2 |

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| **Year 13** | **Attainment**  | **Attendance** | **Exclusion**  |
| DD  | n/a | n/a | 0 |
| NON DD | 0.53 | 90.5 | 0 |

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| **White British and other groups***\*achievement \*attendance \*exclusions* |
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| **Year 11** | **Attainment**  | **Attendance** | **Exclusion**  |
| WB | 0.09 | No data | No Data |
| Other | 0.80 | No data | No Data |

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| --- | --- | --- | --- |
| **Year 13** | **Attainment**  | **Attendance** | **Exclusion**  |
| WB | 0.55 | No data | No Data |
| Other | 0.50 | No data | No Data |

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

* Readily available data/information within your academy should be used to help shape these
* Date objectives set:

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| **Objective** | **Actions** | **Who** | **By when** | **Commentary of progress** ***(yearly)*** |
| **Leadership of our pupil’s & people** |
| Establish an LGBTQ+ and Ethnic Minority student forum which meets regularly and contributes decision making on issues that affect the Kingswood community   Celebration/Recognition events in school to mark annual events e.g. Black history month, Pride Month etc To address knowledge gaps of staff to support LGBT community, through implementing a CPD programme to enable all staff to know how to recognise concerns and respond appropriately  |

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| --- | --- | --- |
| * Investigate pupil demand for student forums
* Invite pupils to take part
* Advertise these forums
* Record impact of forum on the running of the academy.
* Calendared meetings and events throughout the year which repeat annually
* Staff training made available for staff supporting LGBTQ+ , Ethnic Minority student issues

  | Summer term  | **End of year 1 progress summary** * **Student forums established**
* **Staff attended the annual LGBTQ schools conference, “I’m Still Me”.**
*

 **End of year 2 progress summary**  **End of year 3 progress summary**  **End of year 4 progress summary**  |

 | PSAABOPSA | Summer Term 23 | End of year 1 progress summaryEnd of year 2 progress summaryEnd of year 3 progress summaryEnd of year 4 progress summary |
| **Quality of Education for our pupils & people** |
| To review the PHSE Curriculum, to secure appropriate breadth and depth of different race and cultures  | Map the current PHSE curriculum against the NC and locally agreed syllabus to ensure statutory coverage.Include specific local cultural heritage (eg Scottish population in Corby) | ABO | Summer term 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** |
| **Personal Development of our pupils & people** |
| PSHE curriculum map demonstrates where protected characteristics are delivered in form time sessions   To increase the participation in dance and HSC of boys in Key stage 4, to broaden their enrichment opportunities  | * CPD for staff on how to deliver PSHE lesson that cover protected characteristics
 | ABOJLA | 20232023 | End of year 1 progress summaryEnd of year 2 progress summaryEnd of year 3 progress summaryEnd of year 4 progress summary |
| **Behaviour & Attitudes of our pupils & people**  |
| To reduce the number of fixed-term exclusions of year 9 children who are disproportionately represented in our current data  | * Strategic use of internal AP (Shine)
* Adding extra capacity to the pastoral team in year
* Strategic placement of most experienced colleagues with this year group
 | DSC | 2023 | **End of year 1 progress summary****End of year 2 progress summary****End of year 3 progress summary****End of year 4 progress summary** |