

Equality Objectives Statement



KINGSWOOD
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: January 2024

Age	
○	In EYFS (aged 4 and 5) there has been a focus on addressing their social and emotional needs to prepare for year 1 curriculum (aged 5 and 6)
○	We have previously worked with a local secondary academy to provide a summer school to support transition of our new year 6 pupils (aged 10 and 11) to prepare for secondary education.
Disability	
○	The academy is working towards achieving the Equality, Diversity and Inclusion Quality Mark
○	In making reasonable adjustments to support pupils with a variety SEND needs. This includes the installation of a Hygiene Room.
Gender re-assignment	
○	The academy has recently invested in some gender-neutral toilets as part of a long term plan of refurbishment.



Marriage and Civil Partnership

- As part of our PSHE curriculum pupils have an opportunity to cover relationships and marriage and different types of family
- 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”

Pregnancy & Maternity

- We recently updated our RSE policy in light of the revised Government guidance.

Race

- We have used the GAT Equity, Diversity & Inclusion guidance (EDI) to increase the diversity of texts used across the curriculum.

Religion or Belief

- We continue to develop our links with local religious leaders and invite them into school.

Sex

- We have set up a ‘Girls Active group to focus on engagement of girls in sport across the school.

Sexual Orientation

- We have displays in communal awareness to raise awareness and celebrate differences and diversity.



Part B- Statistical data (annual review of data)

- Date last reviewed: January 2024
- 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

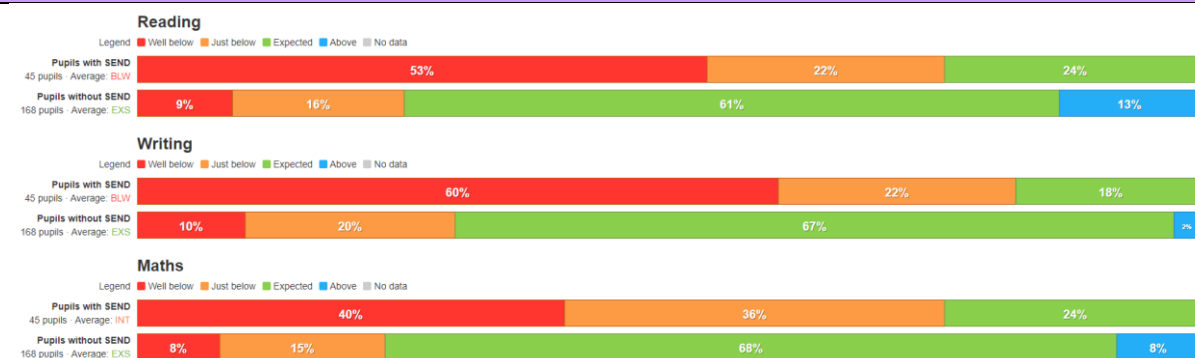
	Year R		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		All Years	
Free School Meals	58.06%	18	43.33%	13	33.33%	10	46.88%	15	58.62%	17	63.33%	19	53.33%	16	50.94%	108
English as Additional Language	12.90%	4	26.67%	8	30.00%	9	25.00%	8	24.14%	7	16.67%	5	30.00%	9	23.58%	50
Pupil Premium	64.52%	20	46.67%	14	40.00%	12	50.00%	16	62.07%	18	66.67%	20	56.67%	17	55.19%	117
SEN Needs	6.45%	2	23.33%	7	13.33%	4	25.00%	8	27.59%	8	23.33%	7	26.67%	8	20.75%	44
SEN Status	6.45%	2	23.33%	7	13.33%	4	25.00%	8	27.59%	8	23.33%	7	26.67%	8	20.75%	44

Attendance

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
All (Current)	89.46%	93.16%	95.48%	93.65%	94.22%	94.96%	94.76%	93.67%

SEND and non-SEND information

*achievement *attendance *exclusions



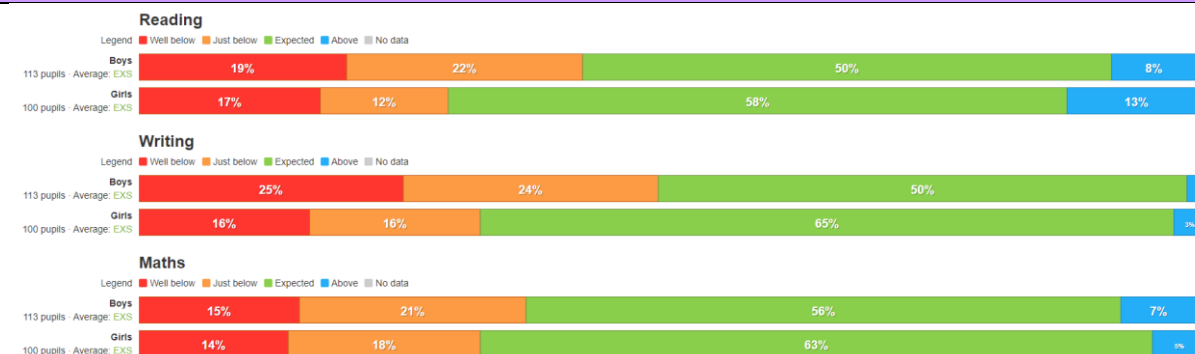
No suspensions

Attendance

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
SEN	82.29%	88.00%	92.87%	92.08%	92.23%	95.77%	94.97%	92.27%
Not SEN	89.96%	94.66%	95.88%	94.15%	94.99%	94.71%	94.68%	94.04%

Boys and Girls

*achievement *attendance *exclusions



No suspensions



Attendance

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
Male	91.52%	95.01%	95.68%	92.95%	93.41%	93.92%	93.26%	93.85%
Female	88.49%	90.37%	95.18%	94.81%	95.10%	96.29%	96.02%	93.46%

Disadvantaged and non-disadvantaged

**achievement *attendance *exclusions*

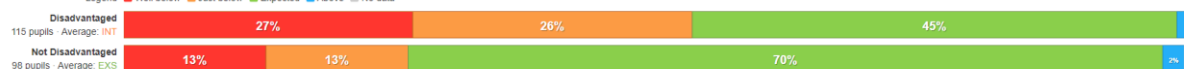
Reading

Legend Well below Just below Expected Above No data



Writing

Legend Well below Just below Expected Above No data



Maths

Legend Well below Just below Expected Above No data



No suspensions

Attendance

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
Pupil Premium	86.75%	89.36%	95.45%	92.34%	93.43%	94.12%	94.32%	92.15%
Not Pupil Premium	94.39%	96.48%	95.50%	94.95%	95.52%	96.67%	95.39%	95.56%

White British and other groups

**achievement *attendance *exclusions*

Reading

Legend Well below Just below Expected Above No data



Writing

Legend Well below Just below Expected Above No data



Maths

Legend Well below Just below Expected Above No data



No suspensions

Attendance

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
EAL	93.74%	95.37%	94.76%	94.08%	95.66%	95.90%	94.84%	94.93%
Not EAL	88.83%	92.35%	95.79%	93.50%	93.76%	94.77%	94.73%	93.28%



Part C- Equality Objectives (4-yearly priorities)

- Readily available data/information within your academy should be used to help shape these
- Date objectives set: July 2022

Objective	Actions	Who	By when	Commentary of progress (yearly)
Leadership of our pupil's & people				
To address any knowledge gaps of staff to support and understand protected characteristics.	Implement a CPD programme to enable all staff to know how to recognise concerns and respond appropriately.	Principal	July 2026	End of year 1 progress summary Staff CPD schedule in place and delivered 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 further increase pupil knowledge and understanding of diversity in the local community and modern Britain.	Ongoing curriculum development and refinement. Implementation of assembly programme.	All staff	July 2026	End of year 1 progress summary Ongoing review of curriculum to ensure increased diversity BV and PC included assemblies and curriculum Comprehensive assembly programme in place 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 continue to support the development of pupil aspirations and skills in preparation for life in modern Britain	To further develop opportunities for pupils to interact with and learn about a wide variety of aspects of the world of work. To continue to embed the teaching of key life skills (Skills Builder) needed to succeed in the world of work.	All staff	July 2026	End of year 1 progress summary Skills Builder continues to be embedded in school life – assemblies, lessons, rewards etc. The number of visitors and visits continue to increase after Covid 19. 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 suspensions of SEND pupils.	To continue to ensure the necessary support is in place for pupils with complex SEMH needs.	SENDCo & Principal	July 2026	End of year 1 progress summary No suspensions in 2022/2023 End of year 2 progress summary End of year 3 progress summary End of year 4 progress summary