

Equality Objectives Statement

Name of Academy: Skegness
Academy



Greenwood Academies Trust

Date: 21/06/2023

Authors: The Senior Leadership Team





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 student-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 Students and our People (*Annual review of information*)

- Date last reviewed: June 6th 2023

Age
<ul style="list-style-type: none"> ○ We have a programme of events which support transition of our new year 6 students (aged 10 and 11) to prepare for secondary education ○ Year 11 and 13 students are provided a programme of careers and ambition education to help them make informed choices for the next stages of their education/training ○ PSHE programme provides opportunities to discuss issues around age discrimination
Disability
<ul style="list-style-type: none"> ○ To support the need of students with Autism, the academy works closely with the LA and Working Together Team to ensure the needs of students are met, policies support and don't adversely affect these students ○ In making reasonable adjustments to support students with Dyslexia, we have invested in whole school training and embedded immersive reader, reading pens for examinations and laptops are also provided for students.



- Students with disabilities are supported to attend the academy and access the full curriculum
- Staff with disabilities are supported in work through systems and policies

Gender re-assignment

- As part of our PSHE curriculum students have an opportunity to cover gender re-assignment
- A sub group of the student council has been established to support students with gender identity and represent their voice
- The academy has both gender neutral and gender specific toilets available for both staff and students

Marriage and Civil Partnership

- As part of our PSHE and RE curriculum students have an opportunity to cover relationships and marriage, including same sex marriage

Pregnancy & Maternity

- We recently updated our SRE curriculum covers the topic of consent, abortion and miscarriage
- PSHE and Science curriculum cover contraception and sexual health
- Staff are supported and have access to paid leave during IVF and other fertility and maternity appointments
- Staff have access to Risk Assessments to ensure they are able to work safely during pregnancy

Race

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

Religion or Belief

- KS3 RE curriculum covers a range of religious belief systems
- Opportunities to visit places of worship and host visitors from other faiths are being written into the RE scheme of work
- staff and students who observe religious holidays are able to request a leave of absence

Sex

- Stereotypes are challenge and all students have an opportunity to experience all aspects of the curriculum
- Yes She Can delivered to students and staff on female ambition

Sexual Orientation

- We will hold a LGBT theme day aligned to the national LGBTQ+ national awareness day
- We have invested in quality displays in communal awareness to raise awareness and celebrate LGBTQ+
- We have an LGBTQ+ section in the library
- We have an LGBTQ+ club



Part B- Statistical data (annual review of data)

- Date last reviewed: June 23

SEND and non-SEND information <i>87% attendance for SEND 88.2% Non- SEND ECHP 84.12%</i> <i>*exclusions 40.4% SEND</i>
Send and non-SEND information <i>84.08% attendance for SEND 86.46% Non-SEND EHCP 82.10%</i>
Boys and Girls <i>*attendance Girls 88.92% Boys 87.42%</i> <i>*exclusions Girls 40.3% Boys 59.7%</i>
Boys and Girls <i>attendance 85.66% Girls 85.64% Boys</i>
Disadvantaged and non-disadvantaged <i>*attendance Disadvantaged 86.56% Non- Disadvantaged 90.67%</i> <i>*exclusions 57.8% Disadvantaged 42.2% non-disadvantaged</i>
Disadvantaged and non-disadvantaged <i>attendance Disadvantaged 82.70% Non-Disadvantaged 87.82%</i>
White British and other groups <i>*attendance White British 87.95% Others 91.74%</i> <i>*exclusions White-British 87.4% Other 12.6%</i>
White British and other groups <i>attendance White British 85.46% Others 88.12%</i>

Part C- Equality Objectives (4-yearly priorities)

- Date objectives set: Sept 22

Objective	Actions	Who	By when	Commentary of progress (yearly)
Leadership of our students & people				
To ensure that incidents of bullying are dealt with effectively and that harassment or discrimination of any kind is challenged and dealt with.	Establish an anti bullying policy which has clear procedures and sanctions for students who continue to act in an unkind way. Any incidents of bullying which is discriminatory in nature will be logged and trends tracked. PSHE curriculum will respond accordingly.	E Bennett and D Field	Dec 22	May 23- responsive PHSE curriculum, assemblies and anti-bullying policy and procedures in place. Intervention completed in TP2 (internal suspension) for those who receive sanctions following investigations, and consequent evidence, of bullying.



Quality of Education for our students & people				
To review the texts used in the English curriculum and in the library to secure appropriate breadth and depth of different race and cultures	English leaders to review curriculum and purchase new texts.	N Wilson and L Johnson	by Sept 22	May 23: English Curriculum review found the texts to be inclusive at all levels.
Personal Development of our students & people				
To increase the opportunities to experience a wide range of cultures and British Values through the PSHE/RE curriculum, assembly calendar, visitors and off-site events	PSHE leaders to review curriculum within the classroom and the wider PD curriculum. Clear assembly programme which promotes BV and celebrates them at SKA.	D Field and H Karim Sayer	ongoing	Assemblies focused on BV for all students. PHSE/RE curriculum delivered through tutor programme.
Behaviour & Attitudes of our students & people				
To reduce the number of fixed-term exclusions of students with SEND who are disproportionately represented in our current data	SLT to review data weekly and identify students at risk. Intervention from the BSA and safeguarding team to address behavioural issues. SEND team to assess for learning need and implement appropriate intervention.	E Bennett LCoates Metheringham	ongoing	SEND investigation carried out to look at where learning needs are not being met and action plan in place.