Equality Objectives Statement

Nethergate Academy

Greenwood Academies Trust

(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: July 2022

Age
- Senior leaders have planned and led outdoor and adventurous activities for a group of key stage four pupils to improve their interpersonal relationships and behaviour.   - The ELSA lead has provided individual and group sessions to support children from key stages two and three to develop their ability to identify and manage their own and others' feelings.   - All pupils have taken part in a transition programme to prepare them for the changes to staff and class groups for the new term in September.   - Pupils and students leaving the academy this year have had support from the Futures adviser and academy staff to prepare them for the transition.   - Individual transition programmes have been planned and implemented for two KS3 pupils who are changing placement to more specialist provision to make the transition successful.

- The school counsellor has worked with individual pupils and students to support their social, emotional and mental health needs.
- Leaders have provided 1:1 support for a pupil who has had difficulties with gender identity.
- Year 11 and sixth form students attend college link courses for one day per week to support their transition to FE.
- A specialist EYFS teacher has been appointed from Sept 22 to teach our youngest children.
- The 14-19 curriculum has been reviewed and aligned with the 'Preparation for Adulthood' outcomes.
- The curriculum is regularly reviewed to ensure that it matches the developmental stage of each pupil rather than the chronological age. Age-appropriate resources and teaching approaches are used skillfully by staff.

Disability

- To support the needs of autistic pupils, the academy has been working towards achieving the National Autistic Society Accreditation
- We ensure that there is a carefully designed CPD programme in place to ensure that staff understand the range of needs within the academy and plan effective learning opportunities for all;
  - Sensory needs
  - Makaton
  - Autism
  - Behaviour and restrictive physical intervention
  - Phonics (Sept 22)
  - Epilepsy
  - Administration of medication
- To support the needs of pupils with sensory needs which are a barrier to learning, we have commissioned the services of a specialist occupational therapist to advise and support staff to develop their skills and knowledge. She also works directly with pupils to implement programmes for sensory regulation etc.
- We work closely with the speech and language therapists from the NHS who support the school by providing training, 1:1 and small group work. They train staff to implement programmes prepared for individual and small groups of children.
- All activities, trips and visits across all ages and for all disabilities are planned to be fully inclusive.

Gender re-assignment

- All toilets in the academy are gender neutral.
- Pupils in KS 3, 4 and 5 have opportunity to develop awareness of gender re-assignment.
- We have an embedded culture of unconditional positive regard
- Pupils have access to literature and resources which cover gender reassignment
- The school counsellor supported one pupil who was transexual and another who has identified as non-binary.

Marriage and Civil Partnership

- As part of our PSHE curriculum all pupils have an opportunity to learn about relationships and marriage.
- 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

- Our RSE programme in all key stages covers the topic of consent.
- Our RSE programme in key stages 4 and 5 covers the topics of sexual health and contraception.
- Maternity and paternity leave is facilitated where appropriate in line with GAT policy.

Race

- o We have used the GAT Equality, Diversity & Inclusion guidance to ensure that in our curriculum, the diversity of content and text used has a particular focus on learning about people who are African or have African heritage.
- o Racist language and behaviour is recorded and reporting according to policy.
- o Pupils are challenged and educated to treat everyone respectfully. 1:1 and small group sessions are provided to support pupils who have been involved in racist incidents.
- o Resources and displays reflect the diversity in our academy, our community and the wider world.

Religion or Belief

- o The RE curriculum has recently been reviewed and updated to ensure that all pupils have the opportunity to learn about a range of religions.
- o Visits to a range of places of worship are planned into the curriculum.
- o The assembly plan has been designed to ensure that celebrations pertinent to our cohort and local community are included. Follow-up workshops are provided by members of those communities wherever possible eg Diwali, Easter.

Sex

- o We provide alternative curriculum experiences (outdoor and adventurous) for a targeted group of KS 4 boys to maintain and improve their levels of engagement and achievement.
- o We have a small number of girls in the academy and so provided a 'girls group' for them to be able to share any girl-specific issues in a space where they feel safe.
- o Free sanitary products are provided for girls.

Sexual Orientation

- o We log all incidents of homophobic language and monitor this closely, providing follow-up 1:1 or small group sessions to address the issue and support pupils to develop understanding.
- o We have reviewed and updated our PSHE and RSE policies and the curriculum to ensure that they provide opportunities for pupils to develop awareness of LGBTQ+
- o We have a developed culture of unconditional positive regard and pupils are very respectful of each other. Pupils feel safe to challenge each other if they feel they need to.

Part B- Statistical data (annual review of data)

- ▪ Date last reviewed: July 2022
- ▪ 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

All pupils at Nethergate have SEND and are supported by an EHCP.

69.48 %Boys;
30.52 %Girls;

60.39 % Disadvantaged;
39.61 % Non-Disadvantaged;

48% White British;
52% Non-white British/other;

SEND and non-SEND information
*achievement *attendance *exclusions*

All pupils in the academy (159) have an Education, Health and Care Plan outlining their special educational needs and disabilities.

All pupils are working significantly below their chronological age as a result of their SEND.

Most pupils make excellent progress towards their EHCP targets. They have targets in the following areas of development;
- o   Cognition & Learning
- o   Sensory & Physical
- o   Communication & Interaction
- o   Social, Emotional & Mental Health

Almost all pupils achieve at least 90% of their end of key stage targets from their EHCPs.

The vast majority of pupils make excellent progress towards their targets in maths, English and PSHE.

Boys and Girls
*achievement *attendance *exclusions*

Achievement;

There is no difference between the achievement of girls and boys at Nethergate. This is determined by analysis of progress data which is collated termly.

% Attendance:
90.77% Girls;
91.40% Boys;

Exclusions;
1 Girl;
8 Boys;

Disadvantaged and non-disadvantaged
*achievement *attendance *exclusions*

Achievement;

There is no difference between the achievement of disadvantaged and non-disadvantaged pupils at Nethergate. This is determined by analysis of progress data which is collated termly.

% Attendance:
87.24% Disadvantaged
90.26% Non-disadvantaged

Exclusions;
8 Disadvantaged
1 Non-disadvantaged

White British and other groups
*achievement *attendance *exclusions*

Achievement;

There is no difference between the achievement of white British and non-white British/other pupils at Nethergate. This is determined by analysis of progress data which is collated termly.

% Attendance:
90.06% White British
89.21% Other ethnic groups

Exclusions;
6 White British
3 Other ethnic groups

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

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

Objective	Actions	Who	By when	Commentary of progress *(yearly)*
Leadership of our pupils & people				
To identify 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.	• Safeguarding training • Targeted LGBTQ+ staff training	DSL	Sept 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
Quality of Education for our pupils & people				
To ensure the curriculum across all key stages secures coverage of appropriate breadth and depth of different race and cultures.	• Subject leaders to review and monitor curriculum plans and coverage. • Curriculum lead to monitor	Subject Leaders Curriculum Lead (AP)	Sept 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				
To increase opportunities for all pupils to participate in outdoor and adventurous activities in order to develop confidence and resilience.	• Provide Forest School sessions for primary and kS3 pupils • Plan off-site trips and visits both curriculum linked and extra-curricula to meet the wide range of needs, interests and ages of pupils • Provide all pupils in key stages 3-5 with the	Curriculum Lead (AP) Deputy Principal Phase leaders & class teachers	Sept 2022 Termly	End of year 1 progress summary End of year 2 progress summary End of year 3 progress summary End of year 4 progress summary

	opportunity to participate in a residential visit		June 2023 and then annually	

Behaviour & Attitudes of our pupils & people				
To reduce the number of fixed-term exclusions of key stage 3 and 4 pupils who are disproportionately represented in our current data	o Review curriculum provision and support available for these pupils; PSHE, pastoral support, ELSA, alternative curriculum, o Plan programmes and implement to support behaviour and SEMH needs for individuals; as above o Monitor the impact of interventions/provision and adjust as required to meet needs better.	Deputy Principal Curriculum Lead	Sept 2022 July 2023 and on-going	**End of year 1 progress summary** **End of year 2 progress summary** **End of year 3 progress summary** **End of year 4 progress summary**
To increase support for individuals and small groups to help them to better identify and regulate their own emotions.	o Increase staff available to provide interventions as required eg ELSA sessions o Refresh zones curriculum and embed across all ages.	Deputy Principal	Sept 2022	**End of year 1 progress summary** **End of year 2 progress summary** **End of year 3 progress summary** **End of year 4 progress summary**