Equality Objectives Statement

Name of Academy: Beacon Primary 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: January 2024

Age
o We have ensured that our surrounding FS1 children have had an enhanced transition towards FS2 through regular visits to environment and meeting key staff members.   o We have arranged enhanced transition for Year 6 children in preparation for their move to Year 7.   o We have internal transition weeks for Years Reception to Year 5 for children to become familiar with their new environment and class adults.   o A range of pastoral support is provided to all pupils who require it. We deliver internal support as well as external sessions led by the MHST, BOSS and Healthy Minds.   o School Council – support all pupils in addressing current and topical issues.
Disability
o Specialist training for staff is provided to ensure that the team have a range of specialist knowledge, including an advanced understanding of ASD, ADHD, epilepsy, asthma and first aid.

- o We have been working with local schools where pupils with SEND and/or disabilities have been taking part in sports events and competitions.
- o We support staff members with disabilities or additional needs through making reasonable adjustments to their work environments or working arrangements.
- o Our staff have been fully trained to deliver 'No Outsiders' sessions to pupils, including discussions of treating others with respect, including those with disabilities.
- o School assembly themes have included the importance of role models and representation of those with physical and learning needs.
- o The 'EDI' framework is used to celebrate the differences of others and the importance of inclusion for all.

Gender re-assignment
- o As part of our RSE curriculum pupils learn about identity and how this can be different for individuals.
- o Our EDI approach facilitates conversations about respecting differences
- o We respect how individuals within our school population choose to identify.

Marriage and Civil Partnership
- o As part of our whole school curriculum pupils have an opportunity to cover relationships and marriage.
- o As part of home-school communication, the school uses the term 'parents and carers' to acknowledge different family arrangements
- o As part of our EDI Framework, children are exposed to a range of different family types.

Pregnancy & Maternity
- o As part of our RSE programme, conception and pregnancy are taught by a well-respected and award-winning provider of RSE.
- o As part of our 1Decision programme, KS2 children develop their understanding of growing and changing
- o We follow our Trust Human Resources advice and procedures for employees' rights regarding pregnancy and maternity. Everyone is respected, whatever their family or personal circumstances.
- o Adjustments are made for pregnant members of staff and staff who require maternity/paternity support.

Race
- o We have adopted the 'No Outsiders' scheme which focusses on the theme 'All different, All welcome' through texts and pictures as discussion points for class and assemblies.
- o For the whole school, we have used the GAT Equity, Diversity & Inclusion guidance (EDI) to increase the diversity of texts used across the curriculum, with a particular focus on race and respecting others.
- o Our 1 Decision programme focusses on a world without judgement for example inclusion and acceptance
- o Topical whole school assembly themes focus on people around the world and the challenges they face.

Religion or Belief
- o In our curriculum, pupils take part in at least one visit/visitor focussed on religion per year.
- o We follow the Lincolnshire agreed syllabus to ensure a diverse exposure to different religions and beliefs
- o We recently reviewed the whole school RE curriculum to ensure that children have a deeper understanding of people of different religions and beliefs. We aim to provide pupils with 'real' experiences during the year.
- o We support all pupils in following their religious views and practises. Part of this is authorising absence for religious festivals.

Sex
- o Staff have been trained to identify and challenge examples of peer-on-peer abuse.
- o The school take part in mixed-team sports tournaments.
- o As part of a careers and employability programme, we had visitors and speakers of different genders speaking about non-gendered jobs.

Sexual Orientation
- o 'No Outsiders' and EDI texts in school celebrate people of all sexual orientations.
- o Staff have been trained to have a zero-tolerance approach towards language around sexual orientation being used in a negative manner.

Part B- Statistical data (annual review of data)

- Date last reviewed: **To be added following confirmed results**
- 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

	Pupils	Boys	Girls	EAL	Summer Born	Ever 6 FSM	SEN Support	EHC Plan	Absence Rate
Reception	31	16	15	2	10	8	2	2	4.7%
Year 1	30	12	18	2	9	8	2	3	3.7%
Year 2	30	15	15	0	11	6	4	1	3.7%
Year 3	30	19	11	0	12	12	10	4	5.3%
Year 4	26	15	11	1	15	10	5	1	3.7%
Year 5	30	19	11	1	12	13	9	1	5.4%
Year 6	30	17	13	1	15	13	9	3	5.2%

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

End of EYFS

Percentage of Pupils who have achieved the expected standard	SEND Pupils	Non-SEND Pupils
GLD	0%	73%

Phonics

Percentage of Pupils who have achieved the expected standard	SEND Pupils	Non-SEND Pupils
Phonics Screen 32+	20%	90%

End of Key Stage 1

Percentage of Pupils who have achieved the expected standard	SEND Pupils	Non-SEND Pupils
Maths	23%	89%
Reading	23%	89%
Writing	23%	71%
Combined	23%	71%

End of Key Stage 2

Percentage of Pupils who have achieved the expected standard	SEND Pupils	Non-SEND Pupils
Maths	77%	100%
Reading	39%	88%

Writing	61%	100%
Combined	38%	100%

Boys and Girls
*achievement *attendance *exclusions

End of Key EYFS

Percentage of Pupils who have achieved the expected standard	Boys	Girls
GLD	46%	94%

Phonics

Percentage of Pupils who have achieved the expected standard	Boys	Girls
Phonics Screen 32+	87%	93%

End of Key Stage 1

Percentage of Pupils who have achieved the expected standard	Boys	Girls
Maths	69%	45%
Reading	69%	45%
Writing	63%	27%
Combined	63%	27%

End of Key Stage 2

Percentage of Pupils who have achieved the expected standard	Boys	Girls
Maths	79%	100%
Reading	57%	75%
Writing	88%	82%
Combined	64%	75%

Disadvantaged and non-disadvantaged
*achievement *attendance *exclusions

Disadvantaged

Percentage of Pupils who have achieved the expected standard	Disadvantaged	Non-Disadvantaged
GLD	75%	94%

Phonics

Percentage of Pupils who have achieved the expected standard	Disadvantaged	Non-Disadvantaged
Phonics Screen 32+	87%	93%

End of Key Stage 1

Percentage of Pupils who have achieved the expected standard	Disadvantaged	Non-Disadvantaged

Maths	69%	45%
Reading	69%	45%
Writing	63%	27%
Combined	63%	27%

End of Key Stage 2

Percentage of Pupils who have achieved the expected standard	Boys	Girls
Maths	76%	100%
Reading	57%	75%
Writing	88%	82%
Combined	61%	75%

White British and other groups
*achievement *attendance *exclusions

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

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

Objective	Actions	Who	By when	Commentary of progress *(yearly)*
Leadership of our pupil's & people				
To continue to invest in staff CPD, focusing on the implementation of the BPA EDI framework.	• Continue to raise awareness of 1Decision and No Outsiders and how these can be used to compliment the delivery of the PSHE curriculum. • Continue to plan systematically to ensure that pupils have the opportunity to explore a range of texts and experiences that enhance their understanding of our diverse community/country. • Leaders to monitor the delivery and impact of the EDI/PSHE framework.	Curriculum & PSHE Leader	July 23	**End of year 1 progress summary** *EDI Framework is embedded across the curriculum. Links made between Curriculum in classroom environments and whole school assemblies.* **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 review the texts used in the PSHE/English	• To plan texts used in each year group and in whole	English Leader	July 23	**End of year 1 progress summary**

curriculum, to secure appropriate breadth and depth of different race and cultures.	• school assemblies that focus on diversity and difference. • To provide CPD for staff in the delivery of the EDI Framework. • To plan visitors and trips for experience days based upon a range of different texts. • Leaders to monitor the delivery and impact of the EDI/PSHE framework.	Class Teachers		*EDI Framework has been implemented. Curriculum links evident in MTP's.* *EYFS and Year 1 – use of continuous provision to embed different cultures.* *Next step – to plan curriculum days linked to different cultures and experiences.* *SMSC calendar used to plan for experiences in the classroom and whole school assemblies.* **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 have a secure knowledge, understanding and acceptance of different religions.	• To follow and implement the EDI and 1Decision plan. • To plan opportunities for children to have first-hand experiences of visits/visitors that enhance their knowledge of different religions. • To incorporate special event days, in relation to significant religious dates. • Leaders to monitor the impact of EDI and 1Decision plan and visits/visitors.	Curriculum lead Class teachers	July 23	**End of year 1 progress summary** *Range of religions are planned for in line with the Lincolnshire syllabus.* *Class visitors to discuss different religions and cultures.* **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 ensure pupils are informed citizens and uphold the British Values.	• To teach British Values within the curriculum and celebrate children's awareness of equality. • To follow 1Decision and EDI Framework – incorporated whole school assemblies to promote aware of British Values. • For children to have a clear awareness of the school's curriculum intent and the outcome for all pupils.	Whole School – Class Teachers	July 23	**End of year 1 progress summary** Use of No Outsiders and Picture News to make clear links to British Values. Whole school assemblies to discuss examples of topical issues, events etc and links made to BV's and on display in school hall. **End of year 2 progress summary** **End of year 3 progress summary**

				End of year 4 progress summary