

# Equality Objectives Statement

Bishop Creighton Academy



**Greenwood Academies Trust**

Date: Last reviewed October 2023

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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: **Oct 2023**

<b>Age</b>
<ul style="list-style-type: none"><li>○ We hold transition events to support our pupils at key milestones – readiness for starting school pre school into EYFS, and transition from Year 6 to secondary school.</li><li>○ In EYFS we actively plan for a variety of events to ensure a smooth transition for pupils aged 4 into the academy, this includes visiting pre-school settings, carrying out home visits to drop in sessions to become familiar with the setting</li><li>○ Our staff range in age from 18 – 60+. We actively celebrate the wide range of age of our staff team, and what this brings to our academy in terms of their life experiences and differing viewpoints on life.</li></ul>
<b>Disability</b>
<ul style="list-style-type: none"><li>○ We work closely with external agencies such as SALT (Speech and Language therapy), Autism Outreach Service and Hearing Impairment service to ensure our pupils with a disability receive the highest level of care.</li><li>○ We utilise educational technology as a tool to promote inclusivity for pupils with special educational needs or disabilities – for example the use of accessibility tools such as immersive reader, dictate, read aloud, Teams Reading progress are embedded across our classroom practice.</li><li>○ We provide additional support to ensure that SEND pupils are able to access extra-curricular events – e.g. after school clubs or regional events such as bowling</li><li>○ We support fundraising events throughout the year to raise the profile and our pupil's knowledge and understanding of children, young people and adults with a disability such as Jeans for Genes Day, Red Nose Day, Children in Need, ProKick Challenge etc</li></ul>
<b>Gender re-assignment</b>
<ul style="list-style-type: none"><li>○ As part of our PSHE curriculum we teach our pupils that they are all unique, to respect themselves and others regardless of gender. In Year 6 pupils are taught the difference between gender identity and sexual orientation and everyone's right to be loved.</li><li>○ The academy has shared toilet's in Key Stage 1. We are currently planning gender neutral toilets in Upper Key Stage 2</li><li>○ Our academy uniform is for pupils. It is not defined by gender. All staff uniform is gender neutral.</li><li>○ No staff member is discriminated against as a result of their gender.</li></ul>
<b>Marriage and Civil Partnership</b>
<ul style="list-style-type: none"><li>○ As part of our PSHE curriculum &gt; Relationships unit we teach our pupils about families and friendships. This starts in Autumn term of Year 1 when pupils are taught about what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. This learning builds on Year 3 to include single parents, same-sex parents, step-parents, blended families, foster and adoptive parents.</li><li>○ We teach pupils in Year 6 what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults as part of our Families and friendships &gt; Relationships &gt; PSHE curriculum</li><li>○ As part of home-school communication, the academy uses the terminology "parent/carer" or "families"</li><li>○ No staff member is discriminated against as a result of their marital status or sexual orientation.</li></ul>
<b>Pregnancy &amp; Maternity</b>
<ul style="list-style-type: none"><li>○ Our PSHE curriculum introduces the topic of consent from Year 1 upwards. In Year 1 pupils are taught about different types of touches and when it is appropriate to ask permission to touch. This learning builds in Year 5 to include identifying what physical touch is acceptable, unacceptable, wanted or unwanted in different situations. In Year 6 as part of safe relationships we teach our pupils what consent means and how to seek and give/not give permission in different situations.</li></ul>



- As part of our RSE curriculum > Health and well being > Growing and changing unit, Year 6 pupils are taught how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb and that pregnancy can be prevented with contraception
- Pregnant members of staff or those on maternity leave have the same opportunities as all other members of staff.

## Race

- We are a culturally rich and diverse school. 70% of our pupils first language is not English, there are 38 home languages spoken at Bishop Creighton. We actively celebrate our diversity.
- Across the academy, we are using the GAT Equity, Diversity & Inclusion guidance (EDI) to increase the diversity of texts used across our curriculum offer.
- In Year 5, our PSHE curriculum explicitly introduces what discrimination means and different types of discrimination including racism.
- No staff member is discriminated against as a result of their race. The staffing profile of the academy is predominantly White -British. Asian, Black African and White – European are also represented.

## Religion or Belief

- We follow the Peterborough Agreed Syllabus when teaching religious education.
- We look for opportunities to promote key religious festivals from world religions as part of our programme of assemblies across the year – for example Eid, Diwali, Christmas, Easter etc. External religious figures attend assemblies.
- Our learning mentor provides opportunities in PSHE sessions for older pupils to discuss topical world affairs following acts of war, terrorism or extremism as appropriate.
- Pupils are given the opportunity to visit places of worship through our curriculum offer.
- No staff member is discriminated against as a result of their religion or beliefs. We actively support staff members, for example providing a space for staff members who are Muslim to pray during the day or authorising additional leave on days of religious significance such as Eid or Diwali festivities.

## Sex

- As part of our Careers and employability strategy, we hold events that challenge stereotypes for our pupils.
- We have increased the Equality, Diversity and Inclusion texts used across the curriculum with books that focus on celebrating differences and gender stereotypes.
- In Year 5, our PSHE curriculum > Relationships > respecting ourselves and others unit explicitly introduces what discrimination means and different types of discrimination including sexism.
- No staff member is discriminated against as a result of their sex. We challenge any inappropriate use of language.

## Sexual Orientation

- As part of our PSHE curriculum > Relationships > Families & friendships unit Year 1 pupils are taught about what it means to be a family and how families are different, including same sex parents.
- In Year 5, our PSHE curriculum > Relationships > respecting ourselves and others unit explicitly introduces what discrimination means and different types of discrimination including homophobia.
- In Year 6 pupils are taught the difference between gender identity and sexual orientation and everyone's right to be loved.
- No staff member is discriminated against as a result of their sexual orientation.



## Part B- Statistical data (annual review of data)

- Date last reviewed: **Oct 2023**
- 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

	2018		2019		2022	Comparison
	School	National	School	National	School YTD	
Number on roll	235	281	229	282	207	Below average
Male %	51.1	51.0	51.5	51.0	54.1	Above average
Female %	48.9	49.0	48.5	49.0	45.9	Below average
Ever 6%	35.3	23.5	33.2	23.0	40.6	Above average
% minority ethnic group	78.6	32.9	80.3	33.8	-	Well above average
SEN EHCP %	1.7	1.4	2.2	1.6	1.9	In line
SEN support %	17.0	12.4	14.8	12.6	11.6	In line
English as an additional language %	66.0	20.9	69.4	21.2	64.7	Well above average
Stability	78.5	85.8	80.5	85.6	-	Below average
School deprivation indices	0.37	0.21	0.37	0.21	-	Above average

### SEND and non-SEND information

Percentage of pupils who achieved the expected standard	SEND pupils	Non SEND pupils
GLD (Good Level of Development)		

#### End of Key Stage 1 2023

Percentage of pupils who achieved the expected standard	SEND pupils	Non SEND pupils
Reading	0%	65%
Writing	0%	74%
Mathematics	0%	78%

#### End of Key Stage 2 2023

Percentage of pupils who achieved the expected standard	SEND pupils	Non SEND pupils
Reading	0%	72%
Writing	0%	64%
Mathematics	20%	76%
GPS	0%	64%
Combined (R/W/M)	0%	64%



## Boys and Girls

<i>Percentage of pupils who achieved the expected standard</i>	Boys	Girls
<b>GLD (Good Level of Development)</b>	<b>31%</b>	<b>76%</b>

### End of Key Stage 1 2023

<i>Percentage of pupils who achieved the expected standard</i>	Boys	Girls
<b>Reading</b>	<b>56%</b>	<b>67%</b>
<b>Writing</b>	<b>50%</b>	<b>58%</b>
<b>Mathematics</b>	<b>67%</b>	<b>67%</b>

### End of Key Stage 2 2023

<i>Percentage of pupils who achieved the expected standard</i>	Boys	Girls
<b>Reading</b>	<b>53%</b>	<b>55%</b>
<b>Writing</b>	<b>47%</b>	<b>71%</b>
<b>Mathematics</b>	<b>53%</b>	<b>71%</b>
<b>GPS</b>	<b>47%</b>	<b>79%</b>
<b>Combined (R/W/M)</b>	<b>40%</b>	<b>50%</b>

## Disadvantaged and non-disadvantaged

<i>Percentage of pupils who achieved the expected standard</i>	Disadvantaged	Non-disadvantaged
<b>GLD (Good Level of Development)</b>	<b>31%</b>	<b>76%</b>

### End of Key Stage 1 2023

<i>Percentage of pupils who achieved the expected standard</i>	Disadvantaged	Non-disadvantaged
<b>Reading</b>	<b>55%</b>	<b>63%</b>
<b>Writing</b>	<b>55%</b>	<b>53%</b>
<b>Mathematics</b>	<b>64%</b>	<b>68%</b>

### End of Key Stage 2 2023

<i>Percentage of pupils who achieved the expected standard</i>	Disadvantaged	Non-disadvantaged
<b>Reading</b>	<b>47%</b>	<b>58%</b>
<b>Writing</b>	<b>53%</b>	<b>67%</b>
<b>Mathematics</b>	<b>53%</b>	<b>75%</b>
<b>GPS</b>	<b>59%</b>	<b>67%</b>
<b>Combined (R/W/M)</b>	<b>35%</b>	<b>58%</b>



#### Attendance 2022 23

Group	% attendance
All pupils	91.5%
SEND support pupils	92.7%
SEND EHCP pupils	80.7%
Non-SEND pupils	91.7%
Boys	91.7%
Girls	91.3%
Disadvantaged pupils	91.7%
Non-disadvantaged pupils	91.4%





## Part C- Equality Objectives (4-yearly priorities: 2022/23 – 2025/26)

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

Objective	Actions	Who	By when	Commentary of progress (yearly)
<b>Leadership of our pupil's &amp; people</b>				
To address knowledge gaps of staff to ensure staff understand their duties in relation to Equality objective, through implementing a CPD programme ensuring staff challenge stereotypes, discrimination, unconscious bias appropriately	Provide programme of training to staff to include; *Equalities Act & duties – inc protected groups *Challenging discrimination , prejudice & stereotypes *Understanding unconscious bias <b>2022-23 to complete:</b> <a href="https://cpdonline.co.uk/course/equality-and-diversity/">https://cpdonline.co.uk/course/equality-and-diversity/</a> <a href="https://cpdonline.co.uk/course/unconscious-bias/">https://cpdonline.co.uk/course/unconscious-bias/</a>	Principal	By July 2023     By July 2024 By July 2025 By July 2026	<b>End of year 1 progress summary – Equality Duty Statement in place and disseminated to all staff. Date set for training. Protected groups highlighted through assemblies &amp; curriculum.</b>  <b>End of year 2 progress summary</b> <b>End of year 3 progress summary</b> <b>End of year 4 progress summary</b>
<b>Quality of Education for our pupils &amp; people</b>				
To review the texts used across the curriculum, to secure appropriate breadth and depth of different race and cultures	Complete full audit of texts to include; *Book corner texts *Library & reading scheme texts *Texts used to support curriculum delivery e.g. Write Stuff units *Purchase additional texts to reflect EDI	English Lead	By July 2023     By July 2024 By July 2025 By July 2026	<b>End of year 1 progress summary</b> <i>Audit of school library undertaken &amp; new books purchased including books linked to our RSE/EDI curriculum.</i>  <b>End of year 2 progress summary</b> <b>End of year 3 progress summary</b> <b>End of year 4 progress summary</b>
<b>Personal Development of our pupils &amp; people</b>				
To increase the participation in STEM for girls in Key stage 2, to broaden their enrichment opportunities	Identify and engage in further STEM based activities for girls *All teachers to complete; <a href="https://docs.microsoft.com/en-us/learn/modules/close-stem-gap-engaging-girls/">https://docs.microsoft.com/en-us/learn/modules/close-stem-gap-engaging-girls/</a> on Microsoft Learn *Set up after school Girls STEM Club	Assistant principal/ computing lead	By July 2023    By July 2024 By July 2025 By July 2026	<b>End of year 1 progress summary</b> <i>Not yet achieved</i>  <b>End of year 2 progress summary</b> <b>End of year 3 progress summary</b> <b>End of year 4 progress summary</b>



Behaviour & Attitudes of our pupils & people				
To reduce the number of fixed-term suspensions of SEND boys who are disproportionately represented in our current data	*Identify any pupils at risk of suspension *Provide behaviour intervention as appropriate – e.g. additional Learning Mentor support, Early Help Assessment, review of SEND provision *Consider participation in other targeted interventions – e.g YDP Boxercise *Engage with wider external professionals to ensure support for SEND boys at risk of suspension is appropriate – e.g. SALT, Autism Outreach Services	Principal & DSLs	By July 2023	<b>End of year 1 progress summary</b> <i>Suspensions in 2022 23 0.95% of NOR</i> <i>Additional behaviour interventions effective.</i>
			By July 2024	<b>End of year 2 progress summary</b>
			By July 2025	<b>End of year 3 progress summary</b>
			By July 2026	<b>End of year 4 progress summary</b>