

# Equality Objectives Statement



**Greenwood Academies Trust**  
**Rushden Primary Academy**

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## Introduction

As a school we are committed to equality and diversity and we recognise the importance of making sure our policies, procedures and the way we run the school are barrier free.

We have incorporated all policies into this document to create a coherent framework for promoting diversity and equality within our school. The purpose of this document is to show how our school is going to promote equality for disabled pupils, staff, parents and the wider community. We believe in treating everyone fairly and we are committed to creating an environment in our school which is appropriate and accessible to all.

We aim to encourage and listen to the views of all stakeholders in developing the work of our school. We recognise that equality will only be achieved by the whole school community working together - students, staff, governors, and parents / careers. All school staff and members of the schools community have a responsibility to treat everyone fairly and to promote arrangements for people with disabilities.

## Background

This document has been prepared in line with the National legal context including, but not limited to, the following:

- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Public Sector Equality Duty (PSED)
- General Data Protection Regulation (GDPR)
- This policy also has due regard for non-statutory guidance, including the following:
- DfE (2014) 'The Equality Act 2010 and schools'

**(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—

The protected characteristics are identified in the Equality Act 2010:



- age;
- disability;

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- gender reassignment;
  - marriage and civil partnership;
  - 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.

### Our Approach

In order to raise academic standards and improve teaching, progress data is scrutinised across all vulnerable groups. As a school we will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment that embraces respect for all. At Rushden, we believe that diversity is a strength and, as such, should be celebrated by all who learn and teach there. We use the Jigsaw scheme of work in order to ensure coverage and progression.

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

### Teaching and Learning

All pupils have access to a broad, balanced and rich curriculum in accordance with DfE guidelines.

All staff ensure that the learning can take place in an inclusive environment in which pupils feel safe, and their contributions are valued. Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem solving tasks.

Pupil grouping, and staff allocation is continually reviewed to ensure greater participation in the classroom.

All pupils are encouraged to become independent and to take the appropriate responsibility for their own learning.

All staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities. This is achieved through specific displays that celebrate diversity, these are reviewed regularly to ensure that they can reflect the inclusive ethos of the school and the changes in today's society, enriching our students cultural capital.



## Disability

The Disability Discrimination Act 2006 defines a disabled individual as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'

The school makes every reasonable adjustment to accommodate disability to ensure that everyone can access education. Changes, where necessary and reasonable, are made to ensure that access to provision is available.

## Partnership with parents and the community

The school endeavours to provide information material for parents in accessible, user-friendly language and also translated in the parent's language where applicable.

All parents are encouraged to participate fully in the life of the school. Reasonable adjustments are made to accommodate parental need with regard to information provided and meetings, for example translators and interpreters.

When appropriate the school will take steps to encourage the involvement and participation of parents who find it difficult to engage with the education system. The school works in partnership with parents, carers and the community to address specific incidents and to develop positive attitudes to diversity. The school's premises and facilities are available for use by all groups within the wider community.

## Advancing equality of opportunity

At Rushden Primary Academy, we promote equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)
- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach



## Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls
- Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes towards diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils. The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

## 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: December 2024

Age
<ul style="list-style-type: none"> <li>○ In EYFS (aged 4 and 5) there has been a focussed programme on addressing speech and language needs to prepare for year 1 curriculum (aged 5 and 6)</li> <li>○ In Year 6 additional responsibilities are given to help prepare them for moving to secondary school and greater independence.</li> </ul>
Disability
<ul style="list-style-type: none"> <li>• Through academy policies and the curriculum, pupils are made aware of diversity in its broadest sense, encouraged to support/help fellow classmates and again an age-appropriate understanding of disability.</li> <li>○ To support the needs of pupils with speech, language and communication needs, carefully selected interventions are implemented with the support of external specialists.</li> <li>○ To support the needs of pupils with Dyslexia, we have invested in whole school training and in a screening tool which has been used to assess pupils across the school. We have responded to identified needs by embedding the use of programmes such as Toe-by-Toe, IDL and other Precision Teaching methods.</li> <li>○ Vulnerable pupils, including pupils within the lowest 20%, pupils with SEND and pupils with Pupil Premium allocation are provided with additional quality first teaching, linked to their individual needs by a newly recruited qualified teacher. In addition, further support staff have been recruited to work alongside pupils with SEND to offer dedicated academic and pastoral intervention support.</li> <li>○ Adults make adjustments to learning activities so pupils with disability, where needed, have equal access to the curriculum. For example, for hearing impaired pupils a “Roger device” is worn by the teacher which is checked daily. Where necessary, quiet sessions are used for specific tasks, position</li> </ul>



in classroom, additional sessions for phonics. Specialist support from the hearing-impaired team is accessed.

### **Gender re-assignment**

- As part of our curriculum (particularly related to careers) pupils are encouraged to challenge gender stereotypes and are provided with real experiences of people who defy these stereotypes. Also within the curriculum we ensure the pupils have studies people who defied gender stereotypes in history, science and art.
- Story books are provided which challenge gender stereotypes.
- Both boys and girls are encouraged to participate in non- stereotypical activities such as sports.
- We consciously acknowledge children for non-stereotypical attributes, we notice and reinforce behaviours which go against stereotypes and we challenge children who say things that may reinforce stereotypes.
- We have a zero-tolerance approach to the use of words such as “girly” used as an insult to imply weakness or lack of status.
- We teach the children that objects such as toys are not gender specific.

### **Marriage and Civil Partnership**

- As part of our Ks 1 curriculum pupils experience the diversity of family make up.
- As part of our KS2 curriculum pupils have an opportunity to learn about relationships and marriage.

### **Pregnancy & Maternity**

- Our SRE programme in KS2 covers the topic of consent.
- Room made available for nursing mothers who have returned to work so they can express milk with privacy and dignity.
- Adjustments are made to working patterns and duties to meet the needs of new parents.
- Consideration of flexible return to work where parents wish to reduce their working hours.

### **Race**

- For project days/ weeks such as history and art we have mapped key historians, scientists, innovators and artists across the academy to ensure that we have appropriate diversity in culture.
- The diversity of culture is woven throughout the curriculum.

### **Religion or Belief**

- We have a range of visits and visitors with an expectation to increase diversity and understanding of other religions and cultures.
- The RE curriculum has been mapped to ensure that by the end of Year 6 pupils will have a broad and balanced understanding.

### **Sex**

- As part of our academy improvement programme we have a strategy to address outcomes for girls in maths.
- For project days/ weeks such as history and art we have mapped key historians and artists across the academy to ensure that we have appropriate diversity in gender.

### **Sexual Orientation**

- To ensure that issues and language around sexual orientation are addressed fully, The Jigsaw PSHE scheme has been employed. Alongside this is the expectation that all staff will model language and challenge inappropriate language or gestures.

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

- Date last reviewed: December 2024

<b>Cohort profile (as included in GAT outcomes reports)</b>								
*%Boys *%Girls *%SEND overall *%SEND SENK **SEND EHCP *%Disadvantage *%Non-disadvantage *% White British *% Non-white British/other								
Boys %	Girls %	SEND % overall	SEND EHCP %	SEND Support	Disadvantaged %	Non disadvantaged %	White British %	Non - white British %
53.1%	46.9%	10.2%	2.6%	7.6%	11.3%	88.7%	75.4%	24.6%
<b>SEND and non-SEND information</b>								
*achievement *attendance *exclusions								
	Reading %	Writing %	Maths %	Attendance %	Exclusions%			
SEND	18%	16%	23%	94.9%	N/A			
Non-SEND	80%	78%	75%	95%	N/A			
<b>Boys and Girls</b>								
*achievement *attendance *exclusions								
	Reading %	Writing %	Maths %	Attendance %	Exclusions%			
Boys	68%	67%	73%	94.5%	3% (1)			
Girls	76%	74%	64%	95.5%	N/A			
<b>Disadvantaged and non-disadvantaged</b>								
*achievement *attendance *exclusions								
	Reading %	Writing %	Maths %	Attendance %	Exclusions%			
Dis	59%	65%	57%	92.2%	3% (1)			
Non-dis	74%	71%	70%	95.3%	N/A			
<b>White British and other groups</b>								
*achievement *attendance *exclusions								
	Reading %	Writing %	Maths %	Attendance %	Exclusions%			
WBRIT	74%	72%	72%	95.2%	3% (1)			
Non-WBrit	66%	64%	59%	94.3%	N/A			

### Attendance percentage

School	94.9%
National	94.5%
Local Authority	94.5%

### 15-18 days missed

School 31

### 19+ days missed

44

### Absences

- 5.1% overall absence
  - 3.6% authorised
  - 1.5% unauthorised
- 8 pupils unauthorised absent for 10+ days

### Absence Patterns

- 4 pupils have been repeatedly late to school on the same day
- 156 pupils have been absent before or after a school holiday

### DfE penalty notice consideration threshold

(10+ unauthorised absences in 10 rolling school weeks)

- 62 pupils previously met the threshold between 01/09/2023 and 19/07/2024



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

- Date objectives set: June 2022, reviewed annually.

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 support LGBTQ+ community, through implementing a CPD programme to enable all staff to know how to recognise concerns and respond appropriately.	<b>Review behaviour incidents and identify peer on peer incidents relating specifically to LGBT community and the actions taken. Information sharing and statistics around LGBT and look at resources (Twinkl) which challenge sayings like "That's so gay"</b>	<u>LE</u>	<u>July 25</u>	<p><b>End of year 1 progress summary</b> A range of LBGT+ texts built into the curriculum. 0 incidents</p> <p><b>End of year 2 progress summary</b> Texts revisited and revised. 0 incidents.</p> <p><b>End of year 3 progress summary</b></p> <p><b>End of year 4 progress summary</b></p>
To develop subject leaders in order that they can effectively monitor and evaluate the quality of equalities provision within their subject.	<b>Middle leader subject leadership CPD for all staff. To include: =representation in the environment =pupil understanding of concepts taught =staff subject knowledge =curriculum coverage</b>	<u>LE</u>	<u>July 25</u>	<p><b>End of year 1 progress summary</b> SL training delivered, EDI mapped into LTPs and MTPs. ½ day EDI introduction to each new term.</p> <p><b>End of year 2 progress summary</b> All subject leaders have access to their subject networks. Bespoke CPD for SLs (Myatt &amp; Co.) Termly release time.</p> <p><b>End of year 3 progress summary</b></p>



				<b>End of year 4 progress summary</b>
<b>Quality of Education for our pupils &amp; people</b>				
To review the texts used in the English curriculum, to secure appropriate breadth and depth of different race, cultures and challenge stereotypes.	<b>Audit books in classrooms, and the library</b> <b>-Books which challenge gender stereotypes</b> <b>-remove those that reinforce stereotypes</b> <b>- LTP identifies different texts which expose children to different race/cultures/LGBT examples</b>	<u>GG/SA</u>	<u>2025</u>	<b>End of year 1 progress summary</b> Audit completed Range of EDI books purchased & in library. EDI texts mapped in to LTP & MTP  <b>End of year 2 progress summary</b> LTP reviewed and updated. Lost/damaged texts replaced.  <b>End of year 3 progress summary</b>  <b>End of year 4 progress summary</b>
To narrow the gap in Mathematics between boys and girls	<ul style="list-style-type: none"> <li>•<b>Assess children’s attainment termly in this area</b></li> <li>•<b>Hold regular pupil progress review meetings with teachers</b></li> <li>•<b>Complete high quality CPD training for teaching staff</b></li> <li>•<b>Engage in peer coaching CPD and engage in latest educational research in order to engage girls.</b></li> </ul>	<u>KW</u>	<u>July 25</u>	<b>End of year 1 progress summary</b> 3 x pupil progress meetings. Gender gap closed for girls. Maths Mastery ongoing. Manipulatives available for all.  <b>End of year 2 progress summary</b> Girls continue to be a focus in UKS2. 24-25 – girls maths group run by maths lead. Bespoke CPD for staff



	Ensure all classrooms have appropriate levels of manipulatives available.			End of year 3 progress summary  End of year 4 progress summary
<b>Personal Development of our pupils &amp; people</b>				
To increase the opportunities through visits/visitors to ensure the diversity of the community is represented.	During career weeks/ visits to different places the pupils experience true diversity. -LTP maps this out	<u>SH/SW</u>	<u>July 25</u>	End of year 1 progress summary 3 x author visits Careers week EYFS – careers fair End of year 2 progress summary Visits to multi-faith places of worship Careers included within Science Careers week EYFS ‘People who help us’ visits End of year 3 progress summary  End of year 4 progress summary
<b>Behaviour &amp; Attitudes of our pupils &amp; people</b>				
To reduce the number of “RED CARDS” for boys which are disproportionately represented in our current data.	Audit the behaviour records to find common issues and follow up with pupil voice. Encourage gender neutral activities outside, cater for all types of interest. -school council pupil voice Implement ABC forms for pupils with	<u>EL</u>	<u>2025</u>	End of year 1 progress summary ABC forms implemented. Paul Dix behaviour approach and policy introduced. Behaviour incidents have reduced but remain predominantly male End of year 2 progress summary Paul Dix well embedded. Number of behaviour



	significant needs in order to identify triggers and address them.			incidents have reduced significantly. These remain predominantly boys. Male mentoring actioned <b>End of year 3 progress summary</b>  <b>End of year 4 progress summary</b>
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