

Equality Objectives Statement

City of Peterborough
Academy



Greenwood Academies Trust

Date:

Author:





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: June 2023

Age
<ul style="list-style-type: none">○ We have a programme of events which support transition of our new year 6 pupils (aged 10 and 11) to prepare for secondary education○ Year 11 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 pupils with Autism, the academy works closely with the LA to ensure the needs of students are met, policies support and don't adversely affect these students○ In making reasonable adjustments to support pupils with Dyslexia, we have invested in whole school training and embedded immersive reader, reading pens for examinations and laptops are also provided for students.
<ul style="list-style-type: none">○ 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
<ul style="list-style-type: none">○ As part of our PSHE curriculum pupils have an opportunity to cover gender re-assignment○ The CoPA Community Committee exists to provide all students with Protected Characteristics to have a voice and suggest and plan ways to promote these.○ The academy has both gender neutral and gender specific toilets available for both staff and students
Marriage and Civil Partnership
<ul style="list-style-type: none">○ As part of our PSHE and RE curriculum pupils have an opportunity to cover relationships and marriage, including same sex marriage
Pregnancy & Maternity
<ul style="list-style-type: none">○ Our PSHE (RSE) curriculum covers the topic of consent, abortion and miscarriage○ PSHE and Science curriculum also 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
<ul style="list-style-type: none">○ The CoPA Community Committee exists to provide all students with Protected Characteristics to have a voice and suggest and plan ways to promote these.○ We have used the GAT Equity, Diversity & Inclusion guidance (EDI) to increase the diversity of text used across the curriculum
Religion or Belief



- The CoPA Community Committee exists to provide all students with Protected Characteristics to have a voice and suggest and plan ways to promote these.
- The RE curriculum covers a range of religious belief systems
- The PSHE curriculum delivers information around other faiths/beliefs and the importance of tolerance and understanding here and warns against discrimination.
- staff and students who observe religious holidays are able to request a leave of absence

Sex

- The CoPA Community Committee exists to provide all students with Protected Characteristics to have a voice and suggest and plan ways to promote these.
- Stereotypes are challenged and all students have an opportunity to experience all aspects of the curriculum
- The Careers curriculum tackles misconceptions and stereotypes around gender.

Sexual Orientation

- The CoPA Community Committee exists to provide all students with Protected Characteristics to have a voice and suggest and plan ways to promote these.
- We hold a LGBT theme day aligned to the national LGBTQ+ national awareness day
- We have an LGBTQ+ club



Part B- Statistical data (annual review of data)

- ✦ Date last reviewed:
- ✦ 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)

53% boys, 47% girls. 40% PP, 47% EAL, 14%

SEND and non-SEND information

SEND: 12.76% K Code, 1.52% EHCP,
K code – 83.7% attendance
EHCP – 80.3% attendance

Boys and Girls

53% Boys – 87.6% attendance
47% girls - 89.1% attendance

Disadvantaged and non-disadvantaged

PP 86% attendance
Non PP – 90.4% attendance

White British and other groups

White British – 88% attendance
Non white-British – 89.2% attendance

Part C- Equality Objectives (4-yearly priorities)

Objective	Actions	Who	By when	Commentary of progress
Leadership of our pupils & people				
To ensure that incidents of bullying are hate/discrimination are dealt with effectively and that harassment or discrimination of any kind is challenged and dealt with.	Clear expectations of all students and staff communicated. Redevelopment of PSHE curriculum. Any incidents of bullying which is discriminatory in nature will be logged and trends tracked. Analysis of behaviour and CPOMS data to inform actions and education. Student voice to show perception of attitude change.	D Baines J Ferrara A McKeen	Sep 23	
Quality of education for our pupils and people				
The curriculum provides opportunities for celebration of differences, challenge of stereotypes and opportunity for all to succeed.	Faculty leaders consider opportunities to challenge stereotypes and celebrate differences in LTPs. Reading texts are selected to support these aims. Strategies in place to raise attainment for pupil groups who are underperforming.	N Treacy J O' Sullivan	Ongoing	
Personal Development of our pupils & people				
Our PSHE curriculum ensures that students receive comprehensive inputs and educational experiences on Discrimination, acceptance and tolerance.	PSHE curriculum re-design. Assembly rota and external visits coordinated. Improvement in offer of clubs and leadership opportunities in this area. Engagement of CCC to promote protected characteristics across the Academy.	D Baines A McKeen R Sinclair	Sept 24	
Behaviour & Attitudes of our pupils & people				
To reduce the amount of discrimination-based incidents.	Clear design and communication of escalating sanctions. Educational inputs via PSHE, tutorial and assemblies. Robust reintegration, monitoring and feedback systems in place Engagement of local community/services to aid education and restoration.	D Baines J Ferrara A McKeen	ongoing	