Equality Objectives Statement

Nottingham Academy Secondary

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.

Disability is defined by the Disability Discrimination Act 1995: "A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

(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: May 2023
- Next Review Date: Jan 2024

Age
- 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 and 13 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
- Compliance with the Disability Discrimination Act 1995 (DDA) is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy.
- The school recognises its duty under the DDA (as amended by the SEN and Disability Act 2001).
- Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services.
- Not to treat disabled students less favourably.
- To take reasonable steps to avoid putting disabled students at a substantial disadvantage.
- To publish an Accessibility Plan.
- The school recognises and values parents/carers' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents' and child's right to confidentiality. (General School Policy and SEN policy).
- The school provides all students with a broad and balanced curriculum, adapted and adjusted to meet the needs of individual students; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum. (Curriculum Policy/Development Plan/SEN Policy).
- Setting suitable learning challenges.
- Responding to students' diverse learning needs.
- Consulting with appropriate support agencies and thus reducing potential barriers to learning and assessment for individuals and groups of students.

Gender re-assignment
- As part of our PSHE curriculum pupils have an opportunity to cover gender re-assignment.
- An initiative within the anti-bullying policy, NAC_STOP, has been established and it does support students with gender identity and represent their voice.
- The academy has both gender neutral and gender specific toilets available for both staff and students.

Marriage and Civil Partnership
- As part of our PSHE and RE curriculum pupils have an opportunity to cover relationships and marriage, including same sex marriage.

Pregnancy & Maternity
- We recently updated our PSHE and RSE curricula and they cover the topics of consent, abortion and miscarriage.
- PSHE and Science curriculum 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
- We have used the GAT Equity, Diversity & Inclusion guidance (EDI) to increase the diversity of text used across the curriculum.
- We have, and do, use international recruitment.

Religion or Belief
- KS3 RE curriculum covers a range of religious belief systems.

| - | Opportunities to visit places of worship and host visitors from other faiths are being written into the RE scheme of work. |
| - | Staff and students who observe religious holidays are able to request a leave of absence. |

Sex

- Stereotypes are challenged and all students have an opportunity to experience all aspects of the curriculum.
- Covered in PSHE curriculum, specific assemblies, external agencies (Equation.)

Sexual Orientation

- We hold an annual LGBTQ+ theme day aligned to the national LGBTQ+ national awareness day.
- We use public displays to promote awareness.
- We have an LGBTQ+ base on both sites supported by staff.
- RSE day often focuses on sexual orientation.

Part B- Statistical data (annual review of data)

- Date last reviewed: 18 May 2023

Key stage compared to key stage/year group compared to year group

Numbers per year group and key stage:

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
305	294	305	299	252	50	99
904			551		149	

SEND compared to non-SEND

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
SEN Needs	20.81%	25.43%	24.33%	24.50%	27.78%	14%	10.10%	23.43%
SEN Status (provision)	12.08%	10.65%	11.18%	13.76%	9.92%	6%	2.02%	10.80%

Boys compared to Girls

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Male	54.36%	46.39%	47.04%	52.01%	49.60%	36%	56.57%	49.87%
Female	45.64%	53.61%	52.96%	47.99%	50.40%	64%	43.43%	50.13%

Disadvantaged compared to non-disadvantaged

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Free School Meals	43.29%	43.99%	38.49%	42.28%	33.33%	24.00%	31.31%	39.38%
English as Additional Language	37.25%	35.05%	36.84%	41.61%	43.65%	42.00%	32.32%	38.44%
Pupil Premium	44.97%	51.55%	44.74%	48.99%	41.67%	28.00%	30.30%	44.91%
Medical Condition	16.11%	12.37%	18.09%	20.81%	20.24%	12.00%	19.19%	17.40%

Service Children				0.34%				0.06%
In Care	0.34%	0.69%	1.32%	3.36%				1.07%
Young Carer					0.40%			0.06%
More Able		0.34%			4.37%	4.00%	6.06%	1.26%
SEN Needs	20.81%	25.43%	25.33%	24.50%	27.78%	14.00%	10.10%	23.43%
SEN Status	12.08%	10.65%	11.18%	13.76%	9.92%	6.00%	2.02%	10.80%

White British compared to 'other' groups

	% of Cohort
Any other Asian background	5.13
Any other Black background	1.94
Any other ethnic group	5.13
Any other mixed background	3.06
Any other White background	8.38
Bangladeshi	1
Black - African	8.88
Black Caribbean	1.62
Chinese	0.81
Gypsy/Roma	0.69
Indian	0.86
Information Not Yet Obtained	8.32
Pakistani	21.08
Refused	0.31
Traveller of Irish heritage	0.06
White - British	23.7
White - Irish	0.19
White and Asian	1.75
White and Black African	1.38
White and Black Caribbean	5.44

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

- Date objectives set: September 2022

Objective	Actions	Who	By when	Commentary of progress *(yearly)*
Leadership of our people				
To ensure that incidents of bullying are dealt with effectively and that harassment or discrimination of any kind is challenged and dealt with.	- Specific categories added to Class Charts and CPOMS *so that* monitoring and actions to take can be data driven. - Introduce new Anti-Bullying Policy *so that* all stakeholders are aware of procedures to take. - To conduct regular pupil and parent voice *so that* any necessary adjustments can be made to suit all stakeholders. - To design, implement and review a specific initiative focused on supporting those that are bullied so that all pupils are encouraged speak out. (NAC_STOP)	Pupil Welfare leadership	Ongoing	- Specific categories added to Class Charts and CPOMS *so that* monitoring and actions to take can be data driven. - Introduce new Anti-Bullying Policy *so that* all stakeholders are aware of procedures to take. - To conduct regular pupil and parent voice *so that* any necessary adjustments can be made to suit all stakeholders. - To design, implement and review a specific initiative focused on supporting those that are bullied so that all pupils are encouraged speak out. (NAC_STOP)
Quality of Education for our pupils				
To further increase pupil knowledge and understanding of diversity in the local community and modern Britain.	- Regular curriculum review and updates *so that* our character curriculum remains a focal point. - Hold calendared awareness days *so that* Pride Month, Black History Month and Culture Days awareness and understanding can be promoted with all stakeholders. - Hold a PSHE curriculum review and implement new resources and delivery strategy so that our pupils are regularly exposed to statutory information and information relevant to their lives.	Curriculum Leads Curriculum SLT	Ongoing	- Regular curriculum review and updates *so that* our character curriculum remains a focal point. - Hold calendared awareness days such as Pride Week, Black History Month and Culture Day *so that* awareness and understanding of diversity can be promoted with all stakeholders. - Hold a PSHE curriculum review and implement new resources and delivery strategy so

	- To add trips to curriculum plans so that cultural capital is further enhanced following restrictions during C-19. - Annually review English texts so that cultural diversity remains focal point in choice of curriculum route. - Reignite the equality project so that the initiative is sustained across the academy.			that our pupils are regularly exposed to statutory information and information relevant to their lives. - To add trips to curriculum plans so that cultural capital is further enhanced following restrictions during C-19. - Annually review English texts so that cultural diversity remains focal point in choice of curriculum route. - Reignite the equality project so that the initiative is sustained across the academy.

Personal Development of our pupils

To continue to support the development of pupil aspirations and skills in preparation for life in modern Britain	- To develop career links in lesson material so that pupils are aware of the relevance lesson content has to their future. - To offer Sixth Form pupils the chance to visit at least 2 universities so that academic ambitions and aspirations are maintained - To develop curriculum links to work related jobs so that topics covered are relevant to all pupils, including the implementation of statistics at GCSE. - To provide more frequent work experience opportunities so that pupils gain further insight into the working world.	Personal Development and Careers Lead Curriculum leads		- To develop career links in lesson material so that pupils are aware of the relevance lesson content has to their future. - To offer Sixth Form pupils the chance to visit at least 2 universities so that academic ambitions and aspirations are maintained. - To develop curriculum links to work related jobs so that topics covered are relevant to all pupils, including the implementation of statistics at GCSE. - To provide more frequent work experience opportunities so that pupils gain further insight into the working world.

Behaviour & Attitudes of our pupils

To further reduce the number of fixed-term suspensions of disadvantaged pupils who are disproportionately represented in our community.	- To implement and embed effective adaptive teaching in the classroom so that all pupils are enthused and engaged and do not want to be removed from lessons. - For teachers to use up to date pupil profiles so that they can incorporate effective strategies into their planning and teaching. - To set up and establish a mentor programme so that some of our most challenging disadvantaged pupils in year 9- 11 are supported throughout their studies. - To effectively use external agencies and R2i so that repeat offending pupils are supported and encouraged to make correct choices about their behaviour. - For all pastoral staff to effectively use a graduated response checklist so that the Academy ensures every opportunity has been exhausted to prevent fixed-term suspension. - To implement and evaluate a personalised re-integration package so that pupils returning from suspension are given strategies to prevent further prevent fixed-term suspensions.	Pupil Welfare leadership	Ongoing	- To implement and embed effective adaptive teaching in the classroom so that all pupils are enthused and engaged and do not want to be removed from lessons. - For teachers to use up to date pupil profiles so that they can incorporate effective strategies into their planning and teaching. - To set up and establish a mentor programme so that some of our most challenging disadvantaged pupils in year 9- 11 are supported throughout their studies. - To effectively use external agencies and R2i so that repeat offending pupils are supported and encouraged to make correct choices about their behaviour. - For all pastoral staff to effectively use a graduated response checklist so that the Academy ensures every opportunity has been exhausted to prevent fixed-term suspension. - To implement and evaluate a personalised re-integration package so that pupils returning from suspension are given strategies to prevent further prevent fixed-term suspensions.