Equality Objectives Statement

The Bramble Academy

Greenwood Academies Trust

Date: March 2024

Author: Panayiota Theodosiou

(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: March 2024

Age
o Whole school transition days take place to support all pupils moving to the next year group,
o Enhanced transition is in place to support our year 6 pupils (aged 10 and 11) to prepare for secondary education.
o Children from each year group are represented on our School Council.
o A member of support staff has completed the ELSA qualification and is supporting some of our youngest pupils who encounter difficulties managing their emotions.
o Working with Sherwood Area Partnership to support our pupils learn about themselves.

Disability
o We support staff members with disabilities or additional needs through making reasonable adjustments to their work environments or working arrangements.
o Assemblies have included role models and representation of those with physical and learning needs.

- o Personal support plans are created with the family, pupil and school to plan for reasonable adjustments and matching of provision to need.
- o All children have access to inclusive technology.
- o The academy is accessible for pupils, staff, parents, and carers - see accessibility policy.
- O We work closely with external agencies to ensure all children's needs are supported effectively.
- O Additional capacity is being added to the school's pastoral and SEND team, which supports provision and understanding for pupils with additional needs.

Gender re-assignment
- o As part of our PSHE curriculum pupils learn about identity and how this can be different for individuals.
- o Our curriculum and the ethos of our school enables children to have 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 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 curriculum, children are exposed to a range of different family types.
- o To support the curriculum, we use books and film clips that reflect different family structures.

Pregnancy & Maternity
- o Staff are supported through risk assessments and additional advice or support is available from the People Directorate, where needed.
- o Keeping in touch days are offered to all staff on maternity/ paternity.
- o Our PSHE curriculum covers the topic of consent, conception and pregnancy.

Race
- o We have reviewed our curriculum to ensure that books, film clips etc to promote and support diversity.
- o The British Values of tolerance and respect is taught consistently throughout the academy and underpins a number of whole school assemblies.
- o Whole school assembly themes focus on people around the world and the challenges they face.
- o Our curriculum includes key people from a variety of races and cultures, eg artists and musicians.
- o As communication can be a barrier for some of our families, we continue to use Class Dojo to facilitate the partnership between home and school.

Religion or Belief
- o We follow the Nottinghamshire agreed syllabus to ensure a diverse exposure to different religions and beliefs.
- o We have reviewed our RE curriculum to ensure that children have a deeper understanding of people of different cultures, religions and beliefs.
- o Religious Education is taught explicitly fortnightly and theme days are planned throughout the year.
- o All staff have received training on extreme issues.
- o Absences for religious holidays and observations are authorised.
- o Our Friends At Bramble is developing greater engagement and also in-school celebration of festivals, religious events from a range of religions represented within the community.

Sex
- o Staff have been trained to identify and challenge examples of peer-on-peer abuse.
- o All our extracurricular clubs are open to all children.
- o Boys' attainment across the school is a key focus for pupil progress meetings.

Sexual Orientation
- o Resources used in school, eg texts, film clips, 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.
- o RSE curriculum ensures that children learn appropriately about sexual orientation.
- o Work with Greenwood Academies Trust Safeguarding Team ensures must current resources are shared with pupils and families.

Part B- Statistical data (annual review of data)

- Date last reviewed: March 2024
- 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)*

2022-23	R		1		2		3		4		5		6	
Pupils of the school	22		13		17		20		26		21		25	144
Male	11	50%	6	46.15%	6	35.29%	8	40%	16	61.54%	11	52.38%	14	56.00%
Female	11	50%	7	53.85%	11	64.71%	12	60%	10	38.46%	10	47.62%	11	44.00%
Free School Meals	3	13.64%	7	53.85%	6	35.29%	7	35%	10	38.46%	12	57.14%	11	44.00%
EAL	2	9.09%	4	30.77%	4	23.53%	3	15%	6	23.08%	5	23.81%	6	24.00%
Pupil Premium	3	13.64%	7	53.85%	6	35.29%	7	35%	10	38.46%	12	57.14%	14	56.00%
SEN Needs	0		0		6	35.29%	4	4%	7	26.92%	9	42.86%	12	48.00%
SEN Status	0		0		4	23.53%	2	2%	4	15.38%	6	28.57%	8	32.00%

KS2 Results (2022-2023)

KS2 Results Table

Pupils (from 2022-2023) in class Y6: HARV

	# pupils	2022-2023			
		Summer			
		Reading	Writing	Maths	Reading/Writing/Maths
		% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
All Pupils	25	44%	64%	44%	32%
Boys	15	33%	53%	47%	27%
Girls	10	60%	80%	40%	40%
Pupil Premium	12	42%	75%	50%	25%
Not Pupil Premium	13	46%	54%	38%	38%
Pupils with SEND	7	43%	43%	29%	14%
Pupils without SEND	18	44%	72%	50%	39%
EAL	10	30%	60%	40%	20%
Not EAL	15	53%	67%	47%	40%
WBRI	14	50%	64%	43%	36%
Not WBRI	11	36%	64%	45%	27%

KS1 Results (2022-2023)

KS1 Results Table

Pupils (from 2022-2023) in class Y2: CAM

	# pupils	2022-2023			
		Summer			
		Reading	Writing	Maths	Reading/Writing/Maths
		% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
All Pupils	16	44%	31%	44%	31%
Boys	5	20%	20%	20%	20%
Girls	11	55%	36%	55%	36%
Pupil Premium	6	17%	17%	17%	17%
Not Pupil Premium	10	60%	40%	60%	40%
Pupils with SEND	7	14%	14%	14%	14%
Pupils without SEND	9	67%	44%	67%	44%
EAL	5	40%	40%	40%	40%
Not EAL	11	45%	27%	45%	27%
WBRI	10	40%	30%	40%	30%
Not WBRI	6	50%	33%	50%	33%

Phonics Results (2022-2023)

Phonics Table

Pupils (from 2022-2023) in class Y1: BG

		2022-2023
		Summer
		Reading
	# pupils	% of pupils Expected or higher
All Pupils	19	68%
Boys	8	50%
Girls	11	82%
Pupil Premium	8	75%
Not Pupil Premium	11	64%
EAL	9	56%
Not EAL	10	80%
Pupils with SEND	2	50%
Pupils without SEND	17	71%
WBRI	10	80%
Not WBRI	9	56%

GLD Results (2022-2023)

GLD Table

Pupils (from 2022-2023) in class R: NT

		2022-2023
		Summer
		EYFS GLD
	# pupils	% of pupils Expected or higher
All Pupils	25	56%
Boys	10	60%
Girls	15	53%
Pupil Premium	3	33%
Not Pupil Premium	22	59%
EAL	7	43%
Not EAL	18	61%
Pupils with SEND	2	0%
Pupils without SEND	23	61%
WBRI	17	65%
Not WBRI	8	38%

Attendance (2022-2023)

2022-2023								
	All	R	1	2	3	4	5	6
All	92.6%	93.2%	91.4%	92.3%	94.9%	93.8%	92.2%	90.2%
Girls	92.9%	92.1%	92.6%	94.9%	95.1%	92.5%	92.2%	90.7%
Boys	92.3%	94.8%	89.8%	87.1%	94.6%	94.7%	92.2%	89.9%

Suspensions and Exclusions (2022-2023)					
		Boys (Y2)	Girls (Y1)	Girls (Y2)	Total
	Number of Exclusions	1	3	3	7
	Total Days	1.5	5.5	9.5	16.5
	Maximum duration	1.5	2.5	3.5	3.5
	Number of Permanent Exclusions	0	0	0	0

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

- Readily available data/information within your academy should be used to help shape these
- Date objectives set: March 2024

Objective	Actions	Who	By when	Commentary of progress *(yearly)*
Leadership of our pupil's & people				
To address knowledge gaps of staff to support our specific school community, through implementing a CPD programme to enable all staff to know how to recognise concerns and respond appropriately	1. Share school demographics with staff and improve understanding of school context. 2. Analyse data relating to school context and protected characteristics. 3. Continue to promote PSHE Materials and build on staff's knowledge of the planning, delivery and impact of the curriculum.	PT PT SLT	Annually Annually Termly	**End of year 1 progress summary** **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 throughout the curriculum to ensure that diversity is accurately, appropriately and positively represented.	1. Review English texts used to ensure that they are representative of people with disabilities. 2. Review texts used across the curriculum to ensure that they are representative of people with disabilities	AH SLT	March 2024 March 2024	**End of year 1 progress summary** **End of year 2 progress summary** **End of year 3 progress summary** **End of year 4 progress summary**

	and reflect the school's diverse community 3. Devise collective worship schedule to ensure that it positively represents all protected characteristics.	AH	March 2024	

Personal Development of our pupils & people

To ensure children have a secure knowledge, understanding and acceptance of different religions, beliefs and cultures and that they understand and demonstrate the British Values of Tolerance and Respect.	1. To ensure the assembly plan teaches tolerance and respect. 2. To continue to use the Jigsaw curriculum to support and deliver the Nottinghamshire Agreed Syllabus for RE. 3. To plan RE theme days and visits/visitors throughout the academic year. 4. Leaders to monitor the planning, delivery and impact of the RE curriculum.	SLT PT Class teachers with the Principal SLT	Termly Ongoing Termly Half-termly	**End of year 1 progress summary** **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 reduce the number of fixed-term exclusions of girls who are disproportionately represented in our current data	1. Increase the capacity of the SEND and Pastoral team in school. 2. Embed a graduated response from identification to support. 3. Ensure effective partnership with external agencies (behaviour support, Ed Psych, APs.) 4. Develop clear process to ensure additional support is offered to those pupils at risk of exclusion.	PT PT and MD PT and MD PT and MD	March 2024 March 2024 March 2024 March 2024	**End of year 1 progress summary** **End of year 2 progress summary** **End of year 3 progress summary** **End of year 4 progress summary**