



The St. Bart's Multi-Academy Trust Equalities Information and Objectives Statement



Academy:	Knutton St. Mary's C of E Academy
Year:	2023-2024

Promoting equality is at the heart of the St Bart's Multi- Academy Trust's mission. Our moral purpose is to provide the best education and curriculum in all our academies, enabling every child to realise their full potential. A commitment to equality of opportunity for both pupils and staff is at the core of everything we do. Through the positive promotion of equality, and also by challenging any form of bullying and harassment and creating an environment which champions respect for all, we aim to eliminate discrimination and fulfil our obligations under the Equalities Act 2010.

Vision Statement

Together, we will nurture each individual enabling them to flourish so the light of their lives can shine and make a positive difference to themselves and their community.

Together we succeed and shine...
"Let your light shine" Matthew 5:16

Our values help us to let our light shine,
COMMUNITY, RESPECT and PERSEVERANCE

Specific Statutory Duties

Knutton St. Mary's C of E Academy 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.

Knutton St. Mary's C of E Academy has a statutory duty to publish an Equality Information and Objectives Statement, as such we will publish this statement and our objectives on the Academy website and raise awareness of the plan through the Academy newsletter/social media, assemblies/worship, staff meetings and other communications.

The Academy Equality Objectives are updated every 4 years with progress analysed annually. The Academy must publish information relating to persons who share a relevant protected characteristic who are affected by their policies and practices, this information will be updated annually.

Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010

Knutton St. Mary's C of E Academy eliminates discrimination by:

- Policies are in place to cover anti-bullying, behaviour, staff pay and appraisal.
- Governor meeting minutes show equality is discussed and relevant actions taken.
- Equality issues are recorded and presented to governors, with relevant action taken.
- Single equality objectives are identified and published. Actions are embedded into school development plans as appropriate.
- Regular monitoring of the curriculum to ensure that the needs of all our pupils are met and that it promotes respect for diversity and challenges negative stereotyping
- Tracking pupil progress to ensure that all children make rapid progress and intervening when necessary; ensuring that all pupils have the opportunity to access extra-curricular provision.
- High quality curriculum resources that promote a variety of faiths and cultures. These include PSHE resources, RE resources and texts across the curriculum.
- A carefully and well planned RSE curriculum which meets statutory requirements and the needs of all children.
- High quality extra-curricular opportunities ranging from sport, arts and other interests. Child voice is heard, and children have input into the curriculum offer.
- A range of resources across the curriculum to ensure barriers are removed for children with higher needs or disability. Including PE resources.
- An inclusive and fair behaviour policy that enable all children to flourish. An anti-bullying policy which ensures bullying is dealt with quickly and effectively in line with the behaviour policy. Knutton St. Mary's C of E Academy do not accept any form of bullying. Both policies can be found on our school website [Knutton St Mary's C of E Academy | Together we succeed \(ksmacademy.com\)](https://www.ksmacademy.com)
- Planned educational visits to a range of diverse places..
- Wider curriculum offers such as cohesion week to celebrate or diverse and multi-faith community. Close links made with the local authority community cohesion officer to deliver Police cadets and workshops on cohesion.
- Daily worships to promote our Christian ethos, values and vision.
- Celebration worships every Friday to celebrate all children and their work throughout the week.

Advance equality of opportunity between people who share a protected characteristic and people who do not share it

Knutton St. Mary's C of E Academy will advance equality of opportunity by:

- Safer recruitment processes are in place, including panel selection and decision making that is removed from the 9 protected characteristics.
- Attainment data reviews different pupil groups e.g. gender, EAL and disadvantage. Relevant actions for specific pupil groups are built into action plans and school development.
- Bullying incidents are recorded and presented to governors, which shows very low incidence of bullying overall, but also specifically related to a protected characteristic.
- Accessibility plan (see [Policies | Knutton St Mary's C of E Academy \(ksmacademy.com\)](https://www.ksmacademy.com)) in place, with adaptation for those with disability e.g. disabled toilet access for pupils and adults.

- SEND/PP and sports opportunities attended by children who are disadvantaged
- Pupil premium strategy regularly updated and amended in order to close the disadvantage gap.
- Equality and diversity policy updated at trust level and shared with staff annually [Equality | Knutton St Mary's C of E Academy \(ksmacademy.com\)](https://ksmacademy.com)
- Daily assessment used to ensure misconceptions are addressed and high-quality interventions are provided as and when required.
- Oracy rules developed in order to promote high quality spoken language and have a positive impact on writing across the curriculum for EAL and disadvantaged children.
- NTP delivered in order to close the disadvantage gap for pupil premium children, with a focus on reading, writing and maths.
- Regular summative and formative assessments provide information to allow staff to adapt their pedagogy in order to best meet the needs of all children.

Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Knutton St. Mary's C of E Academy aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Relationships with parents fostered through clear, regular communications by letter/dojo/email/text and parents' evenings. This includes ad-hoc welcome meetings and individual meetings and/or discussions with parents where there is an additional need.
- Assemblies are used to promote diversity, friendship, and understanding of a range of religions and cultures.
- By making collaboration and community a priority for school development.
- Ensuring aspects of the curriculum promote tolerance, friendship and raise awareness of a range of religions and cultures
- Knutton St. Mary's C of E Academy take part in regular national events such as; anti-bullying week, E-safety week and other relevant SMSVC topics in order to promote key issues and support children in school
- SLT react and deliver worship in regard to local, national and worldwide issue in order to break down barriers, social bias and promote togetherness and tolerance
- Rewards systems linked to our core values of courage, perseverance and respect embed values across school
- Daily worships linked to our vision and values
- Celebrations of different faiths through Diwali, Christmas and Eid *etc*
- Curriculum drivers include 'Courage, Perseverance and Respect' to promote empathy and understanding of other who are different and our diverse community

Pupil Characteristics – Academic Year 2023-24

Total Number of Pupils on roll: 182

	Male	Female	FSM	PP	EAL	In Care / Looked After	SEN Support	EHCP	GRT
Nursery	11	2	0	0	2	0	4	0	0
Reception	14	8	4	4	6	0	6	1	0
Year 1	13	15	11	11	1	0	9	0	0
Year 2	18	12	14	14	3	0	9	0	0
Year 3	14	9	8	8	6	0	10	0	0
Year 4	7	7	5	6	0	0	6	2	0
Year 5	15	12	14	15	2	0	11	0	0
Year 6	9	16	7	7	3	1	6	1	0

Ethnic Categories NB the list of ethnicities is provided by the DfE's Common Basic Data Set.

White – British	136	White - Irish	1	Traveller of Irish Heritage	0
Gypsy / Roma	0	Any Other White Background	5	White and Black Caribbean	1
White and Black African	1	White and Asian	4	Any other mixed background	5
Indian	8	Pakistani	1	Bangladeshi	0
Any Other Asian Background	0	Black Caribbean	0	Black - African	11
Any Other Black Background	0	Chinese	2	Any Other Ethnic Group	4
Refused	3	Information Not Obtained	0		

Religion and Belief NB the list of religion and belief is provided by the DfE's Common Basic data Set.

NB 79 have not provided data on their religion/belief

Baptist	0	Free Church	0	Muslim	6	Seventh Day Adventist	0
Buddhist	1	Greek Orthodox	0	No Religion	66	Sikh	0
Church of England	1	Hindu	0	Quaker	0	United Reform Church	0
Christian	27	Jewish	0	Roman Catholic	0	Other Faith	1
Congregational	0	Jehovah's Witness	0	Russian Orthodox	1		
Christian (Ecumenical)	0	Methodist	0	Salvation Army			

Equality Objectives – 2023-2026

Knutton St. Mary's C of E Academy is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Our approach to equality is based on the following 7 key principles:

- 1. All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.**
- 2. We recognize, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.**
- 3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.**
- 4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.**
- 5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.**
- 6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential.**
- 7. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.**

Knutton St. Mary's C of E Academy has established the following objectives:

Link to Public Sector Equality Duty	Objective	Measures taken	Responsibility	Success Criteria	Review of Measures taken Year 1	Review of Measures taken Year 2	Review of Measures taken Year 3	Overall Impact Year 4
Eliminate discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.	To develop awareness of own identity and an understanding and tolerance of other cultures. We will provide opportunities for all children to understand, respect and celebrate difference and diversity.	<p>Children are taught about a wide range of cultures and faiths through a high-quality curriculum.</p> <p>Children have extra-curricular opportunities including visits, experiences to enhance their understanding of tolerance and British Values.</p> <p>School council to take feedback on children's safety and take action where appropriate.</p> <p>Ensure all actions from staff are logged on CPOMs to show how concerns have been dealt with.</p>	Executive Principal, SLT, Teachers, Support Staff.	<p>All academy events have children from a variety of groups and backgrounds.</p> <p>All pupils regardless of backgrounds have access to a high-quality curriculum.</p> <p>Pupils' voice is heard and actions taken regarding feedback of annual surveys.</p> <p>School Council is developed and embedded to capture pupil voice and act on feedback.</p> <p>Pupils of all backgrounds actively seek out opportunities to be courageous advocates.</p>				

<p>Advance equality of opportunity between people who share a protected characteristic and those who do not</p>	<p>To monitor and evaluate the outcomes/provision for SEN need, disability, ethnic group, gender or socio-economic background; to monitor the impact of quality first teaching and targeted intervention to close the gap between those with SEND needs and their peers.</p>	<p>Ensuring all pupils have access to Quality First Teaching. -Provide CPD for teaching and support staff through, modelling and team teaching that focuses on differentiation through the use of: -Success Criteria , Questioning, -Resourcing, scaffolds</p> <p>Ensuring pupils with EHCPs & IPPS have a personalised learning programme tailored to their individual needs. -SENCO to provide Support Plans for all children with EHCPs and/or 1:1 support and monitor how these are being utilised in class -SENCO to ensure that all children with IPPs have SEN programmes, including child friendly targets, that are worked towards on a daily basis and updated as soon as they are achieved -To ensure that parents are more actively engaged in supporting their pupils by parents and key staff working together to set and review IPP targets, working on child friendly targets at home and through support from professionals. -SENCO to model and support TAs in class to ensure interventions are well matched to the needs and are well scaffolded.</p>	<p>Executive Principal-Ongoing</p> <p>SENDCo-terminly</p>	<p>All children regardless of SEN need, disability, ethnic group, gender or socio-economic background will make good or outstanding progress through quality first teaching and targeted intervention</p>				
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		<p>Ensuring pupils who are working just below expectations make accelerated progress through targeted intervention</p> <ul style="list-style-type: none"> -Identifying children who are falling behind in PP meetings and identifying appropriate intervention from our School Offer (provision map) -Measuring impact through entry and exit data -Identifying vulnerable children and putting in appropriate support swiftly – eg: Family Support Worker, EP, Councillor, etc -Develop specific, needs-based Maths and Literacy interventions which meet the needs of all pupils to be carried out by TA s -Develop specific, needs based programme of training for support staff to ensure that they are confident and skilled at carrying out specific interventions -To share good practice amongst support staff during allocated meeting time. Eg; through modelling, videoing and sharing work -Rigorous monitoring of data which analyses specific groups – SEN (including disability), gender, ethnicity, PP, FSM 						
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<p>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</p>	<p>To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils. The school will strive to ensure that children from all groups continue to make progress at least in line with their peers to meet or exceed national expectations in English and Mathematics.</p>	<p>Tracking of pupils attendance at all levels (Whole school/ethnic backgrounds/disadvantaged/SEN/EAL) and measures put in place to support families with barriers.</p> <p>Equal opportunities for parents to be heard and support in removing barriers to poor attendance.</p> <p>Processes in place to track data and progress of all children and close the attainment gap for children regardless of background or starting points.</p>	<p>Executive Principal, SLT, Teachers, Support Staff</p>	<p>All children make progress from starting points regardless of ethnicity, background.</p> <p>Children not making progress are identified and interventions have a positive impact on progress.</p> <p>School data is in line with National Data for Reading, Writing and Maths.</p>				
<p>Foster good relations between people who share a protected characteristic and those who do not</p>		<p>Through assemblies, RE and PSHE lessons:</p> <ul style="list-style-type: none"> - Encourage all children to understand and embrace each others' differences -Develop role of older children as mentors/buddies/sports captains – to support younger children, children new to the school, during whole school events – eg Sports Days, Concerts, reading buddies <p>Through School Council:</p>	<p>EXECUTIVE PRINCIPAL</p> <p>RE Lead PSHE Lead</p>	<p>All children feel cared for and looked after by adults and other children within the school.</p> <p>Pupil voice reflects high levels of pupil safety, understanding and the school values.</p>				

		-Develop role of school council and pupil voice through regular meeting with the SLT and class councils.	EXECUTIVE PRINCIPAL-ongoing	Raised aspirations due to feeling of value and respect throughout the school community.				
Foster good relations across all protected characteristics	To improve the attendance of all groups of children in line with national expectations.	Attendance processes followed in order to support families and promote high attendance.	Executive Principal, SLT, SEN Dco	Attendance figures for all children are in line with National figures. Children with SEN have attendance in line with National figures. Children regardless of background, ethnicity and religion have high levels of attendance.				