

# Equality Objectives Statement

Skegness Infant & Junior Academies



**Greenwood Academies Trust**

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## 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: October 2025

<b>Age</b>
<ul style="list-style-type: none"> <li>○ Transition plans are in place for all year groups from FS1 to Y6 going into Y7. Enhanced transition is planned by the SENDco for children coming into FS2 from other settings other than our own, Y2 to 3 and Y6 to 7 in particular.</li> <li>○ ELSA is in place for all year groups for children having difficulties with their emotions.</li> <li>○ The Academies School Council works across both sites to ensure all year group voices are represented.</li> <li>○ Our staff ages range broadly from 20-60+. This represents a range of life experiences and viewpoints to benefit pupils and other staff.</li> </ul>
<b>Disability</b>
<ul style="list-style-type: none"> <li>○ Staff training for autism, Dyslexia and behaviour has taken place to support pupil need.</li> <li>○ The Pastoral team has increased and developed as response to children’s needs to increase capacity for behaviour and social and emotional needs.</li> </ul>



- The SEND teamwork across inclusively across both sites. The academy liaises with external agencies and our Speech and Language specialist and internal counselling services are well utilised.
- We support fundraising events such as Red Nose Day, Children in Need, and Hello Yellow to raise the profile of children from differing contexts and challenges.
- Staff are trained to identify children's needs through early interventions in place.
- The EDI framework is being incorporated through the curriculum.
- Reasonable adjustments are made to working practice for staff with disabilities or additional need.

### **Gender re-assignment**

- Gender neutral toilets are available.
- The RSC curriculum allows opportunity to discuss identity and its importance.
- We encourage respect towards everyone's choices on identity.
- Assemblies address issues raised around our identity.
- Theme days in KS1 encourage all genders to choose prince or princess or whatever is appropriate for identity.
- Academy uniform is for pupil and not defined by gender. Staff uniform is gender neutral.
- No staff member is discriminated against as a result of their gender.

### **Marriage and Civil Partnership**

- Communication from the academies addresses parents and carers for all family situations.
- Healthy relationships are covered as part of the PSHE curriculum in EYFS, KS1 and KS2.
- Acceptance of different blended family situations is encouraged through class discussions.
- No staff member is discriminated against as a result of their marital status or sexual orientation.

### **Pregnancy & Maternity**

- Our PSHE curriculum focuses on consent from EYFS up to Y6.
- Trust policies supports staff with pregnancy and maternity/paternity leave.
- Risk assessments and reasonable work adjustments are made for pregnant staff.
- Advice from HR is sought and followed.
- Return to work meetings consider flexible arrangements for new parents on the staff.
- Age-appropriate learning about pregnancy is included in both Science and PSHE programmes of study.

### **Race**

- The academy translator liaises between families and the academy to overcome language barriers where possible.
- Texts in place for our curriculum have been reviewed to ensure inclusivity and representation of different communities.
- Staff are aware of the GAT EDI guidance and this is used to increase diversity in texts across the curriculum and on offer within our library areas.
- No staff member or child is discriminated against as a result of their race. Pupil profile is predominantly white- British although white Eastern European, white and black Caribbean, and black African and Indian are represented.

### **Religion or Belief**

- Visits to all places of worship are inclusive.
- The curriculum actively seeks opportunities for pupils to learn about different religions and beliefs.
- The Lincolnshire agreed syllabus is followed and develops children's understanding of other religions.
- Assemblies focus on current issues and values and encourage discussion.
- Our PSHE curriculum offers opportunities to discuss world issues.
- RE pupil voice is collected and planning adjusted as appropriate.
- No staff member or pupil is discriminated against as a result of their religion or beliefs.

### **Sex**

- Our careers and employability leaders challenge stereotypes in roles. Displays showcase pupil voice.
- Representatives for different careers who visit the sites encourage all sexes into the role they represent.
- Mixed team sports are encouraged.
- Peer- on peer abuse training for staff ensures instances are challenged and dealt with appropriately.
- All extracurricular activities are inclusive.
- No staff member is discriminated against as a result of their sex. We challenge inappropriate use of language.

### **Sexual Orientation**



- RSE curriculum develops children’s understanding of sexual orientation in an age-appropriate way.
- Any concerns around an increase in inappropriate language or behaviour use would be responded to either at individual level, class level or whole school depending on the circumstances.
- Staff have a zero tolerance towards inappropriate sexual language. This is dealt with swiftly and logged on our internal systems.
- No staff member is discriminated against as a result of their sexual orientation

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

- Date last reviewed: October 2025
- 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

### Contextual Information

#### Skegness Infant Academy

NoR	252
Boys	144
Girls	108
Minority Ethnic background	46
EAL	20
Ever 6 FSM	123
SEND (All)	28
SEND (EHCP)	11
SEND(K)	17
Stability	94.4%

#### Skegness Junior Academy

NoR	319
Boys	166
Girls	153
Minority Ethnic background	64
EAL	27
Ever 6 FSM	225
SEND (All)	54
SEND (EHCP)	7
SEND(K)	47
Stability	93.4%

## Attendance 2024-25 (including groups)

	SIA		SJA	
	Overall Attendance	PA	Overall Attendance	PA
<b>All pupils</b>	95.3%	10.7%	94.6%	12.9%
<b>Boys</b>	94.8%	11.0%	94.1%	15.3%
<b>Girls</b>	95.7%	10.5%	95.0%	10.5%
<b>EAL</b>	96.3%	6.7%	95.7%	10.5%
<b>Non-EAL</b>	95.2%	11.1%	94.5%	13.1%
<b>PP</b>	94.8%	13.6%	93.8%	17.3%
<b>Non-PP</b>	96.2%	5.2%	96.7%	1.2%
<b>SEND</b>	92.0%	27.3%	90.3%	29.5%
<b>Non-SEND</b>	95.8%	8.2%	95.6%	8.9%

	SIA & SJA
Nursery	100%
Reception	92.9%
Year 1	94.6%
Year 2	96.0%
Year 3	94.7%
Year 4	95.6%
Year 5	94.4%
Year 6	92.5%

## Y6 Outcomes 2024-25 (including groups)

### 2024-25 Year 6 Outcomes Headline Report

Pupils (from 2024-2025) in Year 6

Assessments: 2024-2025 Summer

	Reading	Writing	Maths
	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
All Pupils	63%	65%	70%
Boys	71%	58%	74%
Girls	57%	70%	68%
EAL	100%	100%	100%
Not EAL	62%	63%	69%
Pupil Premium	60%	65%	65%
Not Pupil Premium	79%	64%	93%
No SEN	73%	75%	76%
SEN Support	29%	29%	50%
EHC Plan	50%	50%	50%

## Y2 Outcomes (including groups)

### 2024-25 Y2 Outcomes Headline Report

Pupils (from 2024-2025) in Year 2

Assessments: 2024-2025 Summer

	Reading	Writing	Maths
	Main Assessment	Main Assessment	Main Assessment
	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
All Pupils	75%	64%	80%
Boys	70%	54%	78%
Girls	80%	73%	82%
EAL	78%	56%	78%
Not EAL	75%	65%	81%
Pupil Premium	68%	57%	73%
Not Pupil Premium	95%	86%	100%
No SEN	80%	69%	86%
SEN Support	38%	25%	38%
EHC Plan	50%	50%	50%



## Y1 Phonics (including groups)

### 2024-25 Y1 Phonics Outcome Headline Report

Pupils (from 2024-2025) in Year 1

Assessments: Summer

	Reading
	Phonics Score
	2024-2025
	% of pupils Expected or higher
All Pupils	77%
Boys	73%
Girls	81%
EAL	100%
Not EAL	75%
Pupil Premium	68%
Not Pupil Premium	89%
No SEN	81%
SEN Support	44%
EHC Plan	67%



## EYFS GLD (including groups)

### 2024-25 Reception Outcomes Headline Report

Pupils (from 2024-2025) in Reception

	2024-2025
	EYFS GLD
	EYFSP
	Summer
	% of pupils Expected or higher
All Pupils	64%
Boys	59%
Girls	75%
EAL	86%
Not EAL	62%
Pupil Premium	54%
Not Pupil Premium	76%
No SEN	68%
SEN Support	67%
EHC Plan	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: Oct 2025

Objective	Actions	Who	By when	Commentary of progress (yearly)
<b>Leadership of our pupils &amp; people</b>				
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.	JF	Annually	End of year 1 progress summary
	2. Analyse data relating to school context and protected characteristics.	SLT	Sept each year	End of year 2 progress summary End of year 3 progress summary
	3. Produce schedule of policy review taking into account equality duty.	SLT	April 2026	End of year 4 progress summary
<b>Quality of Education for our pupils &amp; people</b>				
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.	Eng Team	Ongoing	End of year 1 progress summary
	2. Review texts used across the curriculum to ensure that they are representative of people with disabilities and reflect the school's diverse community.	SLT	Annually	End of year 2 progress summary End of year 3 progress summary
	3. Devise collective worship schedule to ensure that it positively represents disabled people.	JF	Ongoing	End of year 4 progress summary
	4. Review the impact of texts through a series of pupil discussions.	SLT	Ongoing	
To ensure that gaps in outcomes between groups (boys/girls, PP/Non-PP) are reduced,	1. Robust data analysis to identify specific gaps and groups.	SLT	Ongoing	
	2. Robust CPD for staff to ensure effective use of assessment.			
	3. Ensure specific interventions are implemented to close gaps.			



<b>Personal Development of our pupils &amp; people</b>				
To further develop the Enrichment opportunities to ensure that all pupils have high aspirations and an improved knowledge relating to careers.	1. Review visitor policy and any programme that currently exists.	CS	By July 2026	End of year 1 progress summary
	2. Develop a bank of resources (people and roles) who could be utilised to raise aspiration.	CS	By July 2026	End of year 2 progress summary
	3. Develop a programme of visits to raise the aspirations of pupils.	All staff	By July 2026	End of year 3 progress summary
	4. Ensure that texts used in school support the raising of aspirations.	SLT	By July 2026	End of year 4 progress summary
<b>Behaviour &amp; Attitudes of our pupils &amp; people</b>				
To reduce the number of fixed-term suspensions of boys with additional needs who are disproportionately represented in our current data.	1. Increase the capacity of the SEND team in school.	JF	By April 2026	End of year 1 progress summary
	2. Ensure effective partnership with external agencies (behaviour support, Ed Psych, APs.)	SENCo	Ongoing	End of year 2 progress summary
	3. Ensure effective use of Lincolnshire Ladder.	SLT	Ongoing	End of year 3 progress summary
	4. Develop clear process to ensure additional support is offered to those pupils at risk of exclusion.	SEND Team/SLT	October 2025	End of year 4 progress summary