

Nelson Academy Equality Statement 2021-2022

The Equality Act 2010 applies to maintained and independent schools in England and Wales and covers all aspects of school life related to how a school treats pupils, parents and carers, employees, volunteers and all members of the school community.

It requires us to report to you on how we are showing due regard to inequalities within our school and meets our legal duties in committing to:

- Eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct.
- Advance equality of opportunity between those who have protected characteristics and those who do not.
- Foster good relationships between those who have protected characteristics and those who do not.

The Equality Act explains that the second aim (advancing equality of opportunity) involves, in particular, having due regard to the need to:

- Remove or minimise disadvantages suffered by people due to their protected characteristics.
- Take steps to meet the needs of people with certain protected characteristics where these are different from the needs of other people.
- Encourage people with certain protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

In meeting this aim, the school has two specific duties:

- To publish information to show how we are complying with the Equality Duty.
- To publish measurable equality objectives.

The Eastern Multi Academy Trust as the governing body of the school outlines how it complies with these in regard to adult members of the school community to which all Trust schools are compliant; this statement outlines the bespoke approach taken by the school to ensure that we are meeting the needs of the school's population.

Protected Characteristics

The Equality Act defines nine protected characteristics, of which the following are most applicable with Nelson Academy in relation to its pupils and are considered within the educational provision provided:

- Age

- Sex
- Disability
- Race
- Religion and Belief
- Sexual Orientation and Identification

Nelson Academy Contextual Information

The school collects information about pupils upon enrolment which enables us to publish the following breakdown:

Number on Roll: 425

Age: Pupils are age 3 to 11 years of age with up to 52 children able to attend Nursery and a maximum of 60 pupils per year group from Reception to Year 6

Sex: Boys: 53.6% Girls: 46.4%

Disability: The Equality Act 2010 defines a disability as ‘a physical or mental impairment that has a ‘substantial’ or ‘long-term’ negative effect on your ability to do normal daily activities’. In this sense, the school would view all pupils who currently have a Special Educational Need and/or Disability due to an impairment in their learning within this group. It should be acknowledged, particularly considering the age of our pupils, these impairments may not be ‘long-term’ and therefore, their inclusion within this group may change as they progress throughout the school.

SEN: At Nelson Academy we believe in participation for all. We have classes for children from Nursery age through to Year 6, and also an Autistic Spectrum Disorder Specialist Resource Base. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of children’s backgrounds, interests, experience, knowledge and skills. The school’s SENCO ensures that statutory assessments are obtained to support individual children’s needs. Although some attainment is below national expectations, children with SEN at Nelson Academy make very good progress across EYFS, KS1 and KS2.

Our SEN profile for 2021-22 shows that 15% of the children on the school roll are identified as having SEN, this includes 5% who have an Education Health and Care Plan – this figure is above the national average.

Of the children identified as having Special Educational Needs:

46% are identified as having a primary SEN linked to Communication and Interaction

23% are identified as having a primary SEN linked to Cognition and Learning

23% are identified as having a primary SEN linked to Social, Emotional and Mental Health Difficulties

8% are identified as having a primary SEN linked to Sensory and/or Physical Needs

Race: The largest ethnic groups in the school are: White British (78%) and Eastern European (10%)

Mixed White/Black African (>.1%), Mixed White Black Caribbean (>1%), Asian (>1%)

Currently 20% of children in the school are identified as learning English as an additional language. The school has support in place for these pupils in order to assess and monitor their language acquisition where needed.

Religion and Belief: We have no information on religion for 61% pupils.

20% children are identified as having no religion, 14% of children are identified as Christian, 5% are identified as 'other religion', including Muslim, Roman Catholic.

Sexual Orientation or Identity: The school does not collect information on this characteristic.

Pupil Premium Pupils including Looked After Children (LAC)

Pupil Premium funding is awarded to schools based on the number of children who are:

- Pupils who are eligible for free school meals, or have been eligible in the past 6 years (including eligible children of families with no recourse to public funds) '
- Pupils who have been adopted from care or have left care
- Children who are looked after by the local authority

The government awards this money in order for schools to tackle inequality that may be caused by socio-economic disadvantage. The school uses the money to improve pupil outcomes and progress. Information about the Pupil Premium is available on the school website.

At Nelson Academy, 36% of pupils have factors within their home setting that may impact their ability to have equality of education and may result in additional challenges within their learning. Whilst this pupil cohort is not stated within the Equality Act 2010, measures are taken to ensure this inequality is addressed as outlined in this policy.

How the School Advances Equality of Opportunity

Policy: The EMAT Equalities Policy, Nelson Academy Behaviour Policy, Nelson Academy Anti-Bullying Policy and EMAT SEND Policy clearly state how the whole Trust and school community works together to eliminate all forms of discrimination, harassment and victimisation.

Incidents relating to discrimination are recorded in a detailed log and are reported to both the Local Authority and Governors.

Policies are reviewed regularly and are available to view on the school website. The Governing Body monitors school policy and practise annually. Our Academy Development Plan incorporates areas of inequality shown through our data or communicated to us by members of the school community.

Curriculum: It is believed that aspects of our whole school curriculum are designed to ensure that equality is taught in line with supporting British Values education.

- PHSE topics are deliberately included throughout the school's curriculum to ensure our pupils are educated about the diversity of British society, as well as a focus on how to debate rather than argue.
- Within the Geography curriculum, the children are purposely taught about the cultures from around the world. In addition, we plan events throughout the academic year where everyone can celebrate the culture, diversity and equality of our school community and pupils can share aspects of their own or their family's heritage.
- The RE curriculum also plays a central role in which key questions about faith are explored. Where possible, faith educators visit the school to enhance the children's understanding.
- The current Relationships, Sex and Health Education (RSHE) curriculum became statutory in September 2020. The current Sex and Relationship objectives were revised specifically to ensure that the school was teaching more about sexual equality and also making Relationships Education compulsory for all pupils receiving primary education. This guidance also sets out the rights of parents/carers to withdraw pupils from sex education (but not Relationships or Health Education). RSHE is learning about the emotional, social and physical aspects of growing up, relationships and reproduction, as well as how to keep ourselves healthy. It will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing, both now and in the future.
- Throughout all areas of the curriculum we aim to celebrate culture, diversity and equality, and challenge stereotypes, for example through a range of books which can

be accessed by all children, and by discovering the achievements of those from a variety of backgrounds. We welcome members of the school and local community to share their expertise and experiences with the children to enhance their understanding of the world we live in and the opportunities which are available to all.

- Beyond the formal curriculum and within the Eastern Multi Academy Trust values of 'Empower, Motivate, Aspire and Transform' who aim to develop the pupil's understanding of culture, diversity and equality. Topics are covered and messages are taught within whole school theme assemblies which change on a half termly basis. In addition to this other specialist events such 'Odd Sock Day' and 'Autism Awareness Day' support our teaching of culture, diversity and equality. Our school is also involved in community activities in order to widen the children's understanding of society, this has included fundraising for charities, collections for the local food bank and singing at the local care homes.

Differentiation

- Reasonable adjustments within the school or learning environment are made to support those with specific needs or protected rights. As a site, all rooms are accessible. The school has a disabled toilet and lift access to upstairs. The school's uniform policy outlines preferred uniform however, individual allowances are made for those who request them.
- The school has separate 'champions' for supporting the learning of those with SEND and Pupil Premium, and also a Culture, Diversity and Equality Lead which incorporates English as an additional language. The progress of these pupils is tracked and intervention is prioritised to support their specific needs, with designated teaching assistants used to deliver fully differentiated learning opportunities when needed.
- Additional health, intimate care and behaviour plans are used with a number of children to ensure that full participation in school activities is possible.
- Learning plans are personalised to meet the individual needs of a child.

Wider School

- The school has a Pupil Parliament which ensure that pupils have a voice and that they have an input into decision making in the school i.e. school events and charity fundraising.
- The school's Student Services Officer and Student Support Administrator work to support all parents and families who are part of our school community.

- The school ensures that communications with parents are accessible to all i.e. newsletters, website, safeguarding, parents' meetings and reports. Information can be translated or adapted to meet the needs of individuals.
- The school implements equal opportunity for all staff through Eastern Multi Academy Trust staff and employment policies e.g. Recruitment and Retention, Pay Policy etc.
- All staff training is made accessible for all members of staff to attend, and communications can be adapted to meet the needs of individuals.
- The Friends of Nelson Academy work tirelessly to ensure that all events which they organise are accessible to all members of our school community.
- The school works with outside agencies to achieve the best outcomes for all within the school and the school community.

Measurable Actions Reported to Governors

As per the school's duty, equality information is reported regularly to the school Academy Council relating to academic achievement, activity participation, attendance and behaviour linked to key action in which the school actively aims to promote equality within the school.

Reviewed by Sarah Wilson (Principal) – April 2022

To be reviewed October 2022