

# Equality Objectives Statement



HAZEL LEYS  
ACADEMY



**Greenwood Academies Trust**

Date: December 2025

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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: December 2024

<b>Age</b>
<ul style="list-style-type: none"> <li>○ In EYFS (aged 4 and 5) there has been a focus on addressing their social and emotional needs to prepare for year 1 curriculum (aged 5 and 6)</li> <li>○ We have previously worked with a local secondary academy to provide a summer school to support transition of our new year 6 pupils (aged 10 and 11) to prepare for secondary education.</li> </ul>
<b>Disability</b>
<ul style="list-style-type: none"> <li>○ The academy is working towards achieving the Equality, Diversity and Inclusion Quality Mark.</li> <li>○ In making reasonable adjustments to support pupils with a variety SEND needs.</li> </ul>
<b>Gender re-assignment</b>
<ul style="list-style-type: none"> <li>○</li> </ul>
<b>Marriage and Civil Partnership</b>



- As part of our PSHE curriculum pupils have an opportunity to cover relationships and marriage and different types of family

## Pregnancy & Maternity

- We have updated our RSE policy in light of the revised Government guidance.

## Race

- We have used the GAT Equity, Diversity & Inclusion guidance (EDI) to increase the diversity of texts used across the curriculum.

## Religion or Belief

- We continue to develop our links with local religious leaders and invite them into school.
- We continue to teach children about different religions via our RE curriculum which is aligned to SACRE.

## Sex

- We have set up clubs that are not gender specific enabling all genders to participate.

## Sexual Orientation

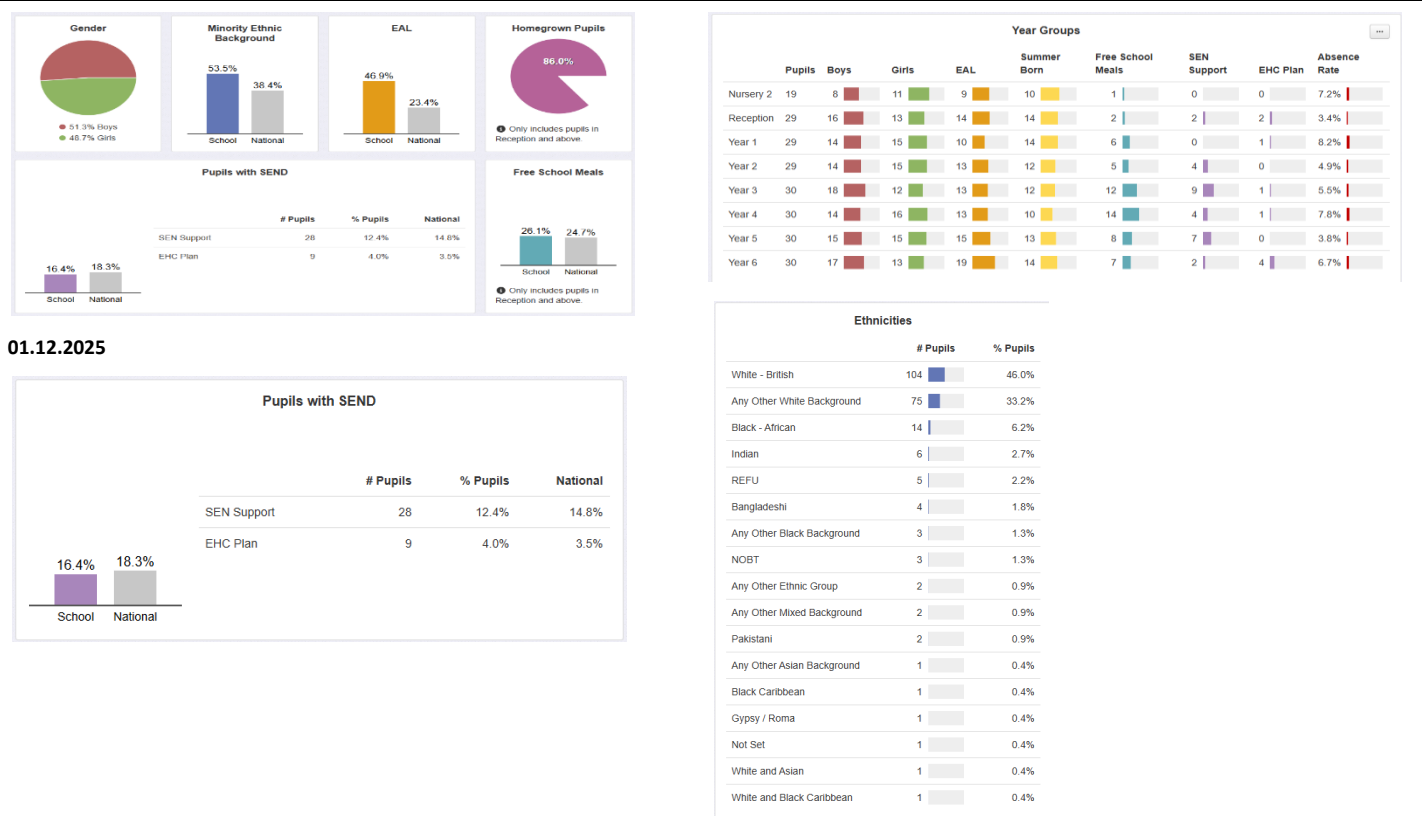
- We have displays in communal awareness to raise awareness and celebrate differences and diversity.
- As part of our PSHE curriculum pupils have an opportunity to cover relationships and marriage and different types of family

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

- Date last reviewed:
- 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)

\*%Boys \*%Girls \*%SEND overall \*%SEND SENK \*\*SEND EHCP \*%Disadvantage \*%Non-disadvantage \*% White British \*% Non-white British/other



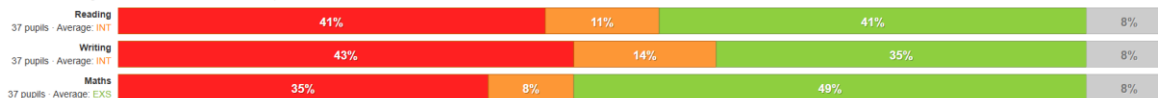


## SEND and non-SEND information – Autumn 2025

\*achievement \*attendance \*exclusions

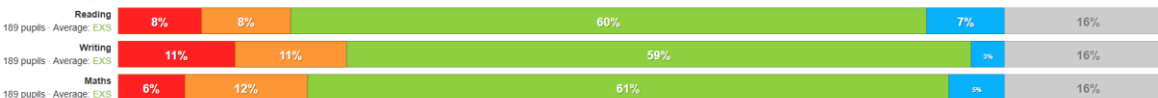
### Pupils with SEND

Legend Well below Just below Expected Above No data



### Pupils without SEND

Legend Well below Just below Expected Above No data



## Boys and Girls - Autumn 2025

\*achievement \*attendance \*exclusions

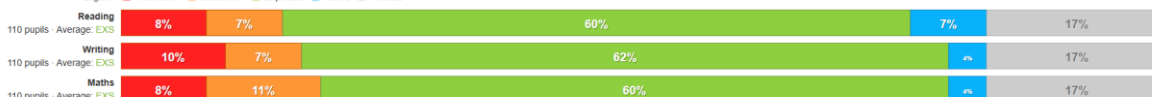
### Boys

Legend Well below Just below Expected Above No data



### Girls

Legend Well below Just below Expected Above No data



## Disadvantaged and non-disadvantaged - Autumn 2025

\*achievement \*attendance \*exclusions

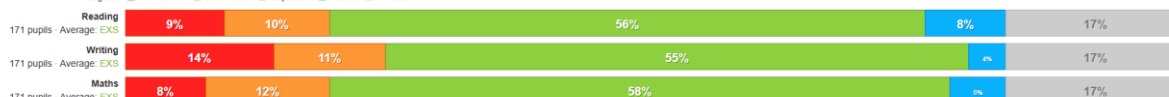
### Disadvantaged

Legend Well below Just below Expected Above No data



### Not Disadvantaged

Legend Well below Just below Expected Above No data



## White British and other groups - Autumn 2025

\*achievement \*attendance \*exclusions

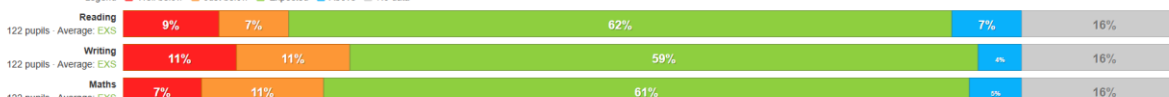
### WBRI

Legend Well below Just below Expected Above No data



### Not WBRI

Legend Well below Just below Expected Above No data





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

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

Objective	Actions	Who	By when	Commentary of progress (yearly)
<b>Leadership of our pupil's &amp; people</b>				
To address any knowledge gaps of staff to support and understand protected characteristics.	Implement a CPD programme to enable all staff to know how to recognise concerns and respond appropriately.	Principal	July 2026	<p><b>End of year 1 progress summary</b> <b>End of year 2 progress summary</b></p> <p>CPD provided for all staff and repeated for new members. On track and monitored. We have a comprehension PSHE/RSE curriculum which supports this.</p> <p><b>End of year 3 progress summary</b> <b>End of year 4 progress summary</b></p>
<b>Quality of Education for our pupils &amp; people</b>				
To further increase pupil knowledge and understanding of diversity in the local community and modern Britain.	Ongoing curriculum development and refinement. Implementation of assembly programme.	All staff	July 2026	<p><b>End of year 1 progress summary</b> <b>End of year 2 progress summary</b></p> <p>Knowledge rich curriculum introduced June 2023. At its core, our knowledge-rich curriculum enables all children, regardless of background, to be provided with the opportunities to succeed in later life. Our knowledge-rich curriculum exposes children to ambitious content that has been highly specified and well-sequenced, leaving nothing to chance.</p> <p><b>End of year 3 progress summary</b> <b>End of year 4 progress summary</b></p>
<b>Personal Development of our pupils &amp; people</b>				
To continue to support the development of pupil aspirations and skills in preparation for life in modern Britain	To further develop opportunities for pupils to interact with and learn about a wide variety of aspects of the world of work.  To continue to embed the teaching of key life skills (Skills Builder) needed to succeed in the world of work.	All staff	July 2026	<p><b>End of year 1 progress summary</b> <b>End of year 2 progress summary</b></p> <p>British Values and Skills Builders continue to be well embedded across the school. Opportunities for pupil leadership, ambassadors and Play leaders are priority in our personal development offer.</p> <p><b>End of year 3 progress summary</b> <b>End of year 4 progress summary</b></p>
<b>Behaviour &amp; Attitudes of our pupils &amp; people</b>				
To reduce the number of suspensions of SEND pupils.	To continue to ensure the necessary support is in place	SENDCo & Principal	July 2026	<b>End of year 1 progress summary</b>



	for pupils with complex SEMH needs.			<p>The school is working in collaboration with Maplefields and Beanfields Specialists Professionals to provide strategies to support pupils with high needs. Impact – reduced suspensions for our SMEH pupils with clear pathway for statutory assessment or provision.</p> <p><b>End of year 2 progress summary</b> <b>End of year 3 progress summary</b> <b>End of year 4 progress summary</b></p>
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