Djanogly Strelley Academy – Equality Statement & Equality Objectives (2025–2026)

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1. Equality Statement

Djanogly Strelley Academy is committed to ensuring that all pupils, staff and members of the school community are treated fairly, with dignity and respect. We aim to provide a safe, inclusive environment where individual differences are valued and celebrated. Our commitment to equality is embedded within our school values, curriculum design, behaviour expectations, and community partnerships.

Our school community is diverse:

- **51.3% of pupils are from Black or Minority Ethnic backgrounds**, with significant representation of Black African (11.3%), White and Black Caribbean (9.5%), and pupils from a wide range of ethnic groups.
- **30.4% of pupils have English as an Additional Language**, with Polish, Arabic, Urdu, Kurdish and Portuguese among the most common home languages.
- **27.1% of pupils are identified with SEND**, including 5.9% with EHCPs.
- **67.6% of pupils are disadvantaged / Pupil Premium**, significantly above national.
- Attendance and persistent absence remains a key challenge.

Our Equality Statement reflects our commitment to:

- Eliminating unlawful discrimination, harassment and victimisation.
- Advancing equality of opportunity between different groups.
- Fostering good relations across the whole school community.
- Ensuring our curriculum and environment reflect and value our community's diversity.

This statement aligns with our Academy Improvement Plan priorities, including:

- Raising outcomes for priority groups such as White British disadvantaged boys and pupils with EAL.

- Strengthening parental partnership and engaging families who face barriers to involvement.
- Developing a curriculum that celebrates diversity and helps pupils understand the protected characteristics.

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2. Understanding Our School Community: Key Characteristics

Ethnicity Profile

- 48.2% White British
- 11.3% Black African
- 9.5% White and Black Caribbean
- 4–5% each in various Asian, Mixed, and White European categories.

Language

- 69.8% speak English as first language
- 30.4% EAL
- Notable languages: Polish, Arabic, Urdu, Kurdish, Portuguese.

SEND

- 27.1% SEND
- 5.9% EHCP
- Range of SEMH, cognition and learning, and communication/interaction needs.

Disadvantage

- 67.6% Pupil Premium
- High deprivation indicated through IDACI (93% in most deprived bands).

Attendance

- Persistent absence.
- Attendance for SEND and disadvantaged groups significantly below non-SEND / non-disadvantaged

These characteristics directly inform the equality objectives set out below.

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3. Equality Objectives (2025–2026)

Equality Objective 1

To improve attendance, engagement, and belonging for priority groups — particularly disadvantaged pupils, SEND pupils, and White British disadvantaged boys.

Protected Characteristics Addressed

- Race
- Sex
- Disability
- Socio-economic disadvantage (school-defined priority group)

Why?

- Disadvantaged attendance (90.4%) and White British attendance (approx. 89–91%) are below school and national averages.
- Persistent absence disproportionately affects disadvantaged and SEND pupils.
- AIP identifies White British disadvantaged boys as a core priority group for progress, behaviour and belonging.

How?

- Strengthen targeted attendance interventions: mentoring, home visits, personalised plans.
- Prioritise these groups in pupil progress meetings, data reviews, and class-level planning.
- Develop parental engagement strategies using flexible communication channels and translated materials.
- Increase participation in leadership roles, clubs, and enrichment to strengthen pupil identity and belonging.
- Provide pastoral and SEMH support pathways clearly communicated to families.

Success Measures

- Reduction in PA from 26.2% to below 20%.

- Improved attendance for priority groups (targeting 93%+).
- Increased participation of priority groups in clubs, leadership groups, pupil voice.
- Improved survey outcomes around belonging and engagement.

Equality Objective 2

To strengthen the curriculum so that it reflects the diversity of the school community and explicitly teaches about equality, protected characteristics and representation.

Protected Characteristics Addressed

All protected characteristics.

Why?

- Strelley has a highly diverse cohort (51.3% BME, 30.4% EAL).
- AIP priority: Children must "know and understand the protected characteristics and their importance in society" and see themselves reflected in the curriculum.
- SEND and disadvantaged groups benefit from explicit vocabulary and oracy instruction, also an AIP focus.

How?

- Curriculum audit to ensure representation across subjects (RE, PSHE, English, History).
- Embed the whole-school oracy framework to promote respectful dialogue.
- Increase use of dual-language resources, bilingual texts, and cultural stories.
- Celebrate diversity through themed weeks, exhibitions, and parent-led cultural contributions.
- Train staff on inclusive and anti-racist pedagogies.

Success Measures

- Pupil voice indicates increased understanding of diversity and protected characteristics.
- Curriculum maps explicitly show diverse representation.
- Reduction in prejudicial incidents logged.
- High-quality oracy evidenced in lessons across the school.

Equality Objective 3

To improve accessibility, outcomes, and inclusion for pupils with SEND through high-quality teaching, precise adaptations, and monitored progress pathways.

Protected Characteristics Addressed

- Disability

Why?

- SEND pupils represent 27.1% of the school — significantly above national.
- SEND attainment and progress are well below non-SEND, with low proportions meeting ARE.
- AIP emphasises consistency of lesson sequence, pedagogy and assessment to support inclusion.

How?

- Implement training on adaptive teaching, scaffolding, vocabulary supports and modelling.
- Review EHC and SEN Support plans with updated pupil profiles.
- Ensure SEND pupils have access to interventions with measurable entry/exit criteria.
- Strengthen collaboration between SENDCO, class teachers and SALT team.
- Monitor SEND progress through book looks, assessments and case studies.

Success Measures

- Improved SEND attendance towards 92%+.
- Increased % of SEND pupils achieving good progress from starting points.
- Clear adaptations evidenced in planning and lesson observations.
- Improved parent satisfaction via SEND forums and surveys.

Equality Objective 4

To strengthen partnerships with EAL families and ensure equitable access to communication, curriculum information, and involvement in school life.

Protected Characteristics Addressed

- Race
- Religion or Belief
- Language (school-defined inclusion priority)

Why?

- 30.4% of pupils have EAL; community languages are varied.
- AIP emphasises a consistent school approach for EAL learners and stronger home–school relationships.
- Attendance data shows EAL attendance is slightly higher than non-EAL, but engagement in events varies.

How?

- Provide multilingual welcome packs, translated core letters, and visual guides.
- Deliver workshops for EAL families with interpreters where possible.
- Establish EAL parent ambassador / buddy system.
- Increase visibility of home languages across classrooms and displays.
- Track engagement in workshops and events to target support.

Success Measures

- Increased attendance at parent events for EAL families.
- Improved EAL outcomes — particularly reading and vocabulary.
- Increased pupil voice showing EAL learners feel represented and supported.

Equality Objective 5

To promote a safe, respectful culture with reduced behavioural inequalities and a decline in suspensions through proactive, relational practices.

Protected Characteristics Addressed

- Disability (SEMH)
- Race
- Sex
- Age

Why?

- Suspensions recorded for persistent disruptive behaviour and physical assault (10.9% suspension rate).
- Some demographic groups (e.g., boys, pupils with SEMH) are disproportionately represented.
- AIP emphasises high-quality behaviour systems, structured lunchtimes, SEMH support and staff consistency.

How?

- Implement restorative practices across school.
- Provide consistent trauma-informed training for staff.
- Embed leadership roles such as Safeguarding Ambassadors and Kindness Keepers.
- Strengthen lunchtime provision and positive play structures.
- Track suspensions by ethnicity, SEND, gender and adjust support accordingly.

Success Measures

- Reduction in suspensions and repeated suspensions.
- Reduction in behaviour incidents for target groups.
- Increased positive behaviour and leadership participation.
- Improved parent confidence in behaviour systems.

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4. Monitoring and Reviewing the Equality Objectives

- Objectives reviewed termly with SLT and governors.
- Annual Equality Report published on school website.
- Feedback from pupils, staff, parents and community partners is embedded in ongoing evaluation.
- Objectives will be revised in 2026 based on new data, Ofsted outcomes and AIP priorities.