

Equality Information

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1. Aims

Our school 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
- Advancing 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

2. Legislation and guidance

This document meets the requirements under the following legislation:

- public sector equality duty and protects people from
- public sector equality duty

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and Responsibilities

The academy council will:

- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the principal

The principal will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating Discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings.

New staff receive training on the Equality Act as part of their induction, and all staff are trained on how WEPA complies with the Equality Act 2010 at the start of each year.

5. Advancing Equality of Opportunity

As set out in the DfE guidance on the Equality Act, the academy aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities. In fulfilling this aspect of the duty, the school will:
 - Have attainment data each academic year showing how pupils with different characteristics are performing (where this can be shared e.g. with governors without identifying pupils)
 - Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
 - Make evidence available identifying improvements for specific groups (e.g. declines in incidents of bullying of groups)
 - Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes with leaders of local faith groups, organising school trips and activities based around the local

community

- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. Our school council has representatives from different year groups and is formed of pupils from a range of backgrounds to contribute to school improvement. All pupils are encouraged to participate in the school's extra curricular activities, and this is monitored by our Enrichment and Extension Lead. We also work with parents to promote knowledge and understanding of different cultures e.g. via half termly parent information sessions
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality Considerations in Decision-Making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

Equality impact assessments via our risk assessments should be made by staff when undertaking activities, and developing policies and procedures that may have an effect on a group with protected characteristics.

8. Equality objectives 2021 - 2024

Objective 1: To ensure extra-curricular activities are made accessible to all pupils, including those with disabilities and special educational needs, to eliminate discrimination and ensure the best possible educational outcomes, by:

- Ensuring consideration is given to equality when arranging extra-curricular activities;
- Addressing any barriers to pupils' engagement in extra-curricular activities through the planning and risk assessment processes.

Why have we chosen this objective? To ensure our pupils with Special Educational Needs and Disabilities are able to participate fully in extra-curricular activities as in the past, some have found it difficult to. We also have one pupil with a physical disability.

How will this be measured and evaluated? Registers for visits and school events show that pupils with disabilities, and special educational needs are fully involved in the wide range of activities the school offers. Enrichment and Extension Lead will monitor relevant paperwork to ensure that equality considerations are made on all risk assessments as well as monitor via drop ins.

Objective 2: To improve knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity, by:

- Promoting equality with regard to race, gender, disability, religion and ethnicity in our school curriculum including sharing of our vision and aims in this area to all staff at the start of each academic year
- Ensure the concepts of equality and diversity are discussed at subject development sessions to inform this work and lesson plans
- Monitoring and evaluating pupils' attitudes and knowledge around diversity and equality. This work will be reviewed regularly by the Leadership Team, led by the principal. The Director of Curriculum will oversee the monitoring and ensure this takes place.

Why have we chosen this objective? We are aware that our curriculum needs to make more references to equality and diversity. At the moment, these concepts are highlighted more during specific events such as Black History Month, Equalities Week and assemblies.

How will this be measured and evaluated? Leaders will monitor coverage of equalities through curriculum monitoring. Pupil voice and book monitoring will be used to evaluate pupils' knowledge, skills and attitudes to diversity issues. Reporting on progress through reports to the academy council.

Objective 3 (2022): To ensure the Digital Strategy is accessible to all pupils

- Each pupils in years 6 and 5 have their own chromebook to use in the classroom to develop their digital skills. Year 4 pupils will have their own chromebook by the end of the academic year and Year 3 pupils for academic year 2023/2024
- Pupils will have access to laptops in times other than that designated for the lesson work if they need to use it to work on Google Classroom assignments
- Pupils without a laptop at home to access Google Classroom will be loaned one

- Saturday sessions available to identified pupils in Year 5 to use their chromebook

Why have we chosen this objective? The academy sets pre-learning tasks and homework plus retrieval knowledge quizzes on Google Classroom. We wish every single pupil to be able to access these easily for their learning and progress

How will this be measured and evaluated? The academy has a senior leader in charge of the Digital Strategy. This includes monitoring the use of the chromebook in class- quality of outcomes as well as monitoring use of Google Classroom at home.

Findings will be fed back to year teams as well as the Senior Team to ensure next steps identified are followed.

9. Monitoring arrangements

In addition to the monitoring arrangements outlined above, the following monitoring arrangements will be in place:

The principal, in accordance with the academy council, will update the equality information we publish, at least every year.

This document will be reviewed by the academy council at least every 4 years. This document will be approved by the principal and/academy council.

10. Links with other policies

This document links to the following policies:

- Accessibility Plan