

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 (2025–2028)

1. Narrow attainment gaps between groups of pupils all staff

Reduce attainment gaps in writing between pupil premium children and their peers, boys and girls, SEND and non-SEND pupils, and EAL learners and fluent English speakers by using targeted interventions and inclusive teaching practices.

2. Promote inclusive participation in all aspects of school life Director of Curriculum
Ensure children from all protected characteristic groups are equally represented in school trips, leadership roles, clubs, and performances by tracking participation data and offering encouragement and support to underrepresented pupils.

3. Improve staff awareness and confidence in promoting equality and diversity
Principal

Provide annual staff training on unconscious bias, anti-discrimination, LGBTQ+ support, and cultural competence through CPD sessions and expert-led INSET days.

4. Ensure the curriculum reflects the diversity of modern Britain Director of Curriculum
Audit and adapt the curriculum to include diverse role models, cultural representation, and inclusive PSHE content by reviewing planning and incorporating pupil voice.

5. Tackle prejudice-related incidents effectively DSL

Reduce prejudice-related incidents through consistent policy enforcement, effective behaviour management, and proactive trend analysis to prevent recurrence.

6. Strengthen relationships with families from diverse backgrounds Director of Inclusion

Improve engagement with families with pupils of EAL, and SEND using interpreters, community liaison staff, and accessible communication channels.

7. Use AI to identify and reduce unconscious bias in teaching resources Director of Digital Strategy

Utilise AI tools to audit reading materials, lesson plans, and displays for inclusive language and diverse representation, making adjustments based on the findings.

8. Increase pupil voice in shaping the school's approach to equality Rights Respecting School

Establish a 'Diversity and Inclusion Council' involving pupils from a range of backgrounds to contribute ideas on improving inclusion and equality across school life.

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