Equality Objectives Statement

Welland Academy

Greenwood Academies Trust

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<u>Background</u>

(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: June 2022

Age
o   Year 5 run their own tuck shop business to support the development of skills linked to careers.
o   Year 6 are supported with transition to Secondary school by accessing the Humanuptopia Big Jump day.

Disability
o   Specific training has been given to school staff to support children with Autism
o   Children access specific SEND sporting competitions organised by the School Games organisers
o   Technology is used to support learners' to ensure they access the curriculum to their full potential, for example, immersive reader.

Gender re-assignment
o   Uniform policy is not gender specific.

o	We have increased the Equality, Diversity and Inclusion texts used across the curriculum with books that focus on celebrating differences and gender stereotypes.

Marriage and Civil Partnership

- o As part of our KS2 curriculum pupils have an opportunity to cover relationships and marriage within their Jigsaw lessons
- o Assemblies and stories used represent relationships, marriage and partnerships.

Pregnancy & Maternity

- o The RSE curriculum within Jigsaw is taught to KS2 pupils and covers pregnancy and consent
- o Pregnant staff and those on maternity have the same opportunities at work

Race

- o Black history has been taught across the academy
- o Developing diversity and inclusion into our curriculum is a priority on our Academy Improvement plan.
- o Our assembly themes including books has a focus on Equity, diversity and inclusion.

Religion or Belief

- o RE curriculum through Discovery RE teaches all of our pupils about different religions and beliefs.
- o Festivals and significant religious events are recognised in the academy through assemblies, visitors, visits.
- o

Sex

- o Texts and stories have been chosen to demonstrate how girls can have careers in science and engineering.
- o After school clubs are open for all pupils

Sexual Orientation

- o Assembly theme books have been chosen to teach awareness of LGBTQ+
- o PSHE curriculum through Jigsaw teaches awareness to our pupils

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
*achievement *attendance *exclusions

Boys and Girls
*achievement *attendance *exclusions

Disadvantaged and non-disadvantaged
*achievement *attendance *exclusions

White British and other groups
*achievement *attendance *exclusions

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)*
Leadership of our pupil's & people				
To further develop subject leaders to ensure they have a thorough understanding and awareness of how they can promote equity, diversity and inclusion within their subject areas.	Support and development for subject leaders CPD on EDI	Principal Subject leaders	July 2025	End of year 1 progress summary End of year 2 progress summary End of year 3 progress summary End of year 4 progress summary
Quality of Education for our pupils & people				
To develop equity, diversity and inclusion within the curriculum at Welland Academy.	Identify how the different subject areas can develop children's knowledge and understanding of diversity and inclusion. Amend and update the curriculum accordingly. Provide training for staff.	EDI lead	July 2025	End of year 1 progress summary End of year 2 progress summary End of year 3 progress summary End of year 4 progress summary
Personal Development of our pupils & people				
To reduce the number of persistence absences for SEN and disadvantaged pupils	To invite pupils to breakfast club and extra-curricular clubs Attendance certificates, attendance half termly reviews, Letters to parents, SENDCO to phone SEN families to discuss the importance of regular attendance.	Principal Attendance Lead	July 2025	End of year 1 progress summary End of year 2 progress summary End of year 3 progress summary End of year 4 progress summary
Behaviour & Attitudes of our pupils & people				
To reduce the number of fixed-term exclusions of	Further build working relationships with family	Behaviour lead	July 2025	End of year 1 progress summary

Boys and Disadvantaged pupils who are disproportionately represented in our current data	members by increasing contact. Continue triangulation between child, academy and home. Further develop the training for all staff on Emotional Coaching and PRICE de-escalation strategies.	Pastoral team		End of year 2 progress summary End of year 3 progress summary End of year 4 progress summary