

Equality Objectives Statement

Welland Academy



Greenwood Academies Trust

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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: September 2023

Age
<ul style="list-style-type: none"> ○ Year 5 run their own tuck shop business to support the development of skills linked to careers. ○ Year 6 are supported with transition to Secondary school by accessing the Humanuptopia Big Jump day.
Disability
<ul style="list-style-type: none"> ○ Specific training has been given to school staff to support children with Autism ○ Children access specific SEND sporting competitions organised by the School Games organisers ○ Technology is used to support learners’ to ensure they access the curriculum to their full potential, for example, immersive reader.
Gender re-assignment
<ul style="list-style-type: none"> ○ Uniform policy is not gender specific.



- 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

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

Pregnancy & Maternity

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

Race

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

Religion or Belief

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

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

Sexual Orientation

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

Part B- Statistical data (annual review of data)

- Date last reviewed: 19/9/23
- 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

Number on roll	417
Male %	51.8
Female %	48.2
Ever 6%	51.3



% minority ethnic group	63.5
SEN EHCP %	1.7
SEN support %	14.1
EAL%	55.9
Stability %	83.0
School deprivation Indices	0.4

ATTENDANCE FOR GROUPS

All pupils	94.6
Male %	94.3
Female %	95.0
Ever 6%	93.7
Non Ever 6%	95.7
% minority ethnic group	96.1
White British	93.9
SEN EHCP %	94.9
SEN support %	92.6
EAL%	95
Non EAL%	94.2

SEND and non-SEND information

**achievement *attendance *exclusions*

EYFS GLD

		# pupils	% of pupils Expected or higher
EYFSP	All Pupils	60	60%
	Pupils with SEND	6	0%
	Pupils without SEND	54	67%

KS1 2023

		# pupils	Reading % of pupils Expected or higher	Writing % of pupils Expected or higher	Maths % of pupils Expected or higher	Reading/Writing/Maths % of pupils Expected or higher
SAT TA	All Pupils	60	55%	40%	52%	30%
	Pupils with SEND	13	15%	0%	15%	0%
	Pupils without SEND	47	66%	51%	62%	38%

KS2 2023

		# pupils	Reading % of pupils Expected or higher	Writing % of pupils Expected or higher	Maths % of pupils Expected or higher	Reading/Writing/Maths % of pupils Expected or higher
SAT Scaled Score	All Pupils	61	52%	59%	70%	49%
	Pupils with SEND	9	11%	11%	33%	11%
	Pupils without SEND	52	60%	67%	77%	56%

Boys and Girls

**achievement *attendance *exclusions*



EYFS GLD

		# pupils	% of pupils Expected or higher
EYFSP	All Pupils	60	60%
	Boys	31	55%
	Girls	29	66%

KS1 2023

			Reading	Writing	Maths	Reading/Writing/Maths
		# pupils	% of pupils Expected or higher			
SAT TA	All Pupils	60	55%	40%	52%	30%
	Boys	34	47%	41%	53%	26%
	Girls	26	65%	38%	50%	35%

KS2 2023

			Reading	Writing	Maths	Reading/Writing/Maths
		# pupils	% of pupils Expected or higher			
SAT Scaled Score	All Pupils	61	52%	59%	70%	49%
	Boys	33	52%	61%	70%	45%
	Girls	28	54%	57%	71%	54%

Disadvantaged and non-disadvantaged

**achievement *attendance *exclusions*

EYFS GLD

		# pupils	% of pupils Expected or higher
EYFSP	All Pupils	60	60%
	Pupil Premium	26	46%
	Not Pupil Premium	34	71%

KS1 2023

			Reading	Writing	Maths	Reading/Writing/Maths
		# pupils	% of pupils Expected or higher			
SAT TA	All Pupils	60	55%	40%	52%	30%
	Pupil Premium	37	59%	43%	54%	30%
	Not Pupil Premium	23	48%	35%	48%	30%

KS2 2023



		Reading	Writing	Maths	Reading/Writing/Maths
		# pupils	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
SAT Scaled Score	All Pupils	61	52%	59%	70%
	Pupil Premium	32	38%	44%	63%
	Not Pupil Premium	29	69%	76%	79%

White British and other groups

*achievement *attendance *exclusions

EYFS GLD White British

		# pupils	% of pupils Expected or higher
EYFSP	All Pupils	24	54%

EYFS GLD Non White British

		# pupils	% of pupils Expected or higher
EYFSP	All Pupils	36	64%

KS1 2023 White British

		Reading	Writing	Maths	Reading/Writing/Maths
		# pupils	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
SAT TA	All Pupils	21	57%	33%	43%

KS1 2023 Non White British

		Reading	Writing	Maths	Reading/Writing/Maths
		# pupils	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
SAT TA	All Pupils	39	54%	44%	56%

KS2 2023

White British

		Reading	Writing	Maths	Reading/Writing/Maths
		# pupils	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
SAT Scaled Score	All Pupils	22	59%	59%	64%

Non White British

		Summer			
		Reading	Writing	Maths	Reading/Writing/Maths
		# pupils	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
SAT Scaled Score	All Pupils	39	49%	59%	74%

Part C- Equality Objectives (4-yearly priorities)

- Readily available data/information within your academy should be used to help shape these
- Date objectives set: June 2022

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 Selection of books made to support diversity across the curriculum provided by EDI lead. 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 Assemblies have been planned to use selected texts and themes. EDI lead has planned texts across the year to address a variety of themes for each year group. 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 Attendance of disadvantaged pupils has increased from 2021 2022. Arrangements for SENDCO to meet with parents of SEND about attendance is in place to improve this vulnerable group. 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 Boys and Disadvantaged pupils who are disproportionately represented in our current data	Further build working relationships with family members by increasing contact. Continue triangulation between child, academy and home.	Behaviour lead Pastoral team	July 2025	End of year 1 progress summary Close links within the pastoral team and using external agencies have impacted positively the exclusions for boys and disadvantaged. However data does not show this, case studies will.



	Further develop the training for all staff on Emotional Coaching and PRICE de-escalation strategies.			End of year 2 progress summary End of year 3 progress summary End of year 4 progress summary
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