



**WELLAND ACADEMY**

# **Public Sector Equality Duty**

**Written: January 2018  
Review: January 2019**



## **Our Academies commitment to equality both as an employer and a service-provider:**

- We strive to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them exactly the same.
- We recognise that for some pupils, extra support is needed to help them to achieve and be successful.
- We strive to ensure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our pupil council.
- We aim to make sure that no-one experiences harassments, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour, heritage or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or recently had a baby; their religion or beliefs; their sexual identity and orientation, body shape, socio-economic status.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We welcome the emphasis in the Ofsted inspection framework on the important of narrowing gaps in achievement which affect, amongst others:

- Pupils from certain cultural and ethnic backgrounds
- Pupils who belong to low-income households and pupils known to be eligible for free school meals
- Pupils who are disabled
- Pupils who have special educational needs
- Genders in certain subjects
- Vulnerable pupils, where home circumstances are known or believed to be unsettled in some way, causing some level of concern.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a characteristic and people who do not share it.
- Foster good relations between people who have a protected characteristic and people who do not have it (including discrimination by association).

We follow the Greenwood Academies Trust policies with regards to;

- Equal Opportunities
- Community Cohesion



## Part 1: Information about the pupil population

### Information on pupils by protected characteristics

The equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

#### Disability

The equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

Number of pupils with disabilities: \*\*\*\*

Pupil Special Educational Needs (SEN) Provision		
	Number of Pupils	Percentage of School Population
No Special Educational Needs	307	75
SEN Support	102	24.9
EHC Plan	2	0.4

### Race and Ethnicity

Pupil data on race and ethnicity			
Ethnic categories	Boys	Girls	Total
Afghan	2	1	3
Asian and any other ethnic group	3	2	5
Black and any other ethnic group	1	2	3
Black European	2	1	3
Chinese and any other ethnic group	2	1	3
Indian	5	3	8
Kurdish	1	0	1
Other Asian	10	12	22
Other Black African	0	1	1
Other Ethnic Group	1	0	1
Other Mixed Background	12	4	16
Other Pakistani	4	6	10



Portugese	6	7	13
Refused	3	1	4
Roma	1	0	1
Sri Lankan Other	1	0	1
White British	86	81	167
White and any other Asian background	2	7	9
White and any other ethnic group	3	2	5
White and Black African	7	5	12
White and Black Caribbean	1	5	6
White Eastern European	14	12	26
White Other	52	34	86
Blanks	0	3	3

### Religion and beliefs

Religion and beliefs			
Buddhist	0	Sikh	0
Christian	171	Refused	2
Hindu	4	No religion	118
Jewish	0	Catholic	16
Muslim	74	Other Religion	4
Blank	20		

### Gender

Gender		
Male	215	53%
Female	185	46%

### Information on other groups of pupils.

Ofsted inspections look at how schools help 'all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support.

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:



## Pupils with English as an additional language (EAL)

Pupils with English as an additional language (EAL)		
	Total	% of school population
Number of pupils who speak English as an additional language	220	55

## Disadvantaged pupils

Pupils from low income backgrounds		
	Total	% of school population
Number of pupils eligible for free school meals	124	31
Number of pupils eligible for Pupil Premium	171	42

## Looked After Children

Pupil data on children in care		
	Number of pupils	% of school population
Looked after children	3	

## Part 2: Our main equality challenges

This is a summary of the issues that we are most concerned about.

### Special Educational Needs and Disability (SEND)

One of the principle challenges facing the school with regard to equality is ensuring those children identified with SEND – particularly those on SEN support, who do not have an EHC plan but still require significant additional support, make good progress and achieve their potential.

### Gender

Within some of our year groups in different subject's boys are not attaining as well as girls. We have already identified and have developed strategies and interventions to tackle these concerns. Our plans to address these inequalities include:

- Monitoring attainment of all pupils and classes in different subjects.
- Setting targets to improve the attainment rates of progress.
- Identifying and addressing barriers to the participation of genders in activities
- Raising aspiration of boys through specific action plans.

### Ethnicity



We have a high number of pupils with English as an additional language and whilst they make good progress we need to continue to address the support we give to pupils who arrive at the Academy who are new to English and who have little English language acquisition.

### **Part 3: How we have due regard for equality**

The information provided here aims to show that we give careful consideration to equality issues in everything we do. Schools are required to have due regards to the need to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010.

Under the Equality Act 2010, we are also required to have due regard to the need to advance equality of opportunity and foster good relations. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- Where applicable our policies make explicit that we aim to give careful consideration to equality issues and as policies are reviewed in line with the monitoring cycle, they will be edited to reflect this requirement.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees at whole school and year group levels.
- We analyse our data to ensure we act upon any concerns in relation to the protected groups and this is reported termly to our Education Director and to the Trust Board, via our termly performance reviews with our Senior Education Adviser.
- We record any racist or homophobic incidents and act upon any concerns and report this to the Academy Advisory Council and Trust board via Safeguarding returns on a termly basis.
- We give due regard to equality issues in decisions and changes we make.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken and importantly monitor the impact our provision has had.
- We have a special educational needs policy that outlines the provision the Academy makes for pupils with special educational needs.

### **Disability**

We are committed to working for the equality of people with and without disabilities.



- We set challenging targets to ensure our children with disabilities make good progress.
- We involve learners with disabilities and their families in any changes and improvements we make through consultations.
- We carry out accessibility planning for disabled pupils that increase the extent to which they can participate in the curriculum.
- We provide specific targeted support where appropriate.
- When required we gain external advice and support from many different professionals.

## **Gender**

We are committed to working for the equality of all genders.

- We monitor the progress and attainment of all of our pupils by gender.
- Ensure that we have equal representation in the pupil council and school events.
- We ensure the curriculum motivates all genders.
- We recognise the achievements of different genders, ensuring we include positive, non-stereotypical images, visitors to support our curriculum.

## **Ethnicity and race including EAL learners**

We are committed to working for the equality of all ethnic groups.

- We ensure all new arrivals get initial assessments to support their learning.
- We provide a support network with parent ambassadors to support new families
- We ensure all EAL pupils have the ability to develop language through careful groupings and targeted intervention.
- We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.
- We ensure that the curriculum challenges racism and stereotypes.

## **Religion and belief**

We are committed to working for equality for people based on their religion, belief or non-belief.

- We support our pupils to build their own sense of identity and belonging through our whole school values.
- We follow the agreed RE syllabus.
- We recognise and celebrate where appropriate to our context of significant religious events from different religions.

## **Part 4: Consultation and engagement**

How we foster good relations and promote community cohesion:



- The academy promotes the spiritual, moral and cultural development of all pupils.
- We promote an ethos that supports all pupils to understand, respect and value difference and diversity.
- We try to ensure we include positive, non-stereotypical images of men and women, disabilities.
- We are developing and curriculum that supports all pupils to understand, respect and value difference and diversity.
- We hold regular meetings with parents and carers, including termly SEND consultations.
- We work with pre- schools to ensure transfer into receptions is effective and smooth.

We aim to engage and consult with pupils, staff, parents and carers and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- Parents/carers consultation evenings
- Newsletters and website updates outlining key issues and achievements for the school, encouraging parent and community engagements
- Surveys – accessed online
- Parents Forum meetings
- Academy Advisory Council - there are two parent/carer representative on the council

## Part 5: Our Equality Objectives

The Equality Act 2010 requires us to publish specific and measureable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take further actions.

Equality Objectives				
Date Set	Type of group	Objective	Measure	Achieved Date
Jan 2018	Disability	Provision for SEND pupils is targeted to ensure good progress	IEP targets are SMART and evidence for the progress on these is collected. Parents have a voice in structured conversations	July 2018
Jan 2018	Gender	Boys make progress in reading and writing that is in line with girls.	Boy's progress is in line with girls.	July 2019



Jan 2018	Ethnicity	Improve provision for pupils with whom English is an additional language, particularly for new arrivals at the early stage of English acquisition.	Induction for new arrivals Support package in place on admission for pupils Early assessment of EAL on entry. Appropriate interventions organized and given to pupils.	Oct 2018
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