



Equality Information and Objectives Statement

Rationale

The Governing Body of Wellacre Academy is committed to the principle of equality of opportunity for all in employment and in the provision of teaching and learning. We take pride in our community and all the cultural richness that it brings with it.

The Academy fully understands the principle of the Equality Act 2010 and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the Act covers the groups listed below:

- Age;
- Disability;
- Race, colour, nationality, ethnic or national origin;
- Sex (including transgender);
- Gender reassignment;
- Maternity and pregnancy;
- Religion and belief;
- Sexual orientation; and
- Marriage and civil partnership(for employees)

This statement outlines our commitment to equality and diversity. It sets out our intention to create an environment in which everyone in our Academy community can take full part in the social and cultural life of the Academy. It also sets out our commitment to promote equality and diversity among our students, their families and our staff.

Statement of Intent

The Governing Body recognises that certain groups in society have historically been disadvantaged on account of unlawful discrimination. We will put in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the school community we serve and our workforce. The Governing Body intends to achieve all its targets in respect of the equalities agenda and become recognised as a leader on equality.

In order to meet our general duties, the law requires us to do some specific duties to demonstrate how we meet the general duties.

These are to:

- Publish equality information
- Prepare and publish equality objectives. The data will be assessed across our core provisions as an Academy. This will include the following functions:
 - Admissions;
 - Attendance;
 - Attainment;
 - Exclusions; and
 - Prejudice related incidents.

Our Aim

We want to see a strong, sustainable and cohesive community in our Academy. We will continue to develop and promote policies and systems that make sure that the Academy community and our workforce are not unlawfully discriminated against.

Our aims are to:

- Promote equality of opportunity
- Eliminate unlawful discrimination, and
- Promote good relations between people from different backgrounds.
- Encourage everyone to be a part of and contribute to the community.
- Establish an environment where everyone is valued and respected as an individual.

How Will We Deliver Our Commitment?

The Governing Body has adopted the following principles:

- We recognise the value of diversity within the community, our workforce and our student body and the contribution made by people from different backgrounds;
- We are committed to ensuring that teaching and learning meet the varied and complex needs of students in our care;
- We will make sure our employment is accessible to everyone and that we actively value and celebrate the wide variety of lifestyles and cultures within the community.

Our commitment is supported by a legal duty to provide learning and employment opportunities fairly, without unlawful discrimination. We believe we have a strong moral and social duty to recognise any unlawful discrimination, take steps to challenge prejudice and discrimination and promote equality.

Objectives

In achieving compliancy with the Equality Act 2010, objectives are set annually. Detailed below are the Academy's current set of overriding objectives;

Objective Group	Objective
Student Achievement and Progress	<ul style="list-style-type: none"> • All students are assessed, monitored and tracked through SISRA. • Under-achievement is identified and appropriate intervention is applied. • Students are able to participate in a full range of co-curricular and enrichment opportunities.
Behaviour and Safety	<ul style="list-style-type: none"> • Students and staff respect one another. • Students and staff feel safe and valued. • Students, staff and parents know that misconduct and gross misconduct will be challenged. • Students, staff and parents know that discrimination on any grounds will not be tolerated.
Teaching	<ul style="list-style-type: none"> • All students experience consistently good quality inclusive teaching and lessons in which they can thrive.
Leadership and Management	<ul style="list-style-type: none"> • The staff and Governing Body reflect the diversity of the Academy community. • No students (or their families) are disadvantaged academically, socially or emotionally. All staff are mindful of the academic and social needs of all students, especially potentially vulnerable children. • A nominated member of the ALT is responsible for the collection, analysis and publication of equality data including the recording of prejudice- related incidents.

Accessible services and partnerships:

Where appropriate we will work with other organisations including local voluntary and community groups to provide teaching and learning to access employment which promotes equal opportunities to all by:

- Building on good practice;
- Consulting with and involving our local community;
- Providing accessible information and ways for people to comment;
- Carrying out equality impact assessments of new and existing policies and practices to make sure they do not unlawfully discriminate against anyone
- Removing barriers which deny people access to our school community
- Using our powers to make sure that organisations providing services on our behalf work in line with this statement;
- Promoting an environment which gives;
 - all students an equal chance to learn and be free of unlawful discrimination and prejudice,
 - all staff to work and be free of unlawful discrimination and prejudice.

- Build an inclusive and cohesive Academy community.

Equal and appropriate treatment in employment, training and recruitment opportunities:

We will put in place a range of actions aimed at tackling prejudice and celebrating diversity within our workforce.

This will be achieved by:

- Developing a workforce which reflects the community at all levels;
- Making sure that all employees understand their responsibilities under this statement;
- Making sure that all employees know about their rights of protection from unlawful discrimination, harassment, bullying or victimisation;
- Developing and promoting policies which give everyone equal access to employment and opportunities;
- Setting performance targets so we can measure our progress.
- Ensuring part-time staff receive the same protection, employment and training opportunities as full-time staff.

Responsibility

The Governing Body is an equal opportunities employer. In order to support this public commitment all staff play a key role in ensuring that provision does not give rise to unlawful discrimination of any kind and that we have a shared understanding of the relevant issues and how best to deal with them. We believe that promoting equality is the whole Academy’s responsibility.

All employees are expected to comply with our values of promoting equality and diversity and treat colleagues and others in the school community with dignity and respect at all times. This commitment must be evidenced in practice. Any behaviour that falls below these standards is unacceptable to the Governing Body and potentially constitutes misconduct.

School Community	Responsibility
Academy Governing Body	Involving and engaging the whole Academy community in identifying and understanding equality barriers and in the setting of objectives to address these.
Principal	As above including: Promoting key messages to staff, parents and students about equality and what is expected of them and can be expected from the Academy in carrying out its day to day duties. Ensure that staff have appropriate skills to deliver equality, including student awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Academy Leadership Team	To support the Principal as above. Ensure the curriculum promotes equality and diversity.

	Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
School Community	Responsibility
All Staff	<p>Help in delivering the right outcomes for all students.</p> <p>Uphold the commitment made to students and parents/carers on how they can be expected to be treated.</p> <p>Design and deliver an inclusive curriculum which reflects the diversity of the community.</p> <p>Ensure that they are aware of their responsibility to record and report prejudice related incidents.</p> <p>Support the Academy and the Governing Body in delivering a fair and equitable service to all stakeholders.</p> <p>Uphold the commitment made by the Principal on how students and parents/carers can be expected to be treated.</p> <p>Support colleagues within the Academy community.</p>
Parents/Carers	<p>Take an active part in identifying barriers for the Academy's community and in informing the Principal of actions that can be taken to eradicate these.</p> <p>Take an active role in supporting and challenging the Academy to achieve the commitment given to the Academy's community in tackling inequality and achieving equality of opportunity for all.</p>
Students	<p>Supporting the Academy to achieve the commitment made to tackling inequality.</p> <p>Uphold the commitment made by the Principal on how students and parents/carers and the wider community can be expected to be treated.</p>
Local Community Members	<p>Take an active part in identifying barriers for the Academy community and in informing the governing body of actions that can be taken to eradicate these.</p> <p>Take an active role in supporting and challenging the Academy to achieve the commitment made to the community in tackling inequality and achieving equality of opportunity for all.</p>

Implementation, Monitoring and Evaluation

The commitment will be implemented through our Academy Equality Action Plan.

The plan sets out the arrangements for taking action on individual tasks that will help deliver the broad aims set out in this statement. We will set clear deadlines and give responsibility to named leaders/managers who will be accountable for implementation of the given tasks.

With the help of feedback from employees and the wider Academy community we will continue to develop arrangements to monitor, review and evaluate the effectiveness of our employment policies and provision of teaching and learning. If our monitoring reveals any gaps in our policies/provision, we will take necessary action.

In achieving compliancy with the Act, objectives are set annually. Detailed below are the Academy's current set of overriding objectives.

The Academy's Equality Objectives

While aiming to improve continuously the implementation of equality related policies and procedures and ensuring that due regard is taken always of the impact of actions and decisions on student and staff with particular characteristics.

The Academy has established the following objectives for the period 2021-22;

- Promotion of cultural understanding and awareness of different groups within school.
- Monitoring and promotion of the involvement of all groups of students in the extra-curricular and co-curricular life of the school, including those eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from minority ethnic groups.
- Develop student leadership opportunities for all students, including those eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from minority ethnic groups.
- Actively close gaps in attainment and achievement between students and all groups of students; especially students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from minority ethnic groups.
- Continue to improve accessibility across the school for students, staff and visitors with disabilities, including access to specialist teaching areas and toilet facilities.
- To promote equality, diversity and inclusion actions across our staff body. This will be achieved in several ways, including promoting flexible working and training for staff to eliminate any unconscious bias in recruitment. Endeavour to ensure that the staff body, governing body and representation of staff in leadership roles is reflective of the local community.
- Continue to address and sanction the use of homophobic, sexist, misogynistic and racist language by students in the school.
- Continue to encourage the reporting of sexual harassment, the accurate recording of incidents and a robust response to all of them linked to our behaviour policies.

- Continue to develop a curriculum which is diverse and invest in books and resources which are inclusive of all.

Specific tasks relating to these objectives can be found within the School Development Plan.

Progress made 2018-21

- In September 2019, we became an Early-Adopter school for the statutory RSHE changes and have incorporated this into our taught curriculum. In February 2020 Wellacre began leading the North-West Hub for PHSE in partnership with the Alliance for Learning. The PHSE lead for Wellacre is an SLE and is a lead trainer on the 'train the trainer' RSHE programme for the Alliance for Learning, funded by the Department for Education. Wellacre is involved in training over four hundred schools to deliver the new statutory guidance for RSHE. The member of staff has also been appointed to lead a team of other SLEs and create (and deliver online) an RSHE curriculum for the government funded Oak National Academy.
- High quality impartial Careers Information, Education and Guidance helps students to make informed choices about which courses suit their academic needs and aspirations. They are well prepared for the next stage of their education, employment or training, as evidenced by the Inspiring IAG Gold Award.
- Students have been involved in leadership training and as a result many have taken on leadership roles including STEM Leaders, Literacy Leaders, Subject Leaders, Student Librarians, Prefects, Student Council Members, Anti-bullying Ambassadors, Peer Mentors and Sports Leaders and House Captains.
- Our formal curriculum ensures breadth, depth and balance, alongside our extensive range of enrichment and co-curricular opportunities that enhance the cultural capital of our students. We ensure that students are well prepared for life after Wellacre and higher proportions than nationally, are in sustained education, employment and training.
- Wellacre is a highly inclusive school. We allow and support permanently excluded students through our Bridge Project with the local authority and are a school of choice for SEND students.
- The RESPECT curriculum contributes significantly to student welfare including; mental health, personal well-being and safety, including e-safety, PREVENT and radicalisation, spiritual, moral, social and cultural development, as well as promoting the fundamental British Values, equality of opportunity and careers. Students and staff do not accept prejudiced behaviour. The quality of this provision has enriched the curriculum offer and is well received by the student body, staff and parents. 92% of KS3 students feel that the topics studied in RESPECT are relevant to their age (Student Voice, June 2021). Approximately 90% of KS4 students say that the quality of careers information provided by school has directly informed decisions about their future. This is echoed in Year 9 with approximately 90% agreeing with regard to their option choices. (Student Voice 2020-21)
- Diversity training for all staff, 2019-20
- The training of a non-teacher in resilience programmes
- We have improved accessibility in the school through a new disabled toilet which provides personal care for any students with limited mobility