

## **Background**

The Public Sector Equality Duty came into force in April 2011 as a consequence of the Equality Act (2010). It extends the previous responsibilities placed on schools to eliminate discrimination on grounds of Race, Disability and Gender to cover additional “protected characteristics”, namely Age, Sexual Orientation, Religion and Belief, Pregnancy and Maternity and Gender Reassignment. Schools must now have due regard to the need to eliminate discrimination, advance equality of opportunity between people who share a protected characteristic and the rest of the academy community and foster good relations across all characteristics.

## **Equality Objectives**

These are set on the basis of the Equality Analysis and Equality Engagement documents that follow. Where gaps in effectiveness and process have been identified the academy will set improvement objectives. The objectives are:

- ***To reduce and ultimately eliminate any incidences of discriminatory behaviour towards people with a protected characteristic***
- ***To improve consultation and involvement of pupils with a protected characteristic through the representation of their views on the Student Council***
- ***To establish Academy projects/initiatives aimed at fostering ever improving relationships between those who share a protected characteristic and those who do not***

## Equality Analysis

A brief analysis of WFA's effectiveness in promoting each of the 3 aims for each of the protected groups:

**Green = 'Completed'**

**Amber/Yellow = 'Improving'**

**Red = 'Emerging, work to be done'**

Where there is further work to be done, doing that work will benefit a significant group of pupils in our academy setting. This provides the starting point for the setting of Equality Objectives.

Protected characteristics	Aims of the general duty		
	How effective are we at eliminating unlawful discrimination, harassment and victimisation?	How effective are we at advancing equality of opportunity?	How effective are we at fostering good relations between people who share a protected characteristic and those who do not?
Race	Improving	Improving	Improving
Disability	Improving	Improving	Improving
Sex	Completed	Completed	Completed
Gender Reassignment	Improving	Improving	Improving
Pregnancy and Maternity	Completed	Completed	Completed
Age	Completed	Completed	Completed
Religion and Belief	Improving	Improving	Improving
Sexual Orientation	Improving	Improving	Improving

## **Equality Engagement**

In addition to the information below several Academy and Trust policies help ensure we work towards eliminating discrimination and promoting equality and inclusion for all those with a protected characteristic. Pertinent policies and documents available on the website and *secure site for staff* include:

- Equality for Pupils policy
- Anti-bullying policy
- SEN and Disability Policy
- Community Cohesion and Preventing Extremism and Radicalisation Policy
- Intimate Care Policy
- Medical Support for Pupils
- Sex and Relationships Education Policy
- Equal Opportunities Policy

Protected characteristics	Aims of general duty		
	How are we working to eliminate discrimination?	How are we improving equality of opportunity for people with protected characteristics?	How do we consult and involve those affected by inequality to promote equality and eliminate discrimination?
<b>Race</b>	Life Lesson curriculum Assemblies	Addressing diversity through assemblies  Discrimination Incidents logged and monitored	Parent Forum  Twitter for info
<b>Disability</b>	SEND Review meetings  Local offer accessibility  Life Lesson curriculum	Annual Review meetings  Differentiated curriculum  ILC reintegration into mainstream curriculum	Contact with relevant parents, planning and review meetings, etc.  Learning Support Provision, including deployment of Teaching Assistants and Learning Mentors  ILC
<b>Sex</b>	Not applicable to staff  Raise online analysis (pupils)	Raise online analysis (pupils)	Year 11 Intervention Programmes
<b>Gender Reassignment</b>	Staff: HR first point of contact  Pupils: Life Lesson curriculum  Assemblies	Pupils: Curriculum & facilities arrangements suitably differentiated to accommodate full inclusion  Discrimination Incidents logged and monitored	Pupils: Meeting with parents, Pastoral team and clinicians (if appropriate) as soon as aware  School Nurse

<b>Pregnancy and Maternity</b>	Staff: HR first point of contact  Pupils: Pastoral team first point of contact	Staff: Currently Line Manager identifies necessary adjustments such as flexible working hours following Risk Analysis  Pupils: Pastoral team make adjustments to curriculum in order to maximise inclusion and accessibility	Staff: Individual conversations with pregnant staff  Pupils: Meetings as appropriate between pupil, parent, pastoral team  Use of external agencies as appropriate
<b>Age</b>	Abolition of default retirement age  Flexible working requests are made in consultation with management at the academy		
<b>Religion and Belief</b>	Life Lesson / English Curriculum  Assemblies  Acts of worship	Using representatives of other faiths to raise awareness  Life Lesson/English Curriculum  Acts of worship	Using representatives of other faiths to raise awareness  Life Lesson /English Curriculum  Acts of worship
<b>Sexual Orientation</b>	Staff: HR first point of contact  Pupils: Life Lesson curriculum  Assemblies	Raising awareness through Life Lesson/Assemblies to eliminate discriminatory behaviour  Discrimination Incidents logged and monitored	Staff: HR first point of contact  Pupils: Life Lesson curriculum