



GREENWOOD ACADEMIES TRUST

Weston Favell Academy

Public Sector Equality Duty Equality Policy

November 2023

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1.1 EQUALITY STATEMENT

Weston Favell Academy is committed to equality.

In this respect:

- We ensure that everyone in the Academy is treated fairly and with respect.
- We recognise that people have different needs and that treating people equally does not always involve treating everyone in the same way.
- We ensure that the Academy is a safe place for everyone.
- We consult with a range of people and groups and involve them in our decision making.
- We recognise that all individuals at some time may need specific support and encouragement to meet their full potential.

1.2 LEGISLATIVE FRAMEWORK

We are aware of the current legislative framework.

We welcome our duty under the **Education and Inspection Act 2006** to promote Community Cohesion.

The Academy is bound by the Public Sector Equality Duty (PSED) of the Equality Act 2010 and the Specific Duty. To comply with this Duty:

- We maintain and publish quantitative and qualitative information showing our compliance with the PSED set out in Clause 149 of the Equality Act, to explain how we have due regard for equality.
- The Duty has three aims, which are to:
 - Eliminate unlawful discrimination**, harassment and victimisation and any other conduct prohibited by the Act.
 - Advance equality of opportunity** between people who share a protected characteristic and people who do not share it; and
 - Foster good relations** between people who share a protected characteristic and people who do not share it.
- We publish information each year about our academy population.
- We formulate and publish specific and measurable objectives, based on our collected and published evidence, which demonstrate how we plan to tackle inequalities and reduce or remove them.
- The objectives we identify, consider national and local priorities and issues, as appropriate.
- We monitor our equality objectives regularly and report annually on progress towards achieving them.

We strive to make sure that no individual at Weston Favell Academy, experiences less favourable treatment or discrimination because of the protected characteristics listed in the 2010 Equality Act:

- Age
- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation

- Gender reassignment
- Marriage and civil partnership
- Pregnancy or maternity

The Academy takes reasonable steps to ensure that policies, practices, and physical features do not create barriers for individuals with a protected characteristic who may want to access the Academy's services.

The Act does not cover socio-economic circumstances as a protected characteristic. However, at Weston Favell Academy, socio-economic circumstances are taken into consideration for example when allocating additional finance via the Pupil Premium grant and catch-up funding. We acknowledge the 'intersectionality' (Richardson 2013) of economic circumstances and that pupils may have a range of additional characteristics (the protected characteristics), which intersect and must be considered when measuring the impact of the Pupil Premium and Catch-up funding. We recognise that there are pupils who are not eligible for this funding but who might nevertheless require support and we make this available in appropriate circumstances.

Weston Favell Academy recognises that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child (UNCRC), The UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

The academy welcomes the general principles of UNCRC, which have regard for the needs of children and young people who are disadvantaged and vulnerable together with the needs of their parents and carers.

The Academy is actively responding to the emphasis by Ofsted on the importance of narrowing the gap in achievement, which affects vulnerable groups. Key personnel have been appointed and finance targeted to provide additional resources to support disadvantaged individuals and groups.

1.3 THE ACADEMY CONTEXT

- Weston Favell Academy is a large secondary academy serving an urban community with a growing population and high factors of deprivation.
- Mobility is significantly higher than national at 18% (8% nationally)
- The academy has a significant proportion of pupils whose first language is not English: 29% compared to 17% nationally.
- Recruitment and retention have historically been very challenging across a range of subject areas, including the core. This has led to many posts being filled by long-term and temporary supply in the past. For the second consecutive year, we begin the academic year with all posts filled by specialist teaching staff, further improving the quality of education.
- There are currently 1428 pupils on roll, including 140 in our 6th form.
- The academy deprivation indicator is Category 6 (the lowest nationally).
- Pupils with SEND comprise 12.6% of the academy cohort compared to 10.4% nationally. Those with a SEN Education, Health and Care Plan comprise 0.8% compared to 4.4% nationally.

1.4 PUPIL POPULATION BY CHARACTERISTIC

1.5 INCIDENTS

Behavioural databases (Class charts and CPOMS) record pupil adverse behaviour incidents, including prejudice and discrimination allegedly linked to protected characteristics. Action is taken to deal with the perpetrators, for example a fixed term exclusion for racial abuse.

1.6 RELEVANT POLICIES

Policies pertinent to equality and diversity are regularly reviewed. All the academy's policies fully embrace the spirit of equality and diversity.

Examples of such policies are Behaviour Policy; Admissions Policy; Safeguarding Policy; Tackling

Bullying & Harassment Policy; Recruitment and Selection Policy; Maternity Policy; Charging and Remissions Policy; Pupil Wellbeing Policy; Sex & Relationship Policy; Special Education Needs Policy and Accessibility Policy.

1.7 CURRICULUM ADJUSTMENTS

Throughout the academy, attention is paid to the individual needs of all pupils. Examples are pupils with special educational needs or a disability or extra provision for pupils eligible for Pupil Premium or Catch-up funding.

1.8 WHAT IMPACT HAVE WE ALREADY HAD ON PROTECTED CHARACTERISTICS EQUALITY IN OUR ACADEMY?

- Our admissions policy is inclusive.
- Different religious festival days are actively recognised and accommodated.
- Curriculum visits – financial assistance is made available to all pupils based on individual need. Extra-curricular activities are made available for all pupils and special support provided where required for participation.
- Adjustments are allowed to uniform, including PE kit.
- All roles/appointments within academy are open to all with appropriate skills and abilities.
- There are fair and transparent recruitment procedures.
- There are no age/gender specific advertisements for posts.
- Job application forms ask for declared protected characteristics. These are removed from information available to the selection panel. Reasonable adjustments are made for those declaring a need.
- Equal opportunity is promoted within all subjects.
- Data is analysed and interventions put in place to reduce the gender achievement gap.
- There is a full range of PE activities for all

All pupils are encouraged to take part in the corporate life of the academy. Support and encouragement are given to those pupils who find difficulty in adapting to life in a large comprehensive academy for example via the Academy Council Representatives.

Within curriculum materials across all subjects, there are positive images of all ethnic and cultural groups, disabilities and gender role models, religions, and cultures.

1.9 REASONABLE ADJUSTMENTS AND AUXILIARY AIDS

The principles of equality of opportunity and positive action have distinctive implications for disability equality, particularly in relation to the concept of reasonable adjustment and the provision of auxiliary aids and services.

The academy has a duty to make reasonable adjustments. Examples are:

- If provision/practice puts a pupil at a disadvantage in comparison to other pupils, an auxiliary aid or service is provided for that pupil to eliminate the barrier to learning, as far as it is reasonable to do so. Decisions to make reasonable adjustments and for the provision of auxiliary aids are made in consultation with parents/carers.
- Auxiliary aids and support are put in place for staff who require them.
- The whole academy is accessible to all pupils, staff, and visitors with physical disabilities.
- Accessible toilets and changing facilities are available at several points around the academy.
- Lifts in the main building give access for all to upper floors.
- All parts of the buildings comply with current legislation about disabled access and egress.

1.10 MECHANISMS FOR INVOLVEMENT

The academy ensures the following mechanisms are deployed to gain the views of pupils to inform our equality objectives:

- Representatives of all year groups on the academy council.
- Individual interviews with pupils involved in incidents of a discriminatory nature.
- Annual parent/carer, staff, and pupil surveys.
- Pupil feedback on the effectiveness of provision via input from peer supporters.
- Pupil involvement in policy creation via feedback from academy council and questionnaires.

The academy ensures that the following mechanisms will enable the views of staff to inform the equality scheme and objectives:

- Return to work interviews including supportive counselling and/or phased returns.
- Regular meetings with union representatives.

- Regular staff meetings with specific agenda items for example on child protection or changes to equality legislation.
- Individual discussions with staff as a part of formal appraisal arrangements.

The academy focuses on developing the involvement of pupils, staff, and parents with protected characteristics. It will consider varying the times, methods, and the venues for this involvement to ensure the best possible attendance and to ensure views can be heard.

1.11 ROLES AND RESPONSIBILITIES FOR IMPLEMENTING THE EQUALITY POLICY

The Head of School and Executive Principal:

- Demonstrates responsibilities under the Equality Act.
- Ensures that staff and parents are informed about the policy.
- Ensures that the policy is implemented effectively.
- Ensures staff have access to training to implement the policy.
- Liaises with external agencies regarding the policy so that the academy's actions incorporate the best advice available.
- Ensures that the SLT is kept up to date with any developments affecting the policy objectives and connected action plan.
- Provides appropriate support and monitoring for all pupils and specific, targeted pupils for whom the policy has direct relevance, with assistance from relevant agencies.
- Ensures CPD is inclusive of all staff and includes equality matters.
- Ensures recruitment, selection, and promotion of all staff (teaching and support), reflects fair and safe recruitment procedures.
- Ensures that the voice of all stakeholders including parent/carer voice, pupil voice and staff voice is considered when making decisions.

The Senior Leadership Team:

- Has responsibility for supporting other staff in implementing the policy.
- Provides a lead in the collection and dissemination of information relating to the scheme.
- Identifies good quality resources and CPD opportunities to support implementation of the scheme.
- With the head teacher, provides advice/support in dealing with any incidents/issues.
- Evaluates and reviews the objectives annually.
- Ensures coverage in the curriculum of equalities issues.
- Ensures the curriculum promotes pupils' SMSC awareness.
- Ensures the peer support programme within the academy promotes understanding and supports pupils who are experiencing discrimination or harassment.

People with specific responsibilities:

A list of people with specific responsibilities can be found in the annual equality report (Appendix 1)

Parents/Carers:

- Have access to the policy.
- Are encouraged to support the policy.
- Have the right to be informed of any incident related to this scheme, which could directly affect their pupil.
- Are informed of objectives, published every four years.

Academy Staff:

- Accept that this is a whole academy issue.
- Make known any queries or training requirements.
- Know how to deal with incidents of concern and how to identify and challenge bias and stereotyping.
- Know procedures for reporting prejudice driven behaviour, including incidents of discrimination on the basis of protected characteristics or any other grounds.
- Do not discriminate on the basis of protected characteristics or any other grounds.
- Keep themselves up to date with relevant legislation and attend training and information events organised by the academy or local authority.
- Ensure that all pupils have the opportunity to take part in all activities and have access to the full curriculum.
- Promote equality, diversity and British values through teaching, pedagogy, curriculum, and the learning environment and through relations with pupils, staff, parents, and the wider community.
- Support the implementation of equality objectives through key action points.

Pupils:

- Are made aware of the relevant parts of the policy, appropriate to age and ability.
- Are expected to act in accordance with any relevant part of the policy.
- Experience a curriculum and environment, which is respectful of diversity, difference, and British values, which prepares them well for life in a diverse society.
- Understand the importance of reporting discriminatory bullying on the basis of protected characteristics or other personal or family motivated incidents.
- Understand their role in supporting the implementation of relevant equality objectives.

1.11.1 Visitors

- Visitors and contractors are responsible for complying with the academy's equality policy – the principal deals with non-compliance.

1.12 EQUALITY OBJECTIVES

This scheme is supported by annually published equality objectives; their progress is monitored and evaluated by the governing body.

Our objectives are based upon:

- The evidence we have collected and published.
- Consultation with pupils, parents/carers, staff, and governors.
- National and local priorities and initiatives, as appropriate.

Progress in achieving these objectives is reviewed annually and new objectives are set at least every four years. The current objectives and progress can be found in the annual equality report in Appendix 1.

1.13 THE EFFECTIVENESS OF OUR SCHEME IS EVALUATED AND REFLECTED IN: **Evaluation:**

- The academy's self-evaluation.
- Analysis of data from incidents of bullying, harassment and behaviour collected by SLT and heads of year.
- Local authority reviews.
- Analysis of feedback from the pupil voice.
- Analysis of feedback from staff questionnaires.

Reflected in:

- The academy response to issues related to the protected characteristics.
- Appropriate resolution of any issues raised.
- Resolution of any issues to the satisfaction of the person raising them.
- Open and active commitment to the principles of equality in the curriculum and all procedures and activities for staff, pupils and others involved with the academy.
- The reputation of the academy.
- The number of parents/carers placing the academy as first choice in the local authority's admissions procedure.

1.14 REVIEW

This document will be reviewed annually.

2 PUBLIC SECTOR EQUALITY DUTY ANNUAL EQUALITY REPORT

SEPTEMBER 2021- AUGUST 2022

The equality vision, at Weston Favell Academy, is to ensure that all our pupils leave the academy as confident, articulate, and successful young people capable of meeting their full potential, no matter what

their circumstances. We aim to ensure all pupils gain the knowledge and experience they need to prepare them for the next stage of their education or training and for adult life.

2.1 DATA RELATING TO PUPILS

- 1428 pupils
- 54.41% boys, 45.59% girls (National 51% boys, 49.8% girls)
- 33.6% of pupils eligible for free academy meals (FSM) during the past six years. (National 28%)
- 11.6% of pupils whose first language is not English (National 17.1%)
- 12.6% of pupil with SEND support (National 12.1%)
- 0.9% of pupils have an EHC plan (National 3.3%)
- Sexual orientation of pupils – not recorded
- Faith of pupils – not recorded

Group	Proportion of Academy population
Male	54%
Female	46%
SEND	12%
Ethnicity	
White - British	53.5%
Any other White background	16.7%
Other Black African	5.1%
White and Black Caribbean	3.3%
Bangladeshi	2.7%
Refused	2.7%
Any other mixed background	1.9%
White and Black African	1.8%
Any other Black background	1.8%
Information Not Yet Obtained	1.8%
Indian	1.5%
Any other Asian background	1.4%
White and Asian	1.1%
Other ethnic group	0.9%
Pakistani	0.9%
Black - Somali	0.8%
First Language	
English	70.2%
Romanian	9.0%

Polish	3.2%
Russian	1.5%
Bengali	1.2%
Lithuanian	1.1%

Data for small groups are suppressed

2.2 ACADEMY OUTCOMES

2.2.1 Behaviour

SEND suspension rates are in line with national rates, but are higher than for non-SEND students

Boys are more likely to be suspended than girls, suspension rates for both are below national.

2.2.2 Bullying incidents

A very small proportion of bullying incidents are linked to protected characteristics.

Category	Incidents 2020-21
Bullying	13
Gender/Sexuality	1
Religion/Belief	0
Ethnicity/Race	0
Totals	14

2.2.3 Attendance

Attendance has improved across all groups this year.

Group	2022-2023	2023-2024
White - British	87.9	86.6
Any other White background	92.9	90.1
Other Black African	94.4	92.5
White and Black Caribbean	86.5	85.4
Bangladeshi	90.2	88.0
White and Black African	93.1	87.6
Any other mixed background	95.4	90.5
Any other Black background	93.8	84.8
Indian	95.5	94.0
Any other Asian background	93.8	90.0
Other ethnic group	89.6	87.1
White and Asian	92.4	93.9
Pakistani	96.3	92.6
Black - Somali	84.5	86.5
Black Caribbean		88.6
No SEN Status	90.7	83.8
SEN Support	83.7	82.0

2.2.4 Attainment and Progress

Progress gaps between groups are smaller than the national average, and are reducing year on year.

	2021			2020			2019		
	A8	P8	P8 gap	A8	P8	P8 gap	A8	P8	P8 gap
Boys	43.4	0.16	0.16	42.5	-0.36	0.36	36.0	-0.62	0.58
Girls	45.3	0.32		0	-0.0		40.1	-0.14	
WBRI	45.2	-0.1	0.83	43.1	-0.43	0.79	38.2	-0.62	0.69
Non WBRI	43.6	0.73		45.0	0.36		37.6	0.07	
SEND	37.8	0.06	0.36	28.0	-1.02	0.95	27.0	-0.92	0.82
Non SEND	46.3	0.30		48.5	0.07		43.5	-0.1	

3 EQUALITY OBJECTIVES for 2023-2027

We recognise that there are gaps for all groups in many measures of achievement and progress both internally and against national figures. Our objective is to work towards closing all gaps in outcomes for pupils. This is monitored in our academy improvement committee.

We have undertaken a thorough review of our materials and curriculum as well as training staff to recognise the need to plan and deliver all lessons and materials to meet our equality policy. Our publicity and marketing materials and our displays reflect our commitment to be an inclusive academy in all respects.

IT IS A REQUIREMENT OF THE PSED REGULATIONS TO CONSIDER NEW OBJECTIVES EVERY FOUR YEARS.

3.1 TO ENSURE THAT ALL MEMBERS AND STAFF ARE AWARE OF CURRENT LEGISLATION SURROUNDING EQUALITY AND DIVERSITY, AND UNDERSTAND THEIR INDIVIDUAL AND COLLECTIVE RESPONSIBILITIES

3.2 TO IMPROVE THE QUALITY AND FREQUENCY OF STAKEHOLDER INPUT INTO EQUALITY POLICIES

3.3 TO CLOSELY MONITOR AND RECORD INCIDENTS INVOLVING THE USE OF HOMOPHOBIC, SEXIST AND/OR RACIST LANGUAGE BY STUDENTS

3.4 COMMIT TO CLOSING GAPS IN ATTAINMENT AND ACHIEVEMENT ESPECIALLY FOR:

A. STUDENTS ELIGIBLE FOR PUPIL PREMIUM

B. STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

C. LOOKED AFTER CHILDREN

D. STUDENTS FROM MINORITY ETHNIC GROUPS.