

# Equality Objectives Statement

Weston Favell 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: March 2025

<b>Age</b>
<ul style="list-style-type: none"> <li>• Additional pastoral and academic support is given to pupils who are transitioning between phases (KS2 to KS3, KS3 to KS4 and KS4 to KS5). A targeted, bespoke programme of individual and group support is in place.</li> <li>• Transition into new year groups is carefully planned for all pupils and additional support is given to individuals with specific needs.</li> <li>• Recruitment and appointments process protects against discrimination on the basis of age.</li> </ul>
<b>Disability</b>
<ul style="list-style-type: none"> <li>• Accessibility across the academy is a priority and site plans support pupils/ adults who are wheelchair users.</li> <li>• Understanding of a range of disabilities is delivered as part of the PSHE curriculum programme</li> <li>• All staff have received specific SEND CPD training.</li> </ul>
<b>Gender re-assignment</b>
<ul style="list-style-type: none"> <li>• A member of the SLT has responsibility to research issues around supporting Secondary Age Transgender pupils.</li> </ul>



- Under the policy review programme, policies are adapted, where necessary to support transgender pupils/staff.

### **Marriage and Civil Partnership**

- As part of our PSHE curriculum, all pupils have an opportunity to cover relationships and marriage at an age and stage appropriate level.
- As part of home-school communication, the academy uses terminology used to best address the person a child lives with e.g. we use the term 'parent/carer' and do not assume marital status prefixes.

### **Pregnancy & Maternity**

- The RSE curriculum is delivered through age-appropriate content across all key stages.
- Risk assessments for pregnant staff are put in place as soon as we are informed – adaptations are made and reviewed as needed.

### **Race**

- We have used the GAT Equity, Diversity & Inclusion guidance (EDI) to increase the diversity of text used across the curriculum as part of the set texts for literacy.
- Our PSHE curriculum and extra-curricular programme has a pro-active approach to raise aspirations for all pupils.

### **Religion or Belief**

- As part of our RE curriculum, students are provided with opportunities to study a variety of different faiths and attend assemblies that are delivered by visitors from a range of faiths including question/answer sessions.
- Our RE Curriculum celebrates a range of beliefs/faiths with contributions from pupils who practise.

### **Sex**

- Our STEM curriculum and associated activities promote the involvement of girls.
- The range of texts used for literacy is monitored to pro-actively include a range of strong male and female lead characters.

### **Sexual Orientation**

- Staff, through safeguarding training, have received training around 'acceptable terms' and are aware of how to challenge derogatory language.
- A family support/Inclusion coordinator is employed. She is a trained counsellor supporting both pupils and their families.

## Cohort Profile

	Year Group	Total Number Pupils	% Boys	% Girls	% Disadvantaged	% Non Disadvantaged	% EAL	% Non EAL
KS3	7	265	55.47%	44.53%	39.62%	60.38%	28.68%	71.32%
	8	246	53.25%	46.75%	36.18%	63.82%	26.02%	73.98%
	9	271	52.40%	47.60%	36.16%	63.84%	35.42%	64.58%
KS4	10	293	53.92%	46.08%	35.15%	64.85%	28.67%	71.33%
	11	236	58.47%	41.53%	40.25%	59.75%	34.32%	65.68%
KS5	12	67	49.25%	50.75%	14.93%	85.07%	28.36%	71.64%
	13	51	62.75%	37.25%	23.53%	76.47%	27.45%	72.55%