



## **Weston Federation Equality Information and Objectives 2022-2026**

Welcome to the Weston Federation. This is a working document which will be monitored and reviewed annually.

### **Purpose of the Document**

The overall objective of the Weston Federation Equality, Diversity and Cohesion Policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities. The principles of this policy apply to all members of the extended school community – pupils, staff, governors, parents and community members. Partners and contractors are also expected to abide by the policy.

### **1. Policy statement**

Through this Equality, Diversity and Cohesion Policy, Weston Federation seeks to ensure that no member of the school community, or any person through their contact with the school, receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependents, disability, sexual orientation, gender reassignment, age, trade union or political activities, socio-economic background, where the person lives, or, spent convictions.

Equality and Diversity is more than just meeting legal obligations, or targets. It makes a difference to the lives of the people we serve, treating all people with dignity and respect, and recognising the value of each individual. This means an ongoing commitment to ensuring that our services meet the varied and individual needs of children and young people in our school. We will make sure that our employment practices are fair and promote equality. We will actively value the wide variety of lifestyles and cultures, locally and nationally. We will prepare children and young people for living in a diverse society with increasing global connections and controversial issues.

We will ensure that the principles of this policy are reflected in all our policies, practices, procedures and services and are part of everything we do.

a) In accordance with our Mission Statement and school values we pledge:

- to respect the equal human rights of all our pupils;
- to educate them about equality; and
- to respect the equal rights of our staff and other members of the school community.

b) We will assess our current school practices and implement all necessary resulting actions in relation to:

- ethnicity,
- religion or belief,
- socio-economic background,
- gender and gender identity,
- disability,
- sexual orientation, and age.

c) We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:

- ethnicity,
- religion or belief, and
- socio-economic background.

## 2. Statutory requirements

The equality objectives in Section 9 below address our duties under current equality legislation, up to and including the Equality Act 2010. The access plan in Section 10 below addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001. The community cohesion plan in Section 11 below addresses our duty under the Education and Inspections Act 2006.

## 3. Guiding Principles

These principles have been drawn from a specimen school policy for equalities prepared by the DCSF and we fully endorse and accept them.

**Principle 1:** All learners are of equal value All learners and potential learners are of equal value and benefit equally from school policies, practices and programmes, whatever their ability, background, gender or cultural identity.

**Principle 2:** Relevant differences are recognised. Treating people equally can mean treating them differently. Policies, practices and programmes do not discriminate, but may be differentiated to take account of differences of life experience, outlook and background, and in the kinds of barrier and disadvantage which people may face.

**Principle 3:** We foster positive attitudes, relationships and a shared sense of belonging Policies and programmes promote positive attitudes and interaction, mutual respect and good relations, an absence of harassment or prejudice-related bullying between people of different ability, background, gender or cultural identity.

**Principle 4:** Staff recruitment, retention and development. Policies and procedures benefit all employees and potential employees in recruitment, professional development and promotion. Steps are taken to positively promote equality, especially where there is evidence of inequality.

**Principle 5:** Current inequalities and barriers are addressed and reduced. In addition to avoiding or minimising possible negative impacts of policies and programmes, we take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist between people of different ability, background, gender or cultural identity.

**Principle 6:** Policy development involves widespread consultation and involvement. People affected by a policy or programme are consulted and involved in the design of new policies, and in the review of existing ones. Such consultation is both direct and through representative organisations, and is based on principles of transparency and accountability. It involves those who in the past have been excluded or disadvantaged, and who continue to face barriers:

**Principle 7:** Society as a whole benefits. Policies and programmes benefit society as a whole, locally, nationally and internationally, by fostering greater cohesion and greater participation in public life of people of different ability, background, gender or cultural identity.

#### **4. Community cohesion**

Children come from a diverse range of backgrounds. Socially children tend to come from the same socio – economic groupings, and there is little diversity in the range of ethnic and religious backgrounds. We have adopted a more explicit approach to multicultural teaching and learning in order to promote acceptance and tolerance towards the small number of pupils in our federation from different cultures and beliefs.

At Weston Junior Academy, 26.2% of children have Free School meals and 3.6% speak English as a second language. Approximately 12.9% of children are on the Special Needs register covering all four areas of need – communication and interaction, cognition and learning, physical and sensory and social, emotional and mental health needs. At the time this policy was written there are five “Looked After Children”. There were no permanent exclusions in the twelve month period preceding this document.

At Weston Infant Academy, 22% of children have Free School meals and 1.2% speak English as a second language. Approximately 18.5% of children are on the Special Needs register covering all four areas of need – communication and interaction, cognition and learning, physical and sensory and social, emotional and mental health needs. At the time this policy was written there is one “Looked After Child”. There were no permanent exclusions in the twelve month period preceding this document.

## 5. Responsibilities

One named governor David Alston takes the lead, but the governors as a whole are responsible for:

- drawing up, publishing and implementing the school's equality objectives
- making sure the school complies with the relevant equality legislation; and
- making sure the school Equality Scheme and its procedures are followed monitoring progress towards the equality objectives and reporting annually

The Principal is responsible for:

- making sure steps are taken to address the school's stated equality objectives;
- making sure the equality, access and community cohesion plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.

All staff are responsible for:

- promoting equality and community cohesion in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups; and
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities.

The Principal, Mrs J Birchall is responsible overall for dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for following relevant school policy.

## 6. Staff development

Staff undertake training and development in relation to equality and cohesion in terms of professional responsibilities as well as statutory requirements as and when appropriate. This may take the format of staff meeting updates or full training sessions when needed. All staff are given equal opportunity to take part in staff training and have access to courses appropriate to their professional development and responsibilities as well as statutory requirements.

## **7. Publication and review**

This Equality Scheme fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school governors publish it by making it available on request.

The scheme will be kept under regular review for four years and then replaced in April 2026.

## **8. How we conduct equality impact assessment**

As a school we carry out rigorous monitoring and analysis of all pupils and their progress each half term so that the Principal, SLT, subject leaders and class teachers can use the information to ensure the appropriate progress is made by all pupils regardless of race, disability, socio-economic background, belief or gender. Through analysis we are aware of any groups or individuals who are not making at least expected progress. Evidence of this analysis can be found in the Data file. Equality objectives identified by this process should be included in the three-year plan in Section 10 below, or in the School Improvement Plan as appropriate.

## **9. How we chose our equality objectives**

Our equality objective-setting process has involved gathering evidence as follows:

- i. from the monitoring and analysis of pupil progress in the identified groups.
- ii. from the Monitoring and evaluation evidence file, SEN files, Gifted and talented files, Vulnerable pupil information
- iii. from involving relevant people including pupil and parental surveys.

The Schools have gathered information to support the identification of some barriers to accessing education provision. We are clear we are collecting information which will inform our practice and ensure the impact of the school's policies on protective characteristics can be minimised. See information tables below.

The evidence was then analysed in order to choose objectives that will:

- i. promote equality of opportunity for members of identified groups
- ii. eliminate unlawful discrimination, harassment and victimisation, and
- iii. foster good relations between different groups in terms of ethnicity, religion or belief, socio-economic background, gender and gender identity, disability, sexual orientation and age.

### **Understanding the information**

- a. The School use the monitoring information gathered to identify whether there may be any gaps or potential issues for pupils in relation to the protected characteristics:

The focus areas are:-

Admissions

Attainment including access

Attendance

Exclusions

Prejudice related incidents

Additional Areas;

Religion and Belief

Age

- b. The School recognises that it has duties under the Equality Act in respect of the staff we employ. The School believes it is essential to maintain a diverse workforce who feels valued and able to realise their potential. We will measure the success of this by conducting surveys and/or through evaluation of the CPD programme.

**We will engage with our school community to ensure the objectives identified are the best ones for The School based on data analysis. The Equality Objectives for these are contained within the Improvement Plan and are monitored by the SLT and Governing Body. Note: small schools do not publish some information to protect confidentiality.**

**The School Community – Pupils** Number of Young People on Roll: **WJA: 225 WIA: 168**

| Ethnic Categories |  |                           |  |          |  |                            |  |
|-------------------|--|---------------------------|--|----------|--|----------------------------|--|
| White British     |  | White and Black Carribean |  | Indian   |  | Any other Black Background |  |
| Irish             |  | White and Asian           |  | Pakistan |  | Refugee                    |  |

|                             |  |                              |  |                            |  |                          |  |
|-----------------------------|--|------------------------------|--|----------------------------|--|--------------------------|--|
| Any other white background  |  | White and Black African      |  | Bangladeshi                |  | Asylum Seeker            |  |
| Traveller of Irish Heritage |  | Any other mixed background   |  | Any other Asian Background |  | Any Other Ethnic Group   |  |
| Gypsy/Roma                  |  | Chinese                      |  | Black Carribbean           |  | Information Refused      |  |
| White European              |  | Any other Chinese background |  | Black African              |  | Information Not obtained |  |

### Disability Categories

|                                   |  |  |  |                                 |  |
|-----------------------------------|--|--|--|---------------------------------|--|
| Not Collected                     |  | Needs Medication                           |  | Problems with ASD               |  |
| No Disability                     |  | Problems with Mental health and well being |  | Other Disability/Health Problem |  |
| Problems with mobility            |  | Problems with Communication                |  | Diabetes                        |  |
| Problems with Hand function       |  | Problems with Hearing                      |  | Epilepsy                        |  |
| Problems with Eating and drinking |  | Problems with Vision                       |  |                                 |  |

| Special Educational Need | Percentage | Actual Number |
|--------------------------|------------|---------------|
| No SEN                   |            |               |
| SEN School Support       |            |               |
| Statement/EHC            |            |               |

| Gender |  |
|--------|--|
| Girls  |  |
| Boys   |  |

| Religion and belief |  |           |  |           |  |                |  |
|---------------------|--|-----------|--|-----------|--|----------------|--|
| Anglican            |  | Christian |  | Methodist |  | Other Religion |  |

|          |  |                   |  |             |  |         |  |
|----------|--|-------------------|--|-------------|--|---------|--|
| Baptist  |  | Church of England |  | Muslim      |  | Unknown |  |
| Buddhist |  | Hindu             |  | Sikh        |  |         |  |
| Catholic |  | Jewish            |  | No Religion |  |         |  |

|                     |  |
|---------------------|--|
| Gender Reassignment | The school does not collect/have any information.<br>The school will seek support and guidance as appropriate. |
| Sexual Identity     | The school does not have any information.<br>The school will seek support and guidance as appropriate.         |

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| <b>Equality Objectives (focused on outcomes rather than processes)</b>  |
| Ensure that children arriving in school with little or no English are supported to make rapid progress in English to enable them to access the curriculum.  |
| Ensure that the curriculum reflects the schools religious and ethnic diversity whilst promoting fundamental British values  |
| Ensure that staff and the governing body are aware of current legislation surrounding diversity and equality and understands the schools responsibility   |
| To track and monitor disadvantaged groups throughout the school in both attainment and progress. This will inform provision and intervention and ensure vulnerable children who will not meet age related expectations are identified and support put in place to meet needs. |
| To raise attainment of more able pupils throughout the school and to promote access to all pupils to engage in extended school provision.   |