

Woodside Academy



Equality Objectives

***“We are committed to equality of opportunity for everyone. We want our children to learn positive attitudes so that they never limit the opportunities of others through stereotyping or intolerance”
from School Vision Statement “Excellence Through Opportunity”***

Our Commitment

Woodside Academy is committed to promoting equality, embracing diversity and ensuring that all members of our community have equal access to educational, recreational and social opportunities.

We welcome our responsibilities under the **Equality Act 2010** and are committed to meeting the requirements of the **Public Sector Equality Duty (PSED)**.

The Equality Act 2010 requires schools and academies, in the exercise of their functions, to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010;
- advance equality of opportunity between people who share a protected characteristic and those who do not; and
- foster good relations between people who share a protected characteristic and those who do not.

The protected characteristics under the Equality Act 2010 are:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex; and
- sexual orientation.

At Woodside Academy, we will:

- treat every individual with dignity, respect and equal value;
- comply with the Equality Act 2010 and the Public Sector Equality Duty;
- work proactively to prevent and address discrimination, harassment and victimisation;
- promote equality of opportunity for all pupils and staff;
- promote positive attitudes and respectful relationships across our academy community;
- take reasonable steps to remove or minimise disadvantages experienced by individuals because of a protected characteristic;
- ensure that pupils with SEND and disabilities are appropriately supported and able to participate fully in academy life;
- consider equality implications when developing and reviewing policies, procedures and practices;
- monitor relevant data to identify inequalities and areas requiring improvement; and
- regularly evaluate the effectiveness of our actions and interventions.

We recognise that equality is an ongoing responsibility and that our approach must respond to the changing needs of our academy community.

Equality Objective 1

To reduce prejudice-based incidents and promote a culture of respect, inclusion and belonging for all.

Why we have chosen this objective

Woodside Academy is a diverse community. Our pupils come from a wide range of cultural, linguistic, religious and social backgrounds. We value this diversity and recognise the contribution that different experiences, identities and perspectives make to our academy community.

We are committed to ensuring that every pupil and member of staff feels safe, respected, valued and able to participate fully in academy life.

We will therefore continue to develop pupils' understanding of equality, diversity and protected characteristics and ensure that prejudice-based behaviour is identified, challenged and addressed consistently.

To achieve this objective, we will:

- explicitly teach pupils about equality, diversity, respect and protected characteristics through the curriculum, including Religious Studies, PSHE, enrichment, assemblies and tutor time;
- promote positive representations of different cultures, identities, backgrounds and experiences throughout the curriculum and wider academy life;
- ensure that staff understand how to identify, record and respond appropriately to prejudice-based incidents;
- monitor behaviour and safeguarding data to identify patterns or groups that may require additional support;
- use restorative and educational approaches, alongside appropriate sanctions, to address prejudice-based behaviour;
- provide targeted pastoral support and interventions where pupils are affected by discrimination, prejudice or harassment;
- celebrate diversity through assemblies, enrichment activities, events and curriculum opportunities; and
- regularly review pupil and staff feedback to assess whether members of our community feel included, respected and valued.

Success measures

Progress will be monitored through:

- analysis of prejudice-based incident data;
- behaviour and safeguarding records;
- pupil voice and staff feedback;
- participation in equality and diversity activities;
- curriculum and pastoral reviews; and
- evidence of appropriate follow-up and resolution of reported incidents.

Equality Objective 2

To reduce differences in educational outcomes and ensure that all pupils, regardless of background or protected characteristic, have the opportunity to achieve their full potential.

Why we have chosen this objective

Woodside Academy is committed to ensuring that every pupil receives the support, challenge and opportunities they need to succeed.

We recognise that pupils may face different barriers to learning and achievement. These may be associated with disadvantage, SEND, disability, gender, ethnicity or other characteristics.

We will use robust assessment and achievement information to identify differences in progress and attainment and take appropriate action where gaps emerge.

Our approach will focus on removing barriers rather than making assumptions about individuals or groups.

To achieve this objective, we will:

- maintain high expectations for every pupil;
- use assessment and achievement data to identify gaps in progress and attainment between different groups;
- provide high-quality teaching and a knowledge-rich curriculum for all pupils;
- maintain a whole-academy focus on literacy and numeracy;
- identify and address barriers to attendance, engagement and achievement;
- provide appropriate additional support and intervention for pupils who require it;
- ensure that reasonable adjustments are made where required for pupils with disabilities and SEND;
- use pupil premium funding strategically to address identified barriers faced by disadvantaged pupils;
- monitor the impact of interventions and adapt provision where necessary;
- provide appropriate careers, guidance and enrichment opportunities for all pupils; and
- ensure that equality considerations inform curriculum, teaching, pastoral and intervention planning.

Success measures

Progress will be monitored through:

- progress and attainment data;
- analysis of outcomes by relevant pupil groups;
- attendance and persistent absence data;
- intervention and support reviews;
- SEND and pupil premium monitoring;
- pupil voice and engagement information; and
- regular reviews by academy leaders and governors.

Equality Objective 3

To increase participation in enrichment and extra-curricular opportunities so that all pupils have meaningful opportunities to develop their interests, talents and wider skills.

Why we have chosen this objective

We believe that education extends beyond the classroom. Participation in enrichment and extra-curricular activities can support pupils' confidence, relationships, wellbeing, resilience and wider personal development.

We recognise that some pupils may experience barriers to participation, including financial circumstances, SEND or disability, transport, confidence or other individual circumstances.

Our aim is to ensure that opportunities are accessible, inclusive and welcoming to all pupils.

To achieve this objective, we will:

- provide a broad and varied programme of extra-curricular and enrichment activities;

- offer activities at different times of the school day where possible, including before school, lunchtime and after school;
- provide opportunities across sport, the arts, academic subjects, performance, wellbeing and personal development;
- monitor participation to identify groups of pupils who may be under-represented;
- actively encourage pupils who face barriers to participation to engage in appropriate activities;
- make reasonable adjustments to support pupils with SEND and disabilities to participate;
- use pupil premium funding, where appropriate, to reduce financial barriers to participation;
- seek pupil feedback when developing and reviewing the enrichment programme; and
- celebrate pupils' participation and achievements in extra-curricular activities.

Success measures

Progress will be monitored through:

- participation rates in extra-curricular and enrichment activities;
- analysis of participation by relevant pupil groups;
- pupil voice and feedback;
- monitoring of barriers to participation;
- uptake of funded places where applicable; and
- the range and accessibility of activities available across the academy.

Monitoring and Review

The Equality Objectives will be monitored regularly by academy leaders and governors.

Progress will be evaluated using relevant quantitative and qualitative information, including pupil achievement, attendance, behaviour, participation, safeguarding information and feedback from pupils, parents/carers and staff.

Where monitoring identifies inequalities or emerging concerns, the academy will consider appropriate actions and interventions.

The Equality Objectives will be reviewed regularly to ensure that they remain relevant to the needs of the Woodside Academy community.

Publication of Equality Objectives

The Academy will publish its Equality Objectives on its website and make them available to pupils, parents/carers, staff and other interested parties. The publication of the Equality Objectives, together with information about the actions taken and progress made towards achieving them, will demonstrate the Academy's compliance with the Public Sector Equality Duty under the Equality Act 2010.

The Equality Objectives will be set for a three-year period and will be reviewed regularly to monitor progress and ensure that they remain relevant to the needs of the Academy community.

Progress towards achieving the Equality Objectives will be monitored by the Academy and reported through appropriate governance and leadership arrangements. Where necessary, the objectives and associated actions may be amended during the three-year period to reflect changes in the Academy's circumstances, pupil or staff profile, or relevant legislation and guidance.

At the end of each three-year period, the Academy will review its Equality Objectives, assess the progress made against them and publish a new set of Equality Objectives for the following three-year period. The current Equality Objectives and relevant information demonstrating the Academy's progress towards meeting them will remain publicly available on the Academy website throughout the three-year period.