

Wygate Park Academy

Equality and Diversity Policy (to include Public Sector Equality Duty)

Statement of Principles

The policy outlines the commitment of the staff, pupils and local governors of Wygate Park Academy to ensure that equality of opportunity is available to all members of the academy community. This policy also assumes all aspects of The Boston Witham Academies Federation Equality Objectives.

For our academy this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils, whilst celebrating and valuing the achievements and strengths of all stakeholders. These include:

- Pupils
- Staff
- Parents/carers
- Local Governing Body
- Multi-agency staff
- Visitors
- Students on placement

We believe that equality should permeate all aspects of academy life and is the responsibility of all stakeholders. All should feel safe, secure, valued and of equal worth and feel able to promote our academy mission statement of: *“working in partnership to raise achievement for all”*.

Equality is a key principle for treating all people fairly and creating a society in which everyone can fulfil their potential as stated in the Equality Act of 2010.

Every individual within our academy is special and matters to us all.

We aim to:

- Promote and develop a learning environment where children are relaxed, happy, secure and eager to learn and where each individual is respected and valued
- Give every individual the opportunity to develop to their full potential within a positive whole academy culture that is determined and committed to raising standards
- Develop basic learning skills for life through a highly engaging curriculum which promotes a healthy and active lifestyle
- Encourage children to become well-motivated, independent and self-disciplined individuals who are willing to make a positive contribution to all aspects of academy life

- Seek opportunities to work in partnership with our parents, carers and appropriate members of our community to help us achieve our goals.

Academy in Context

There is rarely a significant difference between the numbers of boys and girls on roll. Approx. 44% of our pupils speak English as an additional language. Approx. 10% of our pupils are in receipt of Pupil Premium funding. Approx. 16% of our pupils are on the SEND register, with a number of pupils accessing EHCPs.

Values

Our values are integral to all we do within our academy and our community. Our values are published on our academy website.

Learning Environment

There is a consistently high expectation of all pupils regardless of their protected characteristics. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils
- Adults in the academy will provide good, positive role models in their approach to all issues relating to equality of opportunity
- The academy should place a very high priority on the provision for special educational needs and disability
- We will meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work
- The academy must provide an environment in which all pupils have equal access to all facilities and resources
- All pupils are encouraged to be actively involved in their own learning
- A range of teaching methods are to be used throughout the academy to ensure that effective learning takes place at all stages for all pupils
- Consideration will be given to the physical learning environment – both internal and external, including displays and signage.

Curriculum

At Wygate Park Academy, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes, promoting positive attitudes and an understanding of equality and diversity
- Pupils will have opportunities to explore social and emotional issues relating to identity and equality
- Staff are mindful to ensure that all pupils have access to the full breadth of our curriculum by taking into account their cultural backgrounds, linguistic needs and learning styles
- All pupils have access to a well-planned curriculum which recognises attainment and achievement and promotes high rates of progression for all.

Resources and Materials

The provision of high-quality resources and materials within Wygate Park Academy is of the utmost priority.

Any resources purchased should:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of the academy community.

Language

We recognise that it is important at Wygate Park Academy that all members of the academy community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of groups identified at the beginning of this document
- Creates the conditions for all people to develop their self esteem
- Uses accurate language in referring to groups or individuals and challenges in instances where this is not the case.

Provision for Bi-lingual Pupils

We undertake at Wygate Park Academy to make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. These groups may include:

- Pupils for whom English is an additional language
- Pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- Use first language effectively for learning.

Personal Development and Pastoral Guidance

We will work with children and young people to ensure:

- Staff take account of protected characteristics
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations)
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination
- We recognise that perpetrators may also be victims and require support
- Positive role models are used throughout the academy to ensure that different groups of pupils can see themselves reflected in the academy community
- Emphasis is placed on the value that diversity brings to the academy community rather than the challenges.

Partnerships with Parents/Carers and the Wider Community

We will work with parents/carers to help all pupils to achieve their potential:

- All parents/carers are encouraged to participate in the full life of the academy
- Members of the local community are encouraged to join in academy activities as appropriate and immediate neighbours of the academy are informed of events which may impact parking and access at the beginning of each year to support positive relationships.

Roles and Responsibilities

- Our Local Governing Body will ensure that the academy complies with statutory requirements in respect of this policy and action plan
- The Head of Academy is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the Local Governing Body
- The Head of Academy has day-to-day responsibility for co-ordinating the implementation of this policy
- Our staff will promote an inclusive and collaborative ethos in the academy, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues;
- Be aware of the Equality Policy and how it relates to them
- Make known any queries or training requirements
- Behaving with respect and fairness to all members of the academy community
- All members of the academy community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour
- We will take steps to ensure all visitors to the academy adhere to our commitment to equality.

Monitoring

The academy will monitor throughout the 4-year period of the statement and report annually to the Local Governing Body.

As well as monitoring pupil performance information, we also monitor a range of other information relating to:

- Attendance
- Exclusions and truancy
- Sex, race, religion and belief, disability, sexual orientation or gender reassignment
- Parental involvement
- Participation in extra-curricular activities

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

The Boston Witham Academies Federation and Wygate Park Academy Equality Objectives 2020-2024

Targets	Success Criteria	Actions	Monitoring	Timescale
Trust Objectives				
<p>In all its central policy development, BWAFF will pay due regard to the equality duty.</p> <p>BWAFF senior leaders will ensure each policy contains information about the impact on equalities.</p> <p>BWAFF will provide training for key staff in the implementation of each policy.</p> <p>BWAFF Trust Board of Directors will ensure they hold senior leaders to account for ensuring central policy promotes the equality duty.</p>	<p>Improved reporting on equalities to the Board of Directors.</p> <p>Stakeholder groups recognises BWAFF's impact in implementing the equality duty to be of high quality.</p>	<p>Be clear that all policy development must consider the equality duty as policies are reviewed or created</p> <p>Carry out regular quality assurance checks on work in academies to ensure that academy leaders are acting in accordance with the relevant policies.</p> <p>Provide training to Directors, local governors and academy leaders if weaknesses in practice are found or there are new developments they should be aware of.</p> <p>Report annually to the Board of Directors on the quality of our work in this area and on any causes for concern that we may identify.</p>	<p>Trust Central team to report to the Trust Board annually.</p> <p>Reporting to be included as a standard agenda item on relevant committees.</p> <p>Assurance documentation to be amended to include reporting and progress against objectives.</p>	<p>Annual review with the aim of achieving the objectives in full by 2024</p>

Targets	Success Criteria	Actions	Monitoring	Timescale
<p>BWAF will promote equal opportunities for its entire workforce, tackling any issues of discrimination if it occurs.</p> <p>BWAF will regularly review the diversity of its workforce.</p> <p>BWAF will provide training for senior staff in promoting the equality duty.</p> <p>BWAF will tackle any unfair treatment and inappropriate behaviour, particularly those with protected characteristics, reporting experience of concern.</p>	<p>Improved understanding of the equality duty by employees.</p> <p>Improved understanding of the protected characteristics by employees</p>	<p>Continue to monitor and evaluate the impact of our recruitment practices.</p> <p>Increase awareness of equalities, diversity and inclusion through communications and training.</p> <p>Ensure that all new employees undertake equality training and all managers undertake training in the equality duty.</p>	<p>Trust Central team to report to the Trust Board annually.</p> <p>Review training provision and evaluation sheets to assess impact of training and how to adapt in future.</p> <p>Analyse staff questionnaires</p>	<p>Annual review with the aim of achieving the objectives in full by 2024</p>

Wygate Park Academy Objectives

Targets	Success Criteria	Actions	Monitoring	Timescale
<p>To ensure all pupils have equal access to extracurricular clubs</p>	<p>There are both lunchtime and after-school clubs on offer.</p> <p>There are a balance of school-led (charge for disadvantaged pupils supported by PP funding) and privately-led clubs.</p> <p>Attendance is monitored and absence followed up.</p> <p>The pupils attending clubs is monitored to evaluate diversity of application/allocation.</p>	<p>SLT/Office to create termly timetables</p> <p>Club leader to complete registers and alert office staff of absence.</p> <p>Office/SLT to evaluate whether pupils application/attendance is reflective of school population.</p>	<p>Application/attendance and repeated absence to be reported to SLT</p>	<p>Termly</p>
<p>To ensure disadvantaged pupils' attendance is at least national</p>	<p>Daily register checks ensure first day contact with all pupils.</p> <p>Attendance monitoring reflects improved attendance for disadvantaged pupils.</p>	<p>HoA/EWO to monitor attendance twice each half-term (more frequently more persistent absentees)</p> <p>EWO/Pastoral Team to provide parent support</p> <p>Attendance certificates and stickers to be in use and good attendance published on social media and celebrated in assembly</p>	<p>Report to LGB MET</p>	<p>Termly</p>

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