



# Wellington Lions Primary Academy

## Equality Information and Objectives Statement

At Wellington Lions Primary Academy, we believe that all stakeholders deserve to be treated with compassion, we recognise and understand the needs of diverse stakeholders, many of whose lives we will enrich and enlighten through their experiences in the classroom. We respect, acknowledge, and celebrate the different traditions and cultures; developing a community who contribute to school to enrich and enlighten all. Our community is at the heart of all of our decisions, ensuring it is a great place to learn and to work, creating a vibrant society with amenities for all age groups. We value difference and diversity, we want all to achieve no matter what their starting point, valuing the whole person over academic success. We seek to remove the barriers that prevent historically disadvantaged groups from realising their potential ensuring fairness and social justice. We will treat all staff, pupils, visitors and applicants for employment equitably. No one will be accorded less favourable treatment because of age, disability, race, sex, sex reassignment, maternity and pregnancy, family circumstances, marital/civil partnership status, race, religious beliefs, sexual orientation or trans status.

The school's general duties with regard to equality are under the Equality Act 2010:

- Eliminating discrimination.
- Fostering relationships between people who share a protected characteristic and those who do not.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any staff member, pupil, prospective pupil, or other member of the school community because of their:

- Sex.
- Age.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation
- Gender reassignment.
- Pregnancy or maternity.
- Marriage and civil partnership.



We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

We believe that a greater level of success and happiness from pupils and staff can be achieved by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel that they belong is a commitment of the school. This environment will be achieved by:

- Being respectful to all stakeholders.
- Always treating all members of the school community fairly, listening to any concerns that they may have.
- Developing an understanding of diversity and inclusion and the benefits it can have through a robust PSHE curriculum.
- Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school, regularly delivering the message through deliberate community activities and planned assemblies and lessons.
- Adopting an inclusive curriculum that is accessible to all that is regularly reviewed to ensure inclusivity, compassion and kindness and at the heart of what we do.
- Encouraging open-mindedness through learning, discussion and modelling the behaviours we expect to see.
- Challenging bias and calling it out when seen to ensure fairness for all.
- Ensuring policies and procedures take into account equal opportunities and these considerations form a key part of considerations prior to implementation or amendment of a policy.
- Promoting a culture where pupils, staff and parents feel able to share concerns and worries generally, but also particularly for those individuals who have a protected characteristic.

We are committed to having a balanced, diverse and objective curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered through a broad curriculum in a way that prevents discrimination and promotes inclusive attitudes. Pupils will be taught how to express their views in a way that allows them to develop their understanding of all concepts and topics.

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.



Our pupils are taught to be:

- Independent, to develop their own personalities and thoughts and to express them in ways that show kindness, compassion and respect for others.
- Celebratory of diversity, recognising that differences are to be embraced.
- Ambitious, not just for themselves but for the academy and the wider world.
- Inclusive. Treating all members of the community with respect, fairness and kindness. Ensuring that all pupils and staff can thrive in the environment; belonging to a community that supports and challenges its' members.
- Aware of what constitutes discriminatory behaviour and how to address, report or challenge this behaviour.

The school's employees will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.

The school's employees will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.
- Seek training if they need to improve their knowledge in a particular area.

Throughout the year, the school provides a variety of opportunities to celebrate diversity, including:

Planning events at all levels that celebrate and educate about differences and diversity.  
Inviting guest speakers to talk to pupils about diversity and delivering a series of opportunities for pupils and staff to share their views, contribute to the ethos and values of the school.  
Incorporating lessons about diversity into the curriculum.

We do not discriminate against staff with regard to their:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.



## School Objectives:

1	Remove all barriers to participation to ensure that all staff and pupils can play a full part in school life.
2	Educate all staff and pupils to ensure that they are aware of their role in ensuring they are aware of their responsibilities in advancing a culture of equality and inclusion.
3	Equality is reflected in all of our curriculum, teaching and learning, behaviour and attendance policies to ensure that all pupils have an excellent experience in the school.
4	Analysis of all data, behaviour, QA, staff and pupil voice, attendance, results is designed to constantly review and develop policies to ensure that inclusive practice is at the heart of everything we do.

Objective 1:	Remove all barriers to participation to ensure that all staff and pupils can play a full part in school life.
Actions:	<ul style="list-style-type: none"><li>Ensure that the school's commitment to equality is evident in its admission procedures.</li><li>Develop further the school's employment policies and procedures in order to provide a barrier free environment for recruitment and employment.</li><li>Ensure that where practicable, all new and existing school buildings are accessible to all staff and pupils</li></ul>
Evidence:	<ul style="list-style-type: none"><li>Admission procedures</li><li>Diverse, non-stereotypical images in all marketing materials</li><li>All applicants receive full and fair treatment and are considered solely on their ability to do the job.</li><li>All applicants for employment who have a disability and who meet the essential criteria are invited for interview.</li><li>Availability of information about vacancies in alternative formats (large print, audio).</li><li>Planning documentation.</li><li>Wheelchair access wherever possible to all areas of the school.</li><li>Provision of footstools in science labs for pupils with disabilities.</li><li>Provision of study / social space for pupils with disabilities.</li><li>Contractors employed by the school are aware of the school's expectations regarding equality.</li></ul>
Responsible:	Senior Leadership Team Local Governing Body



Objective 2:	Educate all staff and pupils to ensure that they are aware of their role in ensuring they are aware of their responsibilities in advancing a culture of equality and inclusion.
Actions:	<ul style="list-style-type: none"> <li>Integrate appropriate forms of on-going training on equality and community cohesion issues into the school's staff development programme.</li> <li>Provide opportunities for pupils and their families to interact positively with people from different backgrounds and communities and provide extended services which make a positive contribution to the community.</li> <li>Provide a clear and coherent learning experience for all pupils which enable them to understand others, value diversity and human rights, and participate responsibly in their communities</li> </ul>
Evidence:	<ul style="list-style-type: none"> <li>The school's staff development programme.</li> <li>Training for new teachers in providing reasonable adjustments (e.g., handouts, board work, use of voice) and in how to approach the possible differences in learning needs.</li> <li>Raised awareness of new staff of the range of disabilities and associated technical terms.</li> <li>All new staff to complete Equality Training on National College.</li> <li>Curriculum provision/documentation.</li> <li>Provision of activities.</li> <li>Assemblies involving members of different communities.</li> </ul>
Responsible:	Senior Leadership Team Local Governing Body

Objective 3:	Equality is reflected in all of our curriculum, teaching and learning, behaviour and attendance policies to ensure that all pupils have an excellent experience in the school.
Actions:	<ul style="list-style-type: none"> <li>Provide a broad and balanced curriculum that meets all pupils' needs.</li> <li>Evaluate the quality teaching and its impact on the learning of all protected characteristic groups.</li> </ul>
Evidence:	<ul style="list-style-type: none"> <li>Evaluation of the quality of the curriculum – its match to pupils' needs – and improvement over time.</li> <li>The school's own evaluations of the quality of teaching External evaluations of the quality of teaching.</li> <li>The views of pupils, parents and staff of the quality of teaching Analysis of pupil progress by subject, cohort, pupil group and teaching group.</li> <li>The effective strategies for improving teaching: identifying and using best practice; monitoring and acting on the findings; coherent CPD (including coaching, training (inc Child Protection), mentoring, curriculum development, and tackling underperformance), systematic performance management.</li> </ul>



	<ul style="list-style-type: none"><li>Additional documentation including: curriculum documents, PSHE curriculum, assembly schedule, CPD schedule, Teaching and Learning Policy, SEND Policy, Quality Assurance schedule.</li></ul>
Responsible:	Senior Leadership Team Local Governing Body
Objective 4:	Analysis of all data, behaviour, QA, staff and pupil voice, attendance, results is designed to constantly review and develop policies to ensure that inclusive practice is at the heart of everything we do.
Actions:	<ul style="list-style-type: none"><li>Review and analyse all data relevant to improving practice.</li><li>Respond to trends and patterns in the data to review our practice.</li></ul>
Evidence:	<ul style="list-style-type: none"><li>Pupil progress meetings.</li><li>Prior and current attainment data.</li><li>Quality assurance schedule.</li><li>Behaviour data analysis.</li><li>Attendance data analysis.</li><li>SEND reports.</li><li>Local Governing Body reports.</li></ul>
Responsible:	Senior Leadership Team Local Governing Body