



West Row Academy

Equality Statement

2022-2023



WEST ROW ACADEMY

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The Equality Act 2010 applies to maintained and independent schools in England and Wales and covers all aspects of school life related to how a school treats pupils, parents and carers, employees, volunteers and all members of the school community. It requires the school to report on how we are showing due regard to inequalities within our school and meets our legal duties in committing to:

- Eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct.
- Advance equality of opportunity between those who have a protected characteristic and those who do not.
- Foster good relations between those who share a protected characteristic and those who do not.

The Equality Act explains that the second aim (advancing equality of opportunity) involves, in particular, having due regard to the need to:

- Remove or minimise disadvantages suffered by people due to their protected characteristics.
- Take steps to meet the needs of people with certain protected characteristics where these are different from the needs of other people.
- Encourage people with certain protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

In meeting this aim, the school has two specific duties:

- To publish information to show how we are complying with the Equality Duty
- To publish measurable equality objectives.

The Eastern Multi-Academy Trust as the governing body of the school outlines how it complies with these in regard to adult members of the school community to which all trust schools are compliant; this statement outlines the bespoke approach taken by the school to ensure that they are meeting the needs of the school's population.

Protected characteristics

The Equality Act defines nine protected characteristics, of which the following are most applicable with West Row Academy in relation to its pupils and are considered within the educational provision provided:

- Age
- Sex
- Disability
- Race
- Religion and Belief
- Sexual Orientation and Identification

School Context:

The school collects information about pupils upon enrolment which enables it to publish the following breakdown of the 226 pupils currently on roll. It should be noted that we have a transient population and whilst this information is true on publication it can change quickly.

- Age – Pupils are aged from 4 to 11 years of age. Our Reception cohort is up to 45 pupils. The numbers fluctuate throughout the school. Because of this, we review our class structure each year.
- Sex – the school population is comprised of 56% of boys and 44% girls.
- Disability – The Equality Act 2010 defines a disability as 'a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities'. In this sense,

the school would view all pupils who currently have a Special Educational Need and/or Disability due to an impairment in their learning within this group. It should be acknowledged, particularly considering the age of our pupils, these impairments may not be 'long-term' and therefore, their inclusion within this group may change as they progress throughout the school. Currently 14% of our pupils are registered as having a significant impairment in their learning.

- Race – 42% of pupils are registered as White British; the remaining 11% is comprised of other ethnic backgrounds.
- Religion and Belief – 49% of pupils are recorded as having no religion or not wishing to share this information.
- Sexual Orientation or Identity – the school does not collect information on this characteristic.

Pupil Premium Pupils including Look After Children

At West Row Academy, 19% of pupils have factors within their home setting that may impact their ability to have equality of education and may result in additional challenges within their learning. Whilst, this pupil cohort is not stated within the Equality Act (2010), measures are taken to address this inequality.

School Context

Our Equal Opportunities Policy, behaviour policy incorporating our anti-bullying policy and Anti-Racism Policy state how the whole school community works together to eliminate all forms of discrimination, harassment and victimisation.

Policies are reviewed regularly and are available to view on the school website. The Governing Body monitors school policy and practice annually. Our Academy Development Plan incorporates areas of inequality shown through our data or communicated to us by members of the school community.

How the School Advances Equality of Opportunity:

Policy

Our Equal Opportunities Policy, Behaviour Policy and SEN Policy state how the whole school community works together to eliminate all forms of discrimination, harassment and victimisation. Incidents relating to discrimination are recorded in a detailed log and reported to both the Local Authority and Governors.

Policies are reviewed regularly and are available to view on the school website. The Governing Body monitors school policy and practice annually.

Our Academy Development Plan incorporates areas of inequality shown through our data or communicated to us by members of the school community.

Curriculum

Aspects of our whole school curriculum are designed to ensure that equality is taught in line with supporting British Values education.

- PHSE topics are deliberately included throughout the school's curriculum to ensure our pupils are educated about the diversity of British society including lessons from Educate against Hate and School's Out LGBT Association, as well as a focus on how to debate rather than argue.
- Within the Geography curriculum, the children are purposely taught about the cultures from around the world.
- The RE curriculum also plays a central role in which key questions about faith are explored in addition to a RE-focused day each year in which minority faith educators visit the school to enhance our children's understanding.
- The current Sex and Relationship objectives were revised in 2019 (currently under review) specifically to ensure that the school was teaching more about sexual equality and also making Relationships

Education compulsory for all pupils receiving primary education. This guidance also sets out the rights of parents/carers to withdraw pupils from sex education (but not Relationships or Health Education).

- Beyond the formal curriculum, within the school's ethos and values and through our involvement with the local community in order to widen their understanding of society for example collecting, sorting and delivering to the local food bank.

Differentiation

- Reasonable adjustments within the school or learning environment are made to support those with specific needs or protected rights. The school's uniform policy outlines preferred uniform however, individual allowances are made for those who request them.
- Additional health, intimate care and behaviour plans are used with a number of children to ensure that full participation in school activities is possible.

Measurable Actions Reported to Governors

As per the school's duty, equality information is reported regularly to the school council relating to academic achievement, activity participation, attendance and behaviour linked to key action in which the school actively aims to promote equality within the school.