



The Wellington Academy

Equality Information and Objectives Statement

At the Wellington 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 transsex 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. Students 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 students 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 students 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.



Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures and internal processes are non-prejudicial, whether they result in warnings, dismissal, or any other form of sanction.

As an Academy we work tirelessly to ensure that all voices can be heard, and all groups are represented. Through our work with the LGB we are constantly receiving the support and critical analysis to ensure that our policies and procedures are robust and ensure that all members of the community are treated with respect and are subject to no discrimination or prejudice. Specific staff are employed to ensure that our students from service backgrounds are supported to feel part of the community and to work with them and their families to ensure that there are no barriers to learning and opportunities for them within the academy and the wider community. Additionally, we have a dedicated team working with our SEND students to ensure that they have the ability to access all areas of the curriculum and to thrive in the environment. For these students adaptations can be made to ensure that there is equity in their education and their ability to contribute their voice and talents to all areas of academy life. For students from a disadvantaged background, there is a dedicated member of SLT tasked with removing barriers and working with families to remove the learning gap and encourage success. Regular student voice surveys and the development of the student leadership team ensures that we are able to respond to the needs and feelings of our student community.

For our staff, we have developed a culture of openness and honesty that encourages discussion and dialogue. Alongside this regular staff surveys ensure that all staff can be honest about their feelings and any issues that they perceive in the academy.

For all groups, strategic action plans exist to ensure that any barriers to learning including but not restricted to: specific needs, economic factors, cultural factors, mobility, gender, are identified and planned for.

Prejudice of any kind is not tolerated within the academy and all staff, governors, leaders and students are committed to eliminating any discrimination and educating themselves and each other on how to recognise, respond to and eradicate any such behaviours that directly contravene the values and ethos of the Academy.

Academy Objectives:

1	Remove all barriers to participation to ensure that all staff and students can play a full part in academy life.
2	Educate all staff and students 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 students have an excellent experience in the academy.
4	Analysis of all data, behaviour, QA, staff and student 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 students can play a full part in academy life.
Actions:	Ensure that where practicable, all new and existing school buildings are accessible to all staff and pupils Ensure that all staff and students are physically supported to engage with school life
Evidence:	Planning documentation Wheelchair access wherever possible to all areas of the school Provision of study / social space for pupils with disabilities Contractors employed by the school are aware of the school's expectations regarding equality Ensure that students have access to everything that they need to ensure that they can participate in the academy day Complete risk assessments for any students or staff with specific barriers or difficulties Complete health care plans for any students or staff with specific medical/mental health needs
Responsible:	Leadership Team LGB



Objective 2:	Educate all staff and students 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:	<p>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 community.</p> <p>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.</p> <p>Integrate appropriate forms of on-going training on equality into the school's staff development programme which ensure that all T&L is inclusive and adaptive.</p>
Evidence:	Curriculum documentation PSHE curriculum Assembly Schedule Enrichment plan CPD programme for staff Pupil Passports T&L Policy SEND Policy
Responsible:	Leadership Team LGB

Objective 3:	Analysis of all data, behaviour, QA, staff and student 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:	Review and analyse all data relevant to improving practice. Respond to trends and patterns in the data to review our practice.
Evidence:	Exam review meetings RS Action Plan QA Schedule and analysis Behaviour data analysis LGB reports
Responsible:	Leadership Team LGB



Objective 4:	Equality is reflected in all of our curriculum, teaching and learning, behaviour and attendance policies to ensure that all students have an excellent experience in the academy.
Actions:	Provide a broad and balanced curriculum that meets all pupils' needs. Evaluate the quality teaching and its impact on the learning of all protected characteristic groups
Evidence:	Curriculum documentation PSHE curriculum Assembly Schedule Enrichment plan CPD programme for staff Pupil Passports T&L Policy SEND Policy Exam review meetings RS Action Plan QA Schedule and analysis
Responsible:	Leadership Team LGB