

Equality Objectives

2023-2027

Introduction

The Wells Academy seeks to promote equality and we celebrate the diversity within our community. We welcome the public sector equality duty as set out in the Equality Act (2010).

What is the duty?

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

What are the protected characteristics?

The Equality Act 2010 was introduced to ensure protection on the grounds of specific characteristics (referred to as protected characteristics). For schools, this means that it is unlawful to discriminate against students or treat them less favourably because of their sex; race; disability; religion or belief; gender reassignment; sexual orientation; pregnancy or maternity. Marriage and civil partnerships and age are also 'protected characteristics'. These apply to staff but not students in schools.

Our Equality Policy

Our Equality Policy contains information about how the academy complies with the Public Sector Equality Duty.

Data

The Wells Academy data which links to our equality objectives can be found here: <https://www.find-school-performance-data.service.gov.uk/school/147456/the-wells-academy>

Our Equality Objectives 2023-2027

Our Equality Objectives reflect the academy's priorities and draw upon available data and other evidence. Careful analysis of this is undertaken in order to ensure that we are working to achieve improved outcomes for different groups.

Objective 1

To use performance data to monitor student achievement and respond to variations between groups of learners, subjects, courses and key stages, trends over time and comparisons with other schools. In particular, we will seek to further improve the progress made by boys at GCSE whilst ensuring that the progress of girls continues to be promoted.

Objective 2

To foster good relations between different groups through the PSHE programme.

Objective 3

To challenge stereotypes that can deny opportunities to students through option and careers guidance.

Objective 4

To ensure that SEND students continue to enjoy access to the full curriculum at Key Stage 3 and are supported to achieve appropriate outcomes at Key Stage 4. Through a variety of activities and supported learning, SEND students will be able to enjoy access to a full, ambitious and enriched curriculum.

Objective 5

To ensure that all students' individual needs and differences are reflected in all areas of safeguarding and that our safeguarding responses are always measured to meet the needs of individual students.

Annual update: 2023**Objective 1**

Performance data shows that variations between key groups of students are areas to focus on for the next academic year. For example, the summer 2022 Progress 8 scores of boys (-0.75) and students on Free School meals (-0.6) both indicate that these groups of students need to be supported to narrow the gap. Higher achieving students (HAPS) achieved a Progress 8 score of -1.07 which indicates that further stretch and challenge is required.

From the initial summer 2023 results, key groups including students with SEND and students identified as Pupil Premium are not achieving as highly as their peers, and so focused support will be built into academy plans for the 2023-2024 academic year.

Objective 2

The PSHE and RSE programmes have undergone a consultation with families and a relaunch in September 2022, to ensure a robust and coherent approach to promoting healthy relationships between all groups of students. The programme of study can be found here: <https://www.thewellsacademy.org/page/?title=RSE+Relationships+and+Sexual+Education&pid=102> The 2023 Ofsted inspection report states: *Leaders have ensured that there is a well-thought-out programme for pupils' personal development. Pupils learn about healthy lifestyles and how to be safe. They learn about different faiths, cultures and equality. They know to treat others with respect. Pupils benefit from a well-planned careers programme. This prepares them well for their next steps.*

Objective 3

Our careers programme has been benchmarked to ensure that it meets the 8 Gatsby benchmarks and that our most vulnerable students are prioritised for one-to-one advice and guidance and additional small group support, to ensure positive destinations. Due to published destination figures have a time lag of 2 years <https://www.find-school-performance-data.service.gov.uk/school/147456/the-wells-academy/secondary/pupil-destination>, there is currently no externally verified data available however internal data for summer 2023 suggests that destinations have been successfully secured and maintained for the vast majority of students. In addition to this, the academy has also secured the Career Mark during the 2022-2023 academic year.

Objective 4

SEND students access the full curriculum at Wells Academy. Those with reading ages receive additional support to enable them to access texts. The impact of the Academy's work on the outcomes of students with SEND are positive: in summer 2022, 56% of students on the SEND register with a 'K' code achieved a positive Progress 8 score and 50% of these students achieved both Maths and English at grade 5 or better. A focus of our work in 2023 will be to ensure that the outcomes of students with EHCPs is equally positive.

Objective 5

An external safeguarding audit in autumn 2022 provides evidence of the secure safeguarding policy and culture that is securely embedded at The Wells Academy. Staff training in autumn 2023, the training of additional Designated Safeguarding Leads (DSLs) and the migration onto a common, Trust-wide recording system, means that our safeguarding responses are always measured to meet the needs of individual students. The 2023 Ofsted report states: *The arrangements for safeguarding are effective. Leaders have ensured that there is a strong culture of safeguarding in the school. Staff are well trained. They know the risks that pupils may face. There are clear procedures for reporting concerns. All staff understand these.* In September 2023, a new student voice reporting system has been launched to allow students to reach out to report concerns, or to share their worries to allow for early intervention by staff at the academy.

