



Public Sector Equality Duty Audit

Waddington Redwood Academy

Reviewed by: F Kent

Reviewed: June 2023

The Priory Federation of Academies Trust (The Trust) will adhere to the requirements of the Equality Act 2010 by not discriminating against all stakeholders with which the organisation may be working with on the grounds of any protected characteristic.

Please refer to the Federation's Public Sector Duty audit for all actions and work relating to staff.

The Trust's Equality Objectives for 2021-2025 are:

1. To cascade and embed ongoing equality and diversity training across the Trust, using our existing support frameworks to continue to improve understanding and to help eliminate discrimination.
2. To promote and monitor the involvement of all groups of pupils, and specifically those with protected characteristics, in the extra-curricular life of all the academies within the Trust.

The context in which the Academy works:

Waddington Redwood Primary Academy is an average sized primary school with a one and a half form entry with approximately 304 pupils on roll. In September 2018, the school converted to an academy and joined the Priory Federation of Academies. The Academy is committed to improvement through evidence-based research. The Academy works in partnership with Trust schools both primary and secondary. In addition, we are part of a Learning Partnership and work with local infant and primary school clusters. The academy also has strong links with the local community, including the Children's Centre, Lincolnshire College and Spring Oscars.

The Academy serves a mainly white British population from the local areas of Waddington, Brant Road and Bracebridge, although some children do come from further afield.

Category	Academy % (Nov 2022)	National % (2021-22)
SEND	13.16%	12.6%
EHCP	2.63%	4%
Disadvantaged (PP, FSM,LAC,PLAC)	13.82%	22.5% (FSM)
EAL	1.64%	19.5%

At the last Ofsted inspection in January 2023, the academy was graded as 'Good' and arrangements for safeguarding were effective. The academy has received external recognition through the Primary Science Quality Mark in 2022.

The characteristics protected by the Equality Act are:

1. Age*
2. Disability
3. Gender reassignment
4. Marriage and civil partnership*
5. Pregnancy and maternity
6. Race
7. Religion or belief
8. Sex
9. Sexual orientation

*These characteristics apply to the Trust as employers, but not in relation to our provision for pupils.

What do we do in order to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between individuals who share a protected characteristic and those who do not?

Map to evidence/examples/records kept.

- Disability groups and pupils' SEN families are consulted on provision for access to the Academy. How?
- Racist/bullying incident reporting ensures that any incidents reported are reviewed and addressed appropriately. Opportunity is provided to evaluate the impact of actions and lessons learned. The Academy's monitoring indicates that there is a low level of incidents and no trends apparent. It is monitored by the LGB who hold the Headteacher to account. The supporting data is demonstrated in the Priory Profile, My Concern and LGB Minutes.
- Take-up of activities/ clubs is monitored, and some clubs are provided to support targeted groups (such as girls' football club).
- PSHE and RE curriculum is reviewed to ensure that it not only meets statutory requirements but encompasses a range of faiths and protected groups proactively. (Present in our curriculum map)
- Strategies in place to engage under-represented groups. A clear focus on girls' football and girl's maths groups.
- Accessibility Plan ensures that the needs of all pupils and staff are considered and encompassed positively within the Academy's provision.
- PSHE curriculum encompasses equality and diversity within personal development, including developing pupils understanding of equality and diversity and positive ways to develop this.
- RHE curriculum is aligned to the Government guidelines and supports equality of opportunity, e.g., providing LGBTQ+ friendly examples used throughout relationship education in an age-appropriate way.
- Academy/ Trust values through our assemblies reflect equality and in particular respect of others.
- The whole Academy assembly focus is wide and encompassing, allowing opportunity for pupils to explore planned themes (relating to RE, RSE and personal development themes).
- British Values ethos and focus through the whole Academy's personal development focus. Also, elements of British Values are explored and linked to PSHE/RHE curriculum encompassing equality and diversity themes and allowing opportunity for pupils to gain greater understanding of others.
- Additional needs are considered to ensure access is equal including National testing arrangements, trips including residential, as well as day to day access.
- Family and pastoral support provides a greater understanding of a pupil/family's personal circumstances that may not be included within MIS information. By liaising with families, additional support can be planned for as well as wider understanding of the community we serve (examples of this could be disability within the family or pregnancy/maternity).
- Our feedback from parent/carer's indicate that our responses are welcomed and supportive.
- The academy's curriculum reflects and celebrates diversity promoting individuals' rights.
- Open door policy allows a greater level of communication and, if required, additional support to all.
- Visiting speakers who promote equality – e.g., Visitors of different faiths to those of the pupils - this is linked to the curriculum and the curriculum map. Visitors from Christian faiths visit termly to support Christian worship assemblies and visitors from the Hindu faith visit to enrich children's understanding of the faith.
- Visits to places of worship - pupils have visited local churches and Lincoln Central Mosque and Cultural Centre.
- The Academy maintains records of languages spoken on our MIS system which staff can access to ensure that reasonable adjustments can be made, if required. For example, if letters need translating, interrupter at meetings etc...

What do we do to engage with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations?

Map to evidence/records kept.

- The parents of pupils with disability and/or SEN are consulted on provision for access to the Academy - through questionnaires
- Transition arrangements for all pupils into the academy, from year group to year group, as well as the final transition to secondary school ensures the effect of transition is considered equally for pupils including transfer of information and personal information.
- The pupils are involved as much as possible with the process. Additional transitional sessions planned for pupils with a variety additional needs SEND/consideration.
- There is the expectation that all pupils have the right to, and do, represent their peers at the Academy Council meetings.
- Diverse offer of religious celebrations acknowledged and opportunities to widen pupils' understanding. Please see curriculum map on the website <https://www.redwood.lincs.sch.uk/page/?title=Curriculum+Long+Term+Breadth+Maps&pid=109>
- Pupil voice collected feedback is analysed. We then act on any areas where we need to make improvements e.g., girls asked for a separate football club.
- Parent/carer voice collected - feedback is analysed. We then act on any areas where we need to make improvements e.g., reorganising the booking system for parents evening so that parents with children with a disability can have a double slot.
- Academy events – In order to be inclusive, we provide headphones and a quiet area on disco nights, during mental health week, we had a visit from a disabled dog and children learned about how Pumpkin was supported in everyday life, during whole school assemblies, we will silent-clap if there are children who are sensitive to noise.
- Faith leaders deliver assemblies/workshops – this is shown within our curriculum map
- Visits to care homes –These experiences provide children with the opportunities to create connections and understand the needs of their local and wider community.
- Visits from war veterans –These experiences provide children with the opportunities to create connections and understand the needs of their local and wider community.
- Visits to places of workshop –These experiences provide children with the opportunities to create connections and understand the needs of their local and wider community.
- Collaborative working e.g., JRSO, JHSO; these experiences provide children with the opportunities to create connections and understand the needs of their local and wider community.

How effective are we at eliminating unlawful discrimination, harassment and victimisation, advancing equality of opportunity and fostering good relations?

Map to evidence/records kept.

- At the point of review the academy has low rates of bullying/discriminatory incidents.
- PSHE delivered effectively and proactively - feedback from pupil surveys say that children feel safe in school and our OFSTED inspection outcome in Jan 2023 was good.
- At the point of review the academy has low rates of permanent exclusion - in general for all groups of pupils
- Pupils with SEND achievement - Pupils with SEND make good progress from their starting point.
- High levels of participation in visits/extra-curricular activities - within all groups included protected groups. We risk assess pupils with disabilities to ensure that they are safe and supported on **school** visits.
- Range of opportunities for all – monitoring to ensure access.

- To ensure good relationships are fostered the following takes place:
- Family support e.g., EHAs/TAC/CIN
- Events to support the gathering of Parent/Carer voice (parents' evening/ surveys/SEND-additional needs reviews)
- Pupil voice/Pupil groups (Academy Council/ Class/Year/Whole Academy Assembly/ Pastoral support programmes including intervention provision/ ELSA/Counselling/Surveys/clubs) is this for pupils in the protected groups?
- Staff voice (Surveys/Supervision sessions/ Meetings)

Next Steps:

- To address any gender differences in the outcomes across the academy e.g., the reading and writing levels of male pupils.
- To promote and monitor the engagement of all groups of pupils, and specifically those with protected characteristics, in the extracurricular life of the academy.