



Equality Information & Objectives

2026 – 2030

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Date agreed by Governors:	October 2026
Date to review:	October 2030

‘LEARNING FOR LIFE’

At Whiston Willis Primary Academy, we are a safe, happy and inclusive community where everyone is valued, respected and celebrated. We embrace difference and promote equity, ensuring that every child feels a strong sense of belonging and has the support, opportunities and encouragement they need to thrive.

We have high expectations for every child and are committed to enabling all pupils to reach their full potential academically, socially and emotionally. Through an ambitious, inclusive and engaging curriculum, we develop knowledge, skills and understanding while nurturing curiosity, confidence, independence and a love of learning.

We believe that every child should have a voice. Through purposeful talk, active listening and respectful dialogue, we empower our pupils to express their ideas, listen to others, challenge themselves and participate confidently in their learning and the wider world.

We are committed to developing the whole child. Through positive relationships, shared values and a strong sense of community, we support our pupils to become resilient, respectful and compassionate individuals who understand their responsibilities towards others and approach their future with a strong moral purpose.

Learning is a lifelong journey. We aim to inspire motivated, independent and reflective learners who are equipped with the knowledge, character and confidence to embrace opportunities, overcome challenges and make a positive contribution to an ever-changing world.

1. Vision and Purpose

Whiston Willis Primary Academy is committed to being a safe, happy and inclusive community in which everyone is valued, treated fairly and with respect, and difference is celebrated. Our expectations are rooted in '*Be Respectful. Be Responsible. Be Safe.*' We aim to remove barriers so that pupils can participate fully, thrive academically, socially and emotionally, and develop as confident, responsible citizens.

This policy applies to pupils, families, staff, governors, volunteers and visitors. It brings together our approach to equality, the information we publish to demonstrate compliance, and the objectives through which we intend to make measurable improvements.

2. Legal Framework and Protected Characteristics

The Equality Act 2010, including the Public Sector Equality Duty (PSED) in section 149, requires the academy, when exercising its functions, to have due regard to the need to:

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

The protected characteristics under the Equality Act 2010 are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The application of individual provisions and the PSED differs by context; for example, age and marriage/civil partnership are not treated identically in the schools' pupil provisions. The academy will apply the legal requirements relevant to pupils, staff, recruitment and wider services.

The Equality Act 2010 (Specific Duties) Regulations 2011 require relevant public authorities, including academies, to publish information demonstrating compliance with the PSED at least annually and to prepare and publish one or more specific, measurable equality objectives at least every four years. Relevant SEND duties, including reasonable adjustments for disabled pupils and accessibility planning, also apply.

3. Roles and Accountability

Wade Deacon Trust and the Local Governing Body, within their delegated responsibilities, provide oversight, challenge and assurance on equality, publication and progress against objectives. Exact approval and reporting arrangements follow the Trust scheme of delegation.

The Principal and senior leaders embed equality in academy decisions, improvement planning, curriculum, staffing, safeguarding and engagement with families; they review progress and report to governors.

The SENCo and relevant leaders identify barriers for disabled pupils and pupils with SEND, coordinate reasonable adjustments and support accessibility planning, working with families and professionals.

Subject and phase leaders review curriculum access, representation, adaptive teaching, participation and outcomes; staff challenge prejudice and report concerns through appropriate procedures.

All staff, volunteers and governors act consistently with this policy and uphold a respectful, inclusive environment.

4. Eliminating Discrimination and Responding to Concerns

The academy does not tolerate unlawful discrimination, harassment or victimisation. Racist, disablist, sexist, homophobic or other prejudice-related incidents will be challenged and addressed through the relevant Behaviour and Relationships, Safeguarding, Staff Conduct, Complaints or employment procedures. Incidents will be recorded and reviewed appropriately, with support for those affected and consideration of patterns or disproportionate impact. Confidentiality and data protection requirements will be respected.

Reasonable adjustments will be considered for disabled pupils, staff and visitors, including access to learning, communication, environments, information and activities. Equality considerations will be applied to recruitment, professional development, progression and staff wellbeing in conjunction with Trust employment policies.

5. Advancing Equality and Removing Barriers

Leaders will use appropriate, proportionate evidence to identify gaps in access, experience, participation and outcomes, including where relevant: attainment and progress; attendance and persistent absence; behaviour and suspensions; SEND provision; pupil and parent voice; enrichment participation; and prejudice-related incidents. Analysis will consider the intersection of characteristics and disadvantage where it is lawful, meaningful and possible without identifying individuals.

The academy will use adaptive teaching, early identification, the graduated SEND approach, reasonable adjustments, accessible communication, targeted support and effective partnership with parents and carers to address identified barriers. The needs of disadvantaged pupils and other vulnerable groups will be considered alongside, but not conflated with, protected characteristics.

6. Inclusive Curriculum, Relationships and School Culture

Equality is reflected in our curriculum, wider opportunities and daily relationships. At WWPA this includes our pedagogical approach that is rooted in our six-part lesson structure, Rosenshine's Principals of Instruction and Voice 21 oracy, and an inclusive approach to enrichment and play. Teaching and resources should represent diverse experiences accurately and respectfully, challenge stereotypes and provide appropriate access for pupils with differing needs.

Our UNICEF Rights Respecting School ethos, class charters, pupil voice and personal development opportunities support mutual respect, dignity, participation and understanding of rights and responsibilities. British values are promoted through age-appropriate learning and school life. Leaders will seek to ensure that clubs, trips, sporting activities and wider experiences are accessible and that financial, physical, communication and other barriers are considered.

7. Equality in Decision-Making

When making significant decisions, leaders will consider potential impacts on people with protected characteristics and take reasonable, proportionate steps to prevent disadvantage. This includes policy changes, admissions and attendance practices, curriculum choices, timetables, trips, facilities, procurement and staffing. Consideration may be documented within existing planning, risk assessments or decision records; a separate equality impact assessment form is not automatically required for every decision.

8. Equality Objectives 2026–2030

The following objectives build on WWPA's 2023–2026 priorities and the approaches described in the accompanying example policies. They are proposals until school leaders and governors confirm the baseline evidence, indicators, owners and approval date. Progress should be evaluated annually.

Objective 1: Improve equitable access, participation and outcomes

Intended outcome: Identify and reduce barriers for disabled pupils, pupils with SEND and other groups experiencing unequal access to learning and wider school life.

Key actions: Review attainment, attendance, SEND and participation patterns; audit accessibility and reasonable adjustments; strengthen adaptive teaching and accessible enrichment.

Evidence of progress: Annual analysis identifies gaps and actions; adjustments are implemented and reviewed; participation and outcomes improve against the agreed baseline.

Objective 2: Strengthen belonging, respect and responses to prejudice

Intended outcome: Promote a culture in which differences are respected and discrimination is consistently challenged.

Key actions: Embed RRSA, Jigsaw PSHE/RSHE, inclusive RE, class charters and pupil voice; review prejudice-related incident trends; provide appropriate staff guidance.

Evidence of progress: Pupil voice demonstrates increasing belonging and safety; incident response is timely and consistent; trends inform prevention and improvement.

Objective 3: Improve inclusive partnership with families

Intended outcome: Ensure communication and opportunities for engagement are accessible to families with differing needs and circumstances.

Key actions: Seek representative parent/carer feedback; offer accessible formats and appropriate adjustments; monitor participation and adapt approaches where barriers are identified.

Evidence of progress: Engagement evidence reflects a wider range of families; feedback demonstrates improved accessibility; identified barriers are addressed.

Objective 4: Embed equality in leadership, policy and employment

Intended outcome: Make equality considerations visible in decision-making, monitoring and relevant Trust-led employment processes.

Key actions: Review key policies and significant decisions for disproportionate impact; report annually to governors; apply fair recruitment and development practices under Trust policies.

Evidence of progress: Annual published equality information and governor review are completed; actions are tracked; key decisions demonstrate due regard.

9. Monitoring, Publication and Review

The academy will publish equality information at least annually, explaining in a proportionate and meaningful way how it has complied with the PSED. This should include relevant evidence, actions taken, impact and priorities, without publishing personally identifiable or small-group data that could compromise confidentiality. The academy will publish its equality objectives at least every four years and review progress annually through its governance and school improvement processes.

The published annual equality information may be maintained as a separate website statement or annual appendix to this policy. The four-year objective cycle does not replace the annual information-publication duty. Any material change in circumstances, statutory guidance or school needs may prompt an earlier review.

10. Related Policies and Documents

This policy should be read alongside:

- SEND and Inclusion Policy
- SEND Information Report
- Accessibility Plan
- Safeguarding and Child Protection Policy
- Behaviour and Relationships Policy
- Attendance Policy
- Admissions Arrangements
- PSHE/RSHE Policy
- Complaints Procedure

and applicable Wade Deacon Trust recruitment, employment, staff conduct and grievance policies.