Upwell Academy

Equality Statement & Objectives Policy

September 2026

Policy owner	Principal
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Approved by

Consultation Group	Academy Committee
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1.0	New Policy - no changes	Academy Committee	September 2025

1.1	Annual Review only – no changes made	Academy Committee	September 2026

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1. Aims

Our academy aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
    - Age
    - Disability
    - Gender reassignment
    - Marriage or civil partnership
    - Pregnancy and maternity
    - Race
    - Religion or belief
    - Sex
    - Sexual orientation

Our academy aims to promote respect for difference and diversity in accordance with our values, Empowerment, Motivation, Achievement & Transformation.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and Schools, the technical guidance for Schools from the Equality and Human Rights Commission and guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty.

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The Academy Committee will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the academy, including to staff, pupils and parents/carers

- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the principal

The principal will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

All academy staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The academy is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting, it is recorded in the meeting minutes.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the academy aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of academy societies)

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

6. Fostering good relations

The academy aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and

personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures

- Making pupils aware of our behaviour and anti-bullying policies
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising academy trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the academy. For example, our academy council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the academy's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

7. Equality considerations in decision-making

The academy ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

The academy always considers the impact of significant decisions on particular groups. For example, when an academy trip or activity is being planned, the academy considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives

The academy has a committed approach to diversity, equity and inclusion, whereby all pupils, staff and governors are supported to feel safe. We will take the required steps to identify all areas of diversity within our academy and ensure that there is an equitable approach that leads to a sense of belonging for all.

- We will actively encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect.
- We expect that all staff will be role-models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.
- We will make reasonable adjustments to ensure the academy environment, and its activities are as accessible and welcoming as possible for all pupils, staff, and visitors to the academy.
- We will provide further training for all staff to ensure there is a clear and explicit understanding of diversity, equity and inclusion.
- We will not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the work they do. We will make reasonable adjustments such as providing auxiliary aids for our disabled staff.
- We will ensure consultation is regularly sought in the development and review of this policy.

- We will regularly seek the views of pupils, parents, advisory staff and visitors to the academy, to ensure that the academy environment is as safe and accessible as possible to all academy users. We will regularly review our accessibility plans.
- We will regularly adapt and develop the curriculum provided to ensure it is reflective of the individuals in our academy, and reflective of the world around us by providing diverse opportunities both within the classroom and in additional learning opportunities.
- We will take reasonable and necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in all the activities of the academy.
- We are also committed to ensuring staff with a disability have equality of opportunity.
- We will take reasonable and necessary steps to meet pupils' and staff's needs by using a variety of approaches and planning reasonable adjustments in relation to the area of need identified. This includes:
    - enabling our disabled pupils to take as full a part as possible in all the activities of the academy.
    - ensuring staff with a disability have equality of opportunity.
    - supporting all staff and students with neurodiversity in accessing documents, learning and training
    - supporting staff with medical conditions (including those related to pregnancy or age)
- Staff will ensure the curriculum is accessible to all pupils with special educational needs and disabilities (SEND) or those for whom English is not their first language. Auxiliary aids and services will be provided for them, where reasonable adjustments are required. By planning, staff will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and the academy will monitor the uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.
- Bullying and Prejudice Related Incidents will be carefully monitored and dealt with effectively. Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying on CPOMS.

9. Monitoring arrangements

The principal will update the equality information we publish every year.

Academy-specific equality objectives will be reviewed by the academy committee at every 4 years.

This document will be reviewed by academy committee annually, to ensure continued compliance with the PSED.

This document will be approved by the principal.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEN information report
- SEND policy