



**Whitefield**  
Academy Trust

## Information Report

# Equality information and objectives

**Category: Leadership**

### **Key Elements**

This document explains how Whitefield Schools meets its duties under the Equalities Act 2010 and sets out the school's objectives for the next four years (2019- 23)

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# Whitefield Academy Trust Equality Information and Objectives 2019-23 (incorporating access plan)

## 1. Introduction

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This document is written in response to the requirements of the Equality Act 2010. It shows how the Trust carries out its legal (and moral) duty to stand against discrimination and tackle inequalities.

All schools are expected to

- eliminate unlawful discrimination, harassment and victimization
- advance equality of opportunity
- foster good relations

As a Special Education Trust, we recognize that, in the very nature of what we do, inclusion should be at the forefront of our organization. The Trust exists in order to support children and young people who might otherwise be disadvantaged by reason of their special educational needs and disabilities and are committed to giving them the best opportunities in life that we can.

We value the diversity of our community and intend that everyone – children, young people and adults – should know themselves to be valued and respected.

We are committed to equality, diversity and inclusion in the workplace and to offering exceptional opportunities for professional and personal development to all members of staff

## 2. Context

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At Whitefield Schools only 25% of pupils are female as compared with 92% of staff. At Joseph Clarke School 43% of pupils are female as compared with 96% of staff.

Waltham Forest, where the Academies are based, is one of the most ethnically diverse communities in London, with 53% of residents from a black or minority ethnic group.



The Trust community is also diverse although the adult population does not mirror that of the pupils nor does it mirror the local community (see appendix). In the context of 'Black Lives Matter' it is all the more important to consider our pupils' experience in a diverse society.

Recent data for Waltham Forest shows that

- black children and young people are significantly and consistently over-represented amongst those who are excluded from school
- black and ethnic minority young people and those with a disability are more likely to experience poverty
- minority ethnic communities are more likely to have poor health outcomes, including those related to Covid
- Disabled and black and minority ethnic communities are more likely to be isolated from community and cultural activities.
- Muslim residents face hate on our streets more than any other group

Despite some improvement in recent years Waltham Forest remains a deprived area, the 83<sup>rd</sup> most deprived local authority out of 343. There is a wide disparity between the highest and lowest income groups.

### 3. Aims

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The Trust aims to meet its obligations under the Equality Act 2010 as set out in the Introduction.

#### **In respect of our pupils, this means that we aim:**

- to provide a personalized curriculum where all pupils can make progress, whatever their starting points and whatever their disability
- to support all pupils to feel cared for and valued and to treat other people with care and respect
- to provide a range of learning activities and resources which are relevant and interesting to all pupils
- to celebrate the diversity of our community and to support pupils to learn about the community around them
- to encourage those pupils who can do so to recognize and challenge unfairness and discrimination

#### **In respect of our staff, this means that we aim:**

- to build a workforce at all levels which reflects our community
- to treat all staff equally, fairly and with respect, whatever their role and whether temporary, part-time or full-time
- to create a working environment free of bullying, harassment, victimisation and unlawful discrimination, promoting dignity and respect for all, and where
- to ensure that individual differences and the contributions of all staff are recognised and valued
- to ensure that all staff have access to high quality professional development which meets their needs
- to ensure that all staff have opportunities to progress in their career, with decisions based on merit
- to oppose and avoid all forms of unlawful discrimination. This includes in pay and benefits, terms and conditions of employment, dealing with grievances and discipline, dismissal, redundancy, leave for parents, requests for flexible working, and selection for employment, promotion, training or other developmental opportunities



## 4. Promoting Equality and Access

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- The Trust curriculum is designed to ensure that all pupils make progress from their starting points, with 'pathways' reflecting different needs, further differentiated to meet the needs of individual pupils and their preferred learning styles.
- We use a range of examinations and accreditation so that all children and young people have external recognition for their achievements.
- School leaders review progress evidence to check whether there is any sign that any group is making less progress
- The Positive Behaviour Policy sets out how children and young people are supported to behave appropriately as members of the school community
- The Staff Code of Conduct sets out clear expectations for staff.
- The Trust manages 'Project Search', supporting young people with SEND to move into full time employment
- The curriculum includes education for a diverse society at a level appropriate to different groups of pupils. The school environment shows positive images of people across the whole community. Wall displays, newsletters, electronic images on digital signage and the school website celebrate how all pupils at Whitefield can enjoy learning and achieve.
- The Trust has invested in facilities on site so that children and young people for whom SEND might be a barrier in the community are able to enjoy swimming, sports, adventure play and soft play
- The PSHE/ SED curriculum has been reviewed to ensure that all children and young people are supported to be part of the school community and equipped to live and work alongside other people in adult life.
- The Trust expects all members of the community to respect and value different faiths. A cycle of fortnightly themes includes the faiths represented within the community.
- The Trust's admissions process ensures that all potential pupils are treated equally regardless of gender, ethnicity, sexual orientation, disability, religion or belief
- The school works actively to support children and families who are disadvantaged and children who are looked after so that deprivation will not be a barrier to achievement or wellbeing.
- The school's named teacher for Children who are Looked After monitors the progress and wellbeing of children and young people who might be disadvantaged by reason of their life experience.
- Access for wheelchair users and/or people with movement difficulties is supported through the use of lifts in all building with floors above ground level
- Lifts with bigger capacity are available in Margaret Brearley School due to the higher percentage of pupils with physical needs.
- The Trust values continued professional development for all staff to ensure that current practice meets the needs of pupils.
- The school's recruitment process ensures that all applicants are treated equally regardless of gender, transsexual status, race, disability, sexual orientation, religion or age.
- The school recognises and follows its responsibility to make 'reasonable adjustments' to enable staff with a disability to contribute to the school.
- The school takes account of its duties in preparing the School Improvement Plan each year, in identifying how Pupil Premium will be spent and in its ongoing monitoring of the quality of education. School and Trust



policies take due account of the Equality Act. The Senior Leadership Team identifies aspects of the SIP which have particular relevance to equalities and in addition identifies further objectives which will support equality

## 5. Roles and responsibilities

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### **The Directors will:**

- Ensure that schools and services in the Trust policies comply with the equalities legislation
- Identify a link Director who will liaise with the CEO, Principal and Headteacher to discuss key issues and how they are being addressed and report back to the Directors at least annually
- Review the KPIs and reports produced by school leaders to ensure that no protected group is disadvantaged and that funding to promote equality is used effectively
- Ensure that the CEO takes account of this document when monitoring the quality of education and in particular the School Improvement Plan

### **School leaders will:**

- act as role models to promote an understanding of equality and diversity and to show that they value everyone equally
- keep the equality objectives under review, make every effort to put them into practice and take action to address any issues.
- ensure that staff receive training in equalities and are aware of the Trust's objectives for equality and access
- ensure that the curriculum as taught to children and young people prepares them for life in modern Britain
- monitor pupils' progress and wellbeing, identifying and addressing any variations between different groups
- monitor how the staff whom they line manage behave towards other members of the school community and that any concerns are followed up quickly and fairly, using the Trust's misconduct policy where appropriate. Particularly serious complaints could amount to gross misconduct and lead to dismissal without notice.
- make opportunities for professional development and progress available to all staff, encouraging them to develop their full potential and to use their skills and knowledge for the benefit of the pupils
- work within fair employment practices and procedures and update them to take account of any changes
- monitor the make-up of the workforce regarding information such as age, sex, ethnic background, sexual orientation, religion or belief, and disability in encouraging equality, diversity and inclusion, and in meeting the aims and commitments set out in the equality, diversity and inclusion policy.

### **All school staff will:**

- behave in a positive, professional and respectful manner towards all other members of the community
- treat all pupils in their care equally with care, concern and respect
- provide a range of learning activities and resources which are relevant and interesting to all pupils
- support pupils to celebrate the diversity of our community and to learn about the community around them
- encourage those pupils who can do so to recognize and challenge unfairness and discrimination
- follow up any incidents or complaints which may indicate discrimination, bullying or lack of respect by challenging the perpetrator directly, by alerting the class teacher in the case of a pupil or by making a report to the appropriate line manager



- understand the potential consequences of any act of bullying, harassment or victimization
- conducting themselves so as to help the organisation provide equal opportunities in employment, and prevent bullying, harassment, victimisation and unlawful discrimination.
- be aware of, and work towards, the objectives as set out in sections 5 and 6

## 6. School Improvement Plans

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The following objectives within the School Improvement Plans for 2020/21 have particular relevance to equalities and access. ( Whitefield Schools)

### **Key Priority 1: Curriculum**

To review Whitefield's bespoke curriculum and implement the changes so that children and young people make the best possible progress and are well prepared for their next steps/ adult lives

### **Key Priority 2: Assessment**

To use revised systems for tracking progress to identify the next steps for individualised teaching and learning

### **Key Priority 3: Staff wellbeing**

To ensure that all staff have the support, guidance and professional development needed to carry out a demanding role

The following objectives within the School Improvement Plans for 2020/21 have particular relevance to equalities and access. ( Joseph Clarke School)

### **Key Priority 1: Quality of Education**

To maximize pupil progress through a bespoke and outstanding curriculum offer across all pathways.

### **Key Priority 2: Behaviours and Attitudes**

To maximize pupil progress and well-being through Positive Behaviour Support throughout the school.

### **Key Priority 3: Personal Development**

To maximize pupil progress in social development and personal independence through a bespoke and outstanding curriculum offer across all pathways.

## 7. Further equality objectives

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The Executive Team and Senior Leadership Teams have identified the following priority objectives for equality and access for 2019/23

- To review and audit girls' access to enrichment activities in sport and expressive arts and take any necessary action to ensure equality of opportunity
- To enable all children and young people to participate in high quality expressive arts activities on site by working with external arts companies such as the Barbican
- To update the minibus fleet so that children and young people have more opportunities to learn off site



- To improve the quality of education about sex and sexuality through strengthening the PSHE curriculum and providing additional training for staff and investing in additional resources
- To support parents to learn English through taking part in the Waltham Forest project- English for everyday
- To continue to improve access to and around the site for people with a physical disability by further developing the reception area
- To provide a wider range of work experience opportunities for key stage 4 & 5 pupils
- To implement recommendations from the work of the local authority task group reviewing support for children and young people who are lesbian, gay, bisexual or transgender
- To further development of practice to support mental health and emotional wellbeing for staff, children and young people.
- To review displays and resources to ensure that they celebrate the diversity of our community
- To review how well we support pupils from BAME groups to recognize and respond to discrimination and harassment
- To include a clear equalities statement in all policies and publications from now on
- To complete an annual survey of staff regarding their perception of equalities within the Trust and to identify relevant objectives based on the outcomes of the survey.



# APPENDIX 1- Key information

## Protected characteristics

The Act uses the term “protected characteristics” to refer to aspects of a person’s identity. Treating a person less favorably because they have one or more of these characteristics would be unlawful. The protected characteristics are:

- Age.
- Disability.
- Gender reassignment.
- Marriage and civil partnership.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

The protected characteristics of age and marriage and civil partnership apply to schools as employers, but not in relation to their provision for pupils.

## What actions and behaviours are unlawful?

The Act defines a number of types of unlawful behaviour, including:

- Direct discrimination.
- Indirect discrimination.
- Failing to make reasonable adjustments for disabled pupils or staff.
- Discrimination arising from disability.
- Harassment related to a protected characteristic.
- Victimisation of someone because they have made, or helped with, a complaint about discrimination

## Public Sector Equality Duty

Since April 2011, schools have also been bound by a part of the Equality Act 2010 called the Public Sector Equality Duty (also known as the PSED, or simply the “Equality Duty”).

The Equality Duty replaces the previous three sets of duties on schools to promote disability, gender and race equality through having equality policies and action plans for these groups. Some schools chose to meet these previous duties by combining the three policies into a “single” equality policy.

There is now no requirement for schools to have equality policies, schemes and/or action plans. This has been made clear in the updated list of statutory policies for schools from the Department for Education (DfE).

The new Equality Duty has two parts: the “general” duty and “specific” duties.

The general duty is the overarching legal requirement for schools and means they must consider how their policies, practices and day-to-day activities impact on pupils and staff. Schools are required to have “due regard” to the need to:



- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity.
- Foster good relations.

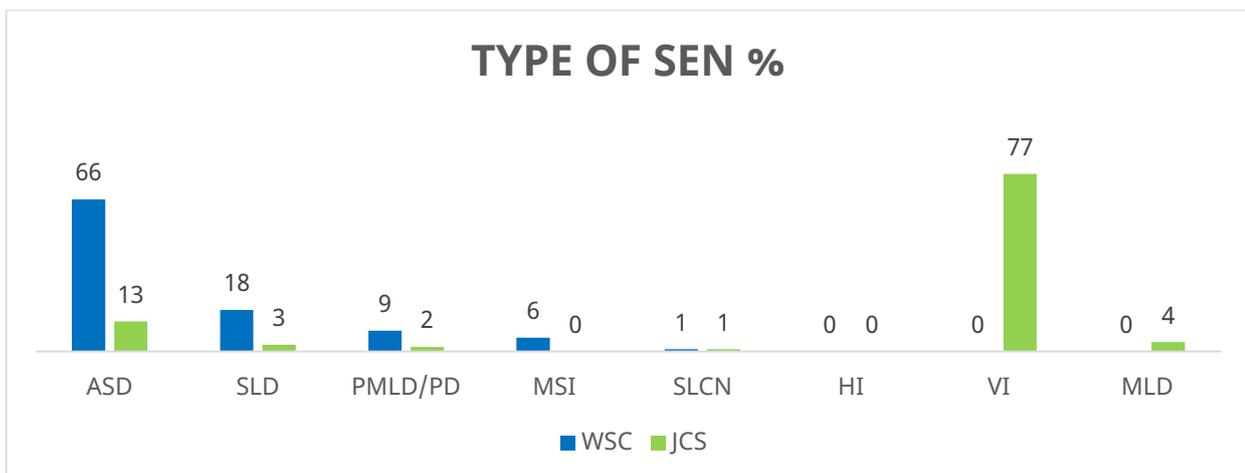
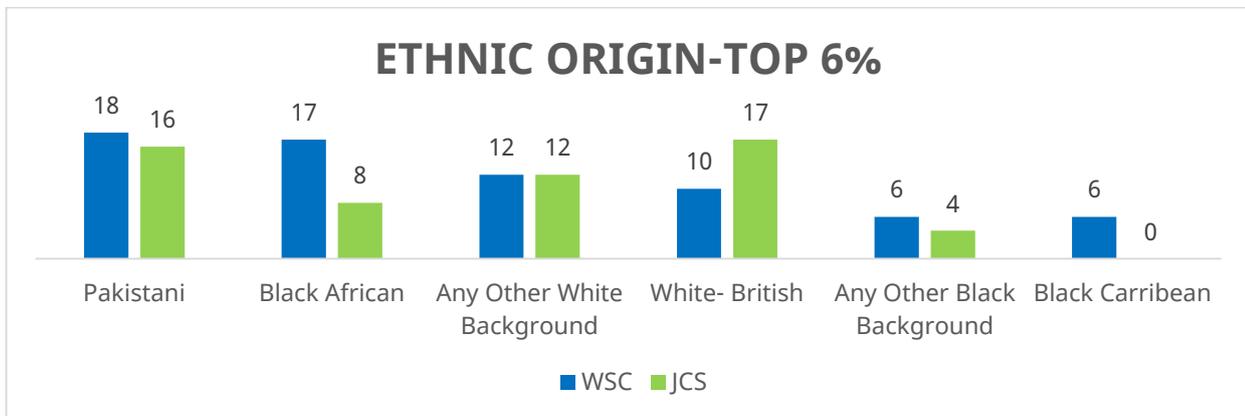
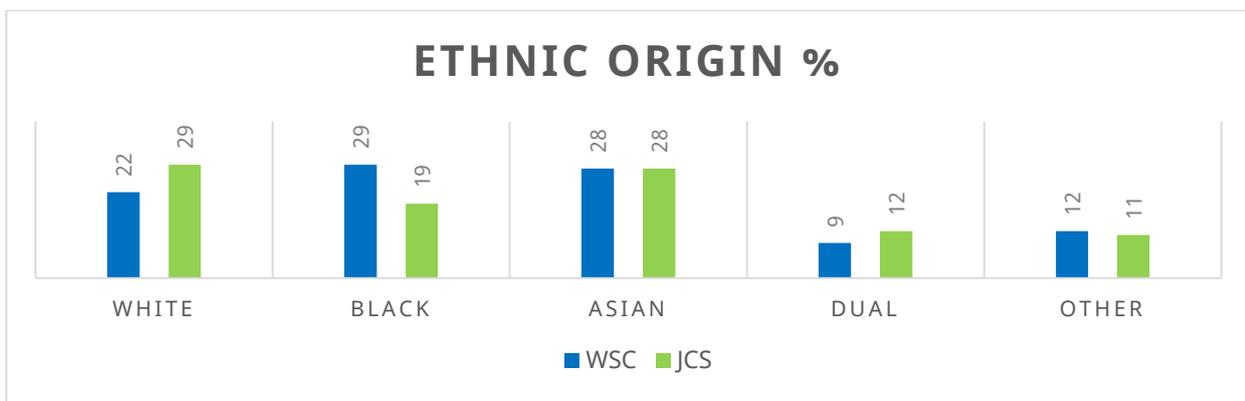
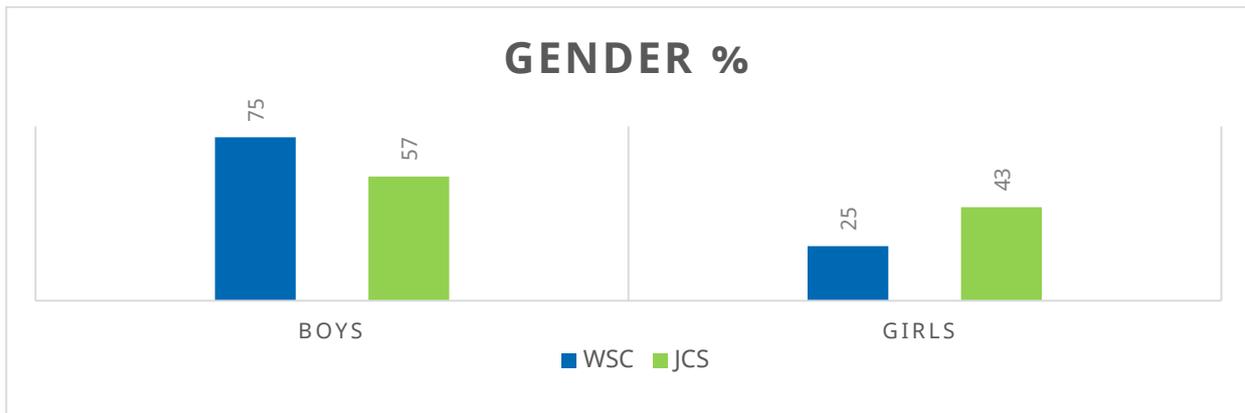
The two specific duties for schools and services in the Trusts aim to assist them to meet the general duty. Schools and services within the Trust should have complied with these two duties from April 6, 2012. They are:

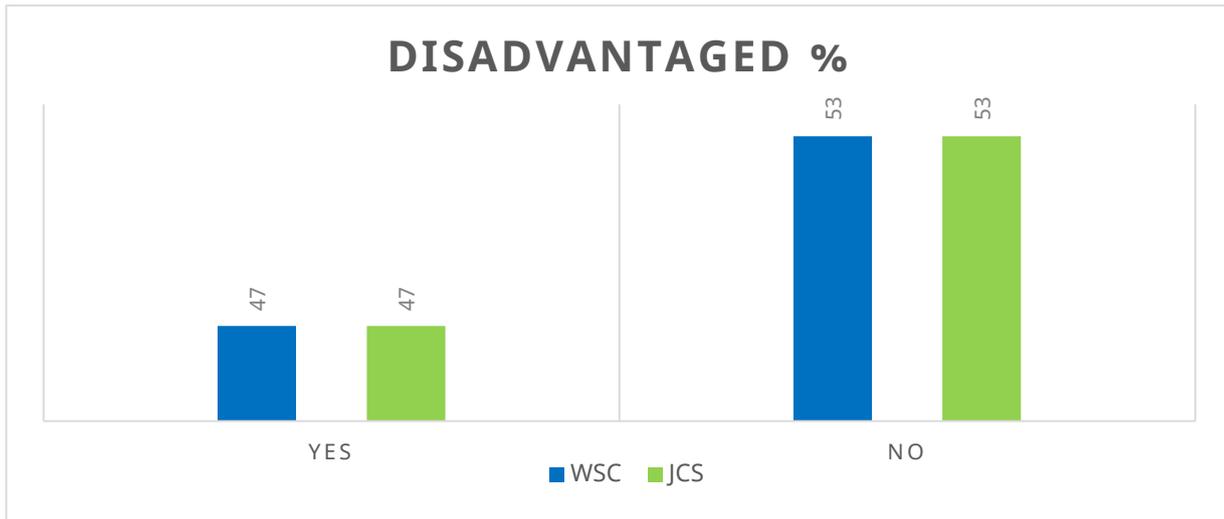
- To publish information to show how they are complying with the Equality Duty. This must be updated at least annually.
- To prepare and publish one or more specific and measurable equality objectives at least every four years.

Adapted from 'The Equality Act: What Schools need to know' by Bill Bulloton



# APPENDIX 2 – The Trust population





There are 13 Children who are Looked After at WSC. There is 1 Child who is Looked After at JCS.



**Shared via the school's shared  
drive: [www.whitefield.org.uk](http://www.whitefield.org.uk)**