

Equality Objectives 2022-25

The Equality Act 2010 requires us to publish information that demonstrates we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation, and any other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

Westbury Academy is an inclusive school, where we focus on the well-being and progress of every student and where all members of our community are of equal worth. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

1. All learners are of equal value
2. We recognise and respect difference
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging
4. We observe good equalities practice in staff recruitment, retention and development
5. We aim to reduce and remove inequalities and barriers that already exist.
6. We have the highest expectations of all our students. We ensure that our students are exposed to and taught about all protected characteristics through our curriculum.

The objectives below are our priorities for the next 3 years. Our Equality Objectives are based on our analysis of data and other information, and focus on those areas where we have agreed to act to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

Equality Objective	What this means for Westbury Academy
To create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and pupils are educated to improve their knowledge of discriminatory behaviour.	The pandemic and the context of our setting has adversely impacted on our pupil's ability to recognise and respect differences. Quality assurance of the PSHE provision and pastoral care will be implemented to ensure that pupils are aware of their responsibility to challenge discrimination so that there is a robust response to any incidents of discriminatory behaviour in the academy including, where necessary, engagement of external agencies. Our academy CPOMS will be used to log incident of discrimination so that there can be an identification of any educational needs for our students, parents, and other key stakeholders.
To meet the developmental needs of our students and work actively to overcome barriers to progress.	As the primary need for our learners is social, emotional, and mental health characteristics, Westbury Academy is committed to being an attachment aware and trauma informed academy. The approach to managing behaviour is positive with de-escalation strategies. Staff receive awareness training and mental health first aid training that will support them in responding effectively to the needs of all pupils, particularly in relation to behaviour and well-being. The provision includes interventions such as Boxall profiling for pupils signposted to the wellbeing hub, behaviour therapist and ELSA interventions. The newly appointed Trauma informed practitioner will determine the diverse needs of the school community and signpost appropriate interventions via external agencies and the taskforce team.
To promote equality of opportunity so that all pupils can thrive together, understanding that difference is positive and not negative. To secure an inclusive tolerant environment that meets the needs of all pupils that prepare them for life in modern Britain.	This is a priority within the School Development Plan (personal development). Jigsaw is used to support the delivery of PSHE/FBV/SMSC. The moderation plan for this year includes quality assurance of PSHE and reviewing the leadership of this aspect of the curriculum. The assembly themes for this year will also focus on 'preparing for life in modern Britain'.
To encourage all pupils with a special educational need to read widely and often, with fluency and comprehension appropriate to their age.	Reading is identified as being an area of priority in the school development plan. All our pupils have a special educational need and/or disability with an Education and Healthcare Plan in place or at an assessment stage. The majority of pupils have a standardised reading score of less than 85. The reading improvement strategy is now in place and intervention pathways identified. Lexonik programme LEAP will be delivered in English lessons and continual professional development delivered to upskill staff.