North Wootton Academy Equality Statement – September 2026

The Equality Act 2010 applies to maintained and independent schools in England and Wales and covers all aspects of school life related to how a school treats pupils, parents and carers, employees, volunteers and all members of the school community.

It requires us to report to you on how we are showing due regard to inequalities within our school and meets our legal duties in committing to:

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

The Equality Act explains that the second aim (advancing equality of opportunity) involves, in particular, having due regard to the need to:

- Remove or minimise disadvantages suffered by people due to their protected characteristics.
- Take steps to meet the needs of people with certain protected characteristics where these are different from the needs of other people.
- Encourage people with certain protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

In meeting this aim, the school has two specific duties:

- To publish information to show how we are complying with the Equality Duty
- To publish measurable equality objectives

The Eastern Multi-Academy Trust as the governing body of the school outlines how it complies with these in regard to adult members of the school community to which all trust schools are compliant; this statement outlines the bespoke approach taken by the school to ensure that they are meeting the needs of the school's population.

Protected characteristics

The Equality Act defines nine protected characteristics, of which the following are most applicable with North Wootton Academy in relation to its pupils and are considered within the educational provision provided:

- Age
- Sex
- Disability

- Race
- Religion and Belief
- Sexual Orientation and Identification

School Context:

The school collects information about pupils upon enrolment which enables it to publish the following breakdown of the 320 pupils currently on roll:

- Age – Pupils are aged from 4 to 11 years of age with approximately 45 pupils in each of the cohorts from Reception to Year 6.
- Sex – the school population is comprised of 52.5% of boys and 47.5% girls.
- Disability – The Equality Act 2010 defines a disability as 'a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities'. In this sense, the school would view all pupils who currently have a Special Educational Need and/or Disability due to an impairment in their learning within this group. It should be acknowledged, particularly considering the age of our pupils, these impairments may not be 'long-term' and therefore, their inclusion within this group may change as they progress throughout the school. Currently however 13.1% of our pupils are registered as having a significant impairment in their learning; this is below the national average. Of these pupils, 2.8% have a sufficient impairment within their learning to have an Education Health Care Plan; this is also below the national average.
- Race – 93% of pupils are registered as White British; the remaining 7% is comprises of other ethnic backgrounds. Within this population 97% of pupils are recorded as having English as their primary spoke language, with the remaining 3% having English as an additional language.
- Religion and Belief – 65% of pupils are recorded as having no religion or not wishing to share this information. The largest specified religion is Christian at 27.5%, with the remaining children having a different religion/belief.
- Sexual Orientation or Identity – the school does not collect information on this characteristic.

Pupil Premium Pupils including Look After Children

At North Wootton Academy, 10% of pupils have factors within their home setting that may impact their ability to have equality of education and may result in additional challenges within their learning. Whilst, this pupil cohort is not stated within the Equality Act (2010), measures are taken to ensure this inequality is addressed as outlined within this policy.

School Context

Our Equal Opportunities Policy, behaviour policy, Anti-Bullying Policy and Anti-Racism Policy clearly state how the whole school community works together to eliminate all forms of discrimination, harassment and victimization.

Policies are reviewed regularly and are available to view on the school website.

The Governing Body monitors school policy and practice annually. Our Academy Development Plan incorporates areas of inequality shown through our data or communicated to us by members of the school community.

How the School Advances Equality of Opportunity:

Policy

Our Equal Opportunities Policy, Behaviour Policy and SEN Policy clearly state how the whole school community works together to eliminate all forms of discrimination, harassment and victimization. Incidents relating to discrimination are recorded in a detailed log and reported to both the Local Authority and Governors.

Policies are reviewed regularly and are available to view on the school website. The Governing Body monitors school policy and practice annually. Our Academy Development Plan incorporates areas of inequality shown through our data or communicated to us by members of the school community.

Curriculum

It is believed that aspects of our whole school curriculum are designed to ensure that equality is taught in line with supporting British Values education.

- PHSE topics are deliberately included throughout the school's curriculum to ensure our pupils are educated about the diversity of British society including lessons from Educate against Hate and School's Out LGBT Association, as well as a focus on how to debate rather than argue.
- Within the Geography curriculum, the children are purposely taught about the cultures from around the word. In addition, we plan to hold a diversity day within the academic year in which pupils can share aspects of their own or their family's heritage within a Diversity Day.
- The RE curriculum also plays a central role in which key questions about faith are explored in addition to a RE-focused day each year in which minority faith educators visit the school to enhance our children's understanding.
- The current Sex and Relationship objectives were revised in 2024, specifically to ensure that the school was teaching more about sexual equality and also making Relationships Education compulsory for all pupils receiving primary education. This guidance also sets out the rights of parents/carers to withdraw pupils from sex education (but not Relationships or Health Education).
- Beyond the formal curriculum, within the school's values of TEAMWORK, Open-mindedness was specifically chosen to develop the pupil's understanding of diversity, this also ensures that this message is taught almost half termly within whole-school assemblies. In addition, this supports our annual 'Open-mindedness' day encouraging diversity through asking pupils to dress and appear as unusually as they can supporting the message of celebrating individuality. Finally, our school leaders are involved in community activities in order to widen their understanding of society including volunteering at the local food bank and dementia home.

Differentiation

- Reasonable adjustments within the school or learning environment are made to support those with specific needs or protected rights. As a site, all rooms are accessible, we have a new mobile which replaced the old intervention mobile, which has ramp access. The school has a disabled toilet and unisex toilets for pupils. The school's uniform policy outlines preferred uniform however, individual allowances are made for those who request them.

- The school has separate ‘champions’ for supporting the learning of those with SEND, Pupil Premium and English as an Additional Language. The progress of these pupils is tracked and intervention is prioritized to support their specific needs, with designated support assistants used to deliver fully differentiated learning opportunities when needed.
- Additional health, intimate care and behaviour plans are used with a number of children to ensure that full participation in school activities is possible.

Measurable Actions Reported to Governors

As per the school’s duty, equality information is reported regularly to the school council relating to academic achievement, activity participation, attendance and behaviour linked to key action in which the school actively aims to promote equality within the school.