



Wembley
Multi-Academy
Trust

ACHIEVEMENT FOR ALL



EQUALITY OBJECTIVES

Date reviewed: September 2024

Date of next review: September 2025

1. WMAT policy statement on equality and community cohesion

WMAT is committed to equality and community cohesion.

- We try to ensure that everyone is treated fairly and with respect.
- We make sure that our schools are a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some students, extra support is needed to help them to achieve and be successful.
- We try to make sure that people are consulted and involved in our decisions, for example through talking to students and parents/carers, and through our Schools Councils.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age, any disability they may have, their ethnicity, colour or national origin, their gender, their gender identity or reassignment, their marital or civil partnership status, being pregnant or having recently had a baby, their religion or beliefs, their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- students from certain cultural and ethnic backgrounds
- students who belong to low-income households and students known to be eligible for free school meals
- students who are disabled
- students who have special educational needs
- boys in certain subjects, and girls in certain other subjects.

The following characteristics are protected under Equality Act: age, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave, disability, race (including colour, nationality, ethnic or national origin), religion or belief, sex, sexual orientation.

2. Responsibilities

One named trustee, Mr Whiley, Acting Chair of Trustees, takes the lead but the trustees as a whole are responsible for:

- drawing up, publishing and implementing WMAT equality objectives;
- making sure WMAT complies with the relevant equality legislation; and
- monitoring progress toward equality objectives.

The Executive Headteacher/ Headteacher is responsible for:

- making sure steps are taken to address the schools' stated equality objectives
- making sure that the equality, access and community cohesion plans are readily available and that the trustees, staff, students and their parents and guardians know about the equality objectives
- producing regular information for staff and governors about the plans and how they are working
- making sure all staff know their responsibilities and receive training and support in carrying these out
- taking appropriate action in cases of harassment and discrimination.

All staff are responsible for:

- promoting equality and community cohesion in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relationships between groups;
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities related to equalities.

We make sure that all staff have due regard to the following in everything that we do:

- 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.

We regularly survey and consult parents, staff and students to make sure they are happy with our provision. Visitors and contractors are responsible for following relevant schools' policies.

Part 1 - Information about the pupil population (September 2024)

1. Number of students on roll: 632

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

2. Number of students with EHCPs: 11

There are students at ELPS with different types of disabilities and these include:

- Hearing impairment
- Autistic spectrum
- ADHD
- Moderate Learning Difficulties

Pupil Special Educational Needs (SEND) Provision		
	Number of Students	Percentage (%) school population
No Special Education Need	587	93%
SEN Support	34	5%
EHCP	11	2%

3. Ethnic breakdown of pupils:

Asian or Asian British	Boys	Girls	Total
Bangladeshi heritage	2	2	4
Indian heritage	148	133	281
Arab/Iraqi/Afghan heritage	13	7	20
Other Asian heritage	30	31	61
Pakistani heritage	24	26	50
Sri Lankan heritage	25	22	47
Chinese	1	3	4
Black or Black British	Boys	Girls	Total
Ghanaian heritage	0	0	0
Somali heritage	0	0	0
Caribbean heritage	5	4	9
Other Black heritage	16	14	30
Mixed	Boys	Girls	Total
White and Asian	1	0	1
Asian and Black	0	0	0
Asian and any other ethnic group	4	4	8
White and Black African	0	0	0
White and Black Caribbean	3	2	5
White and Indian	0	0	0
White and Chinese	0	1	1
White and Pakistani	1	0	1
White Eastern European	7	6	13
Other Mixed heritage	20	17	37
Any Other Ethnic Group	6	4	10
	Boys	Girls	Total
British heritage	1	2	3
Irish heritage	0	0	0
Kosovan	0	1	1
Latin/South/Central American	0	1	1
White Other	32	31	33
Gypsy/Roma	0	0	0
Not recorded or refused	17	8	25

4. Gender

Male	335
Female	297
neutral	0

5. Pregnancy and maternity: 0

6. Religion and Belief

Buddhist	8
Christian	102
Hindu	333
Muslim	140

Sikh	5
No religion	18
Other religion	7
Unknown/Refused	19

Please note:

We do not collect data on the sexual orientation of our students in the primary school, but as a school we are aware that there may be a number of equality issues for those persons who share this protected characteristic.

We do not collect data on students with regard to gender reassignment in the primary school, but recognise that those persons who share this protected characteristic may experience discrimination and harassment.

Part 2: Equality Objectives 2024 – 2025

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on the areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

Equality Objectives

1. All students to maximise their potential in examination results.
Ensure that all groups continue to achieve above national expectations.
Our exam results analysis shows that all groups of students make above nationally expected progress and have done so in 2024. This is significantly above national data in all areas.
2. To sustain outstanding attendance i.e. 96% overall. To ensure that no particular group in the schools is over-represented in the persistent absence statistics thereby ensuring that all students have access to the curriculum. This will be measured by analysis of attendance data. Our attendance levels compared to national remain high. Post Covid-19, we continue to work on persistent absence.
3. To sustain outstanding behaviour and safety at all key stages and to ensure that permanent exclusions are kept to a minimum and suspensions are used to address student behaviour. There have been no permanent exclusions in any of our schools since 2016. We continue to monitor our suspension rates and the impact of pupil behaviour.
4. All new buildings, refurbishments and facilities will be planned to take account of the needs of all users in respect of equality of access. We will improve disability access to the schools each year as detailed in our accessibility plan.
ELPS opened in April 2017 – fully accessible school.

Part 3: Information about our employees

The staff are employed in the following main groups:

- Teaching Staff
- Support Staff

Age

	Under 21	21–30	31–40	41–50	51–60	61-70	71–79	Over 80
Number	0	31	13	6	1	0	0	0
Percentage	0.0%	60.78%	25.49%	11.76%	1.96%	0.0%	0.0%	0.0%

Ethnicity and Race

	Number	% of staff
Asian/ Asian British/ Indian/ Bangladeshi Pakistani/Other Asian heritage	16	31%
Black/ Black British/ Caribbean/ African/ Other Black heritage	5	10%
British/ Irish/ Other White	20	39%
Any other ethnic group	8	16%
Prefer not to say	2	4.0%
Not obtained	0	0.0%

Disability

	Number	% of staff
Disabled	2	4%
Not given/ not known	49	96%

Gender

	Number	% of staff
Female	38	75%
Male	13	25%

We do not currently collect data on the sexual orientation, gender reassignment, religion and belief of our employees.