Equality Information and Objectives Policy Update November 2026

Context

Welland Park Academy is committed to promoting equality, diversity and inclusion in line with the Equality Act 2010 and our Public Sector Equality Duty. We strive to eliminate discrimination, advance equality of opportunity and foster positive relationships between all members of our community. Guided by our values of Perseverance, Achievement, Respect and Kindness, we celebrate diversity and ensure that everyone feels valued, supported and able to achieve their full potential. As a school, we are required to report on at least one equality objective once every four years, the details of which can be found below.

Intent

The equality objective to be reported on this year is **Equality Objective 2: Foster a culture of respect, inclusion, and belonging.** This aims to promote a respectful and inclusive school culture where all students and staff feel valued, heard, and represented—regardless of race, gender, religion, disability, sexual orientation, or background.

As part of this objective, we set out four key actions:

- Embed diversity and inclusion themes within PSHE, tutor time, assemblies, and subject curricula.
- Celebrate key awareness events (e.g., Black History Month, Pride, International Women's Day, Disability Awareness Week).
- Use student voice, surveys, and focus groups to inform improvements in inclusion and belonging.
- Train staff and student leaders to model inclusive behaviour and challenge discrimination.

Implementation

The implementation of fostering a culture of respect, inclusion and belonging has been taking place across the curriculum, but a significant portion has fallen within the Personal Development (PD) remit. Last year, PD tutor time sessions were introduced for students in Year 7-10, allowing us to dedicate more time to areas such as celebrating diversity and equality. The sessions cover a wide range of topics, but sessions linking to Equality Objective 2 are as follows:

Week 2- Core Values
Week 4- Protected Characteristics
Week 6- European Day of Languages
Week 7- World Mental Health Day
Week 9- Black History Months PD Session
Week 14- Understanding Neurodiversity
Week 24- International Women's Day
Week 31- Mental Health Awareness Week Lesson
Week 35- Pride Month
Week 37- Celebrating Diversity

In addition to one tutor time session a week being dedicated to Personal Development, students also have an additional Citizenship hour. Similar to Tutor Time sessions, these lessons are used to cover a wide range of statutory content, but many are dedicated to achieving Equality Objective 2. In particular, KS4 have a number of RE lessons in Citizenship, to continue with what they have learned in KS3. Although students in KS3 study all the major world religions, not all students at KS4 choose GCSE RE and therefore we have put additional RE content into Citizenship. Citizenship lessons relating to Equality Objective 2 are:

Year 7
Week 12- Anti-Bullying: Healthy Friendships and anti-bullying
Week 28- Successful Communities
Week 29- Differences and Protected Characteristics
Week 31- Tackling prejudice and discrimination

Year 8
Week 27- Cyberbullying as part of the online safety unit focussing on treating people with respect online

Year 9
Week 12- Racism and solidarity

Year 10
Week 2- Internet subcultures- challenging the manosphere
Week 4- Rights and responsibilities online
Week 8- Tolerance and Mutual Respect-Judaism
Week 9- Misogyny and harassment
Week 10- Hinduism lesson based around Diwali
Week 17- Understanding and preventing extremism and radicalisation
Week 31- Islam lesson based around Eid

Year 11
Week 5- Honour Based Abuse lesson- focus on quotes from multiple religions promoting peace

Week 16- Protected Characteristics in the UK

In addition to the focus on equality in both Citizenship lessons and PD tutor time sessions, the assembly programme also helps to foster a culture of inclusion, respect and belonging. We have a variety of external and internal speakers, from a whole range of backgrounds, to ensure all students can identify with the topics being delivered and be inspired to achieve their full potential. For example, we had Mel Thomas, who is the first black High Sheriff of Leicestershire, come in to speak to our students. We also had Premier League referee Ruebyn Ricardo, who grew up in the care system and is from a mixed-race background, speak to Year 9 students. This is in addition to a female CEO of UK Warehousing group, Clare Bottle and many other inspirational speakers. Other assemblies that link to Equality Objective 2 are:

Week 5- European Day of Languages
Week 9- Black History Month
Week 11- Remembrance- Focus of Commonwealth contributions to WW1/2
Week 12- Anti-bullying week
Week 19- Tolerance of others with different religions
Week 10- Holocaust Memorial
Week 27- Neurodiversity Celebration Week
Week 29- Protected Characteristics
Week 31- Music Identity and Wellbeing
Week 14- Diversity and Respect Week

Welland Park Academy also has a number of successful groups working to foster a culture of tolerance, respect and inclusion. The staff Diversity Group has been working to ensure that all department areas are celebrating diversity withing the curriculum. A curriculum audit in June 2026 showed that groups from a huge range of backgrounds are being included in the curriculum at WPA. This has been complemented by the Diversity Group organising celebration events, such as the Diwali event in November which included lunchtime activities and a talk from a member of the local Hindu community. Further events are planned for Hannukah and Eid. The group has also made a visible difference in school, with displays, flags representing our school community and posters in classrooms. The Diversity Group also create a termly newsletter to share with the school community.

The Student Leadership Group renamed classrooms and meeting rooms after a whole range of figures from different backgrounds. They also helped to support Diversity Week, which happens every June, which included a non-uniform day celebrating cultures and different identities. The week also saw a visit to the Jain Temple in Leicester, as well as assemblies on diversity. The new Head Student Team has plans to deliver an exhibition celebrating different cultures in school, as well a celebration of neurodiversity in assemblies. Many students are involved in the LGBTQI+ and allies group, which provides a safe space for students to celebrate different identities within school. Each year, KS4 students are also trained as Mentors in Violence Prevention and deliver lessons to younger students about challenging unkind behaviour and how to be active bystanders.

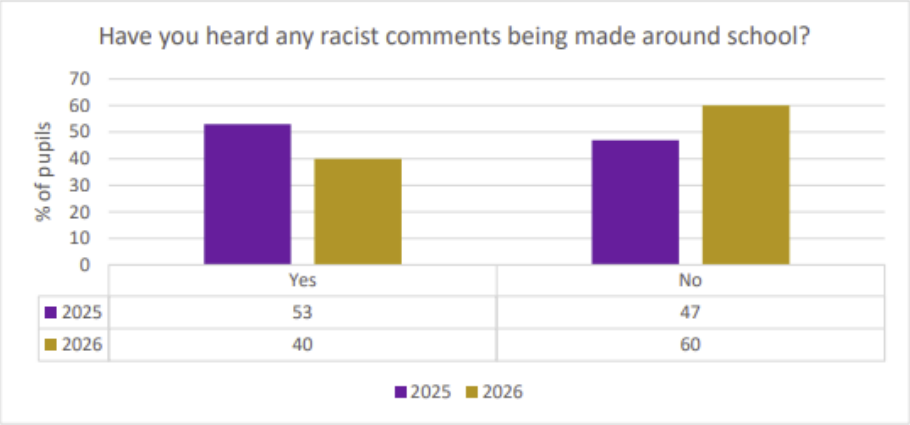
We have also worked to deliver staff training on how to model inclusive behaviour and challenge intolerance. This took the form of a training session from the Stephen Lawrence Research Centre, which Welland Park has worked with for many years. They taught staff about how to celebrate diversity with students as well as how to challenge the racism which exists in UK society today. We also had Progressive Masculinity Training, educating staff on how to recognise and combat the rise of Incel Culture and the Manosphere. In addition, staff also received training on challenging misogyny from 'Everyone's Invited' who also delivered training for students too.

Impact

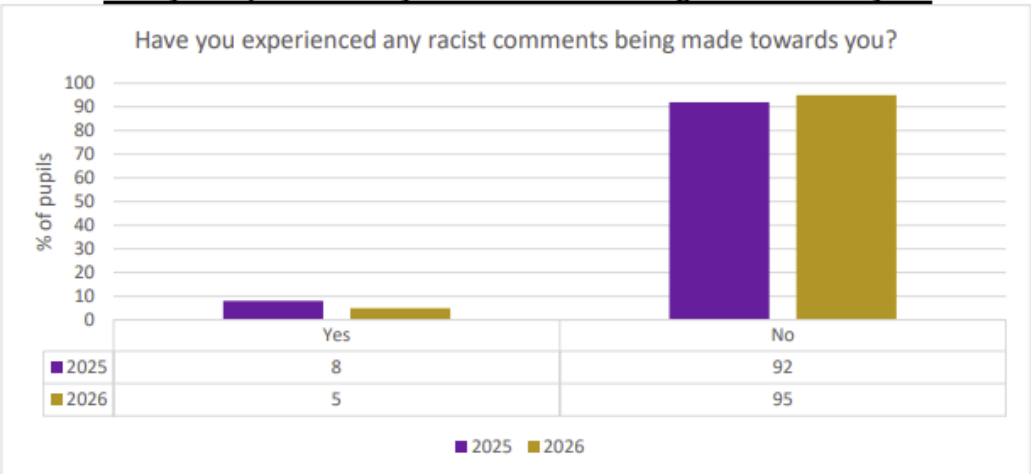
Success Criteria: Student and staff surveys, along with pupil voice feedback, show improved perceptions of inclusion and belonging across all year groups.

Although we are facing huge challenges from societal issues, we have made progress against the success criteria identified above. At the end of the Summer Term, students completed a 'Safe at Welland Park' Survey, which included questions relating to equality and inclusion in school. From 428 responses, the evidence shows that use of racist language has reduced:

Have you heard any racist comments being made around school?



Have you experienced any racist comments being made towards you?



Headlines:

- 13% reduction in students hearing racist comments around school, in 12 months.
- 3% reduction in people experiencing racist comments, down to 5% of respondents this year.

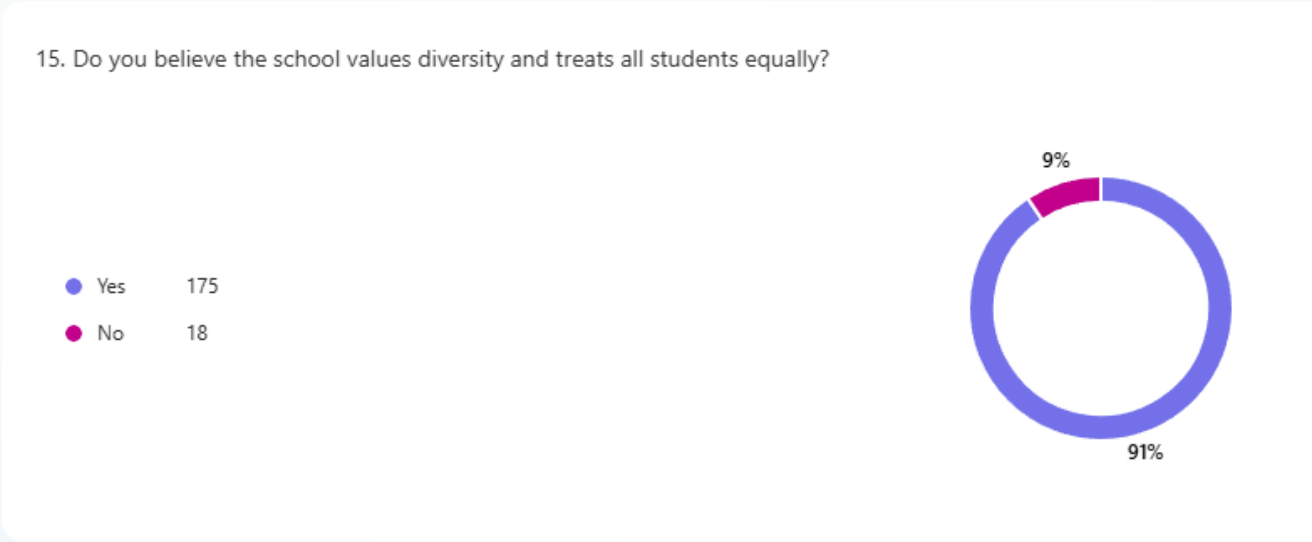
This was also supported by the latest student Personal Development survey, which was clear evidence that the vast majority of students felt respected and recognised, and that the curriculum is fostering a sense of inclusion. There is still work to be done to ensure that everyone feels respected and this survey will be completed again in 2027 in order to analyse if we are continuing to make progress:

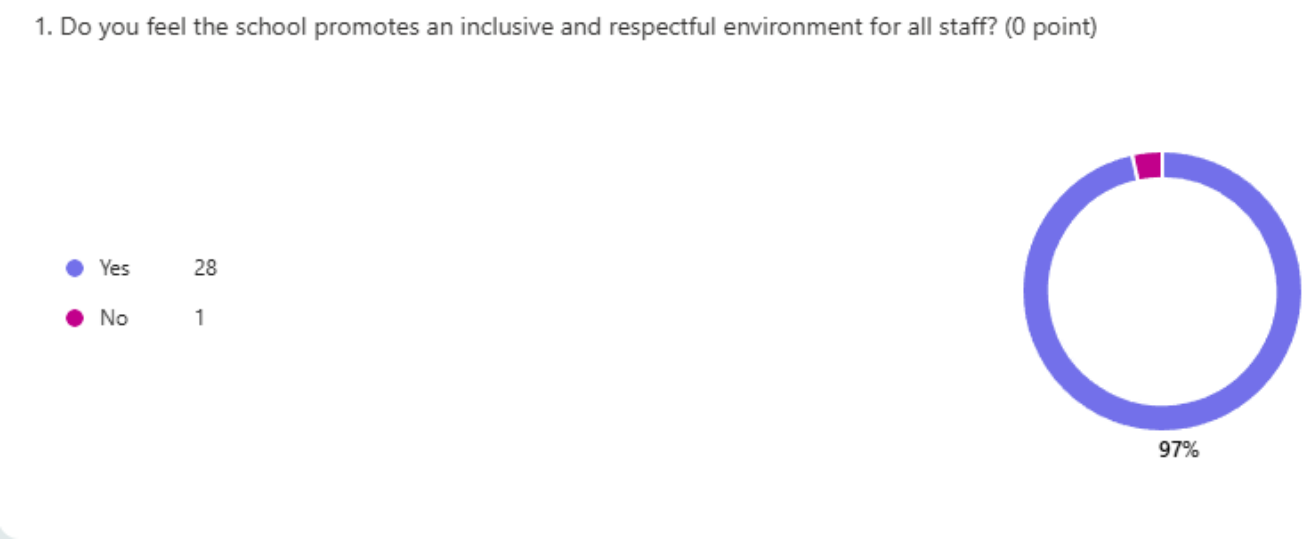


Headlines:

- 91% of students felt respected and included at school regardless of background.
- 96% recognised that they had been taught about different cultures in lessons.

The Spring 2026 parent and staff surveys also showed that a significant majority also feel that Welland Park Academy is fostering a culture of belonging:





In addition to positive survey results, Welland Park Academy has been recognised for its strong commitment to student wellbeing and inclusion through the Wellbeing and Support Award and the Beyond Bullying Award. The Wellbeing and Support Award recognises schools that create a positive environment for mental health, emotional wellbeing, and pastoral care, ensuring that both students and staff feel supported and valued. The Beyond Bullying Award recognises schools that take a proactive, whole-school approach to preventing and addressing bullying. It celebrates effective policies, student support, staff training, and a culture that promotes respect, resilience, inclusion, and a sense of belonging for all students.

Whilst there is still work to be done in ensuring that every single member of the Welland Park Academy community feels valued, the evidence shows that we do have a culture of respect, community and belonging and that Equality Objective 2 is being met. We have

delivered a significant number of initiatives, both inside and out of the classroom. These have been delivered through both staff and student bodies, with the aim of representing all communities and challenging issues such as racism, homophobia and sexism. Although these are national issues, we are certainly seeing progress made within school towards eradicating them from our community.