The Wilnecote School

Title:
Equality Statement

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Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it

Our school aims to promote respect for the difference and diversity in accordance of our values such of a Proud, Ambitious, Respectful and Kind community.

Purpose of this statement

The purpose of this statement is to define the The Wilnecote School's commitment to equality and diversity and represents our commitment to a common set of values and objectives, and to a consistent approach to communicating, implementing and monitoring the practices it includes.

The school is committed to equality in both employment and education provision. We aim to ensure that students, parents, governors, employees, contractors, partners, clients and those who may potentially join the school community, are treated fairly, and with dignity and respect.

This policy encompasses the following protected characteristics:

- age
- disability
- race, colour, nationality, ethnic or national origin
- sex (including transgender)
- gender reassignment
- pregnancy and maternity;
- religion or belief
- sexual orientation

- marriage and civil partnership (for employees)

The Trust recognises that it is also unlawful to discriminate by association or perception, e.g. treating an employee unfairly based on the Protected Characteristics of their parents or other family members. This policy recognises the four types of unlawful behaviour

- Direct discrimination
- Indirect discrimination
- Harassment
- Victimisation

Every possible step will be taken into account in the aim of ensuring individuals are treated fairly and decisions are based on objective criteria.

Equalities Statement

This statement is underpinned by the Equalities Act 2010, and the school will ensure that equal opportunities and the principles of fairness underpin all aspects of policy, procedure, education provision, consultation and decision making.

- The school is committed to equality in its delivery of education, whether or not the service is directly provided by us or contracted out to a third party provider.
- The school aims to provide high quality education services, making sure services are easily accessible.
- We will improve what we do by continuing to consult with staff, students, parents and governors, their communities and partners about equalities issues, on a regular basis.
- We will promote our equal opportunities policy in our contact with parents, staff, governors and external organisations.
- We will make every effort to create equality in opportunities in order to ensure they are accessible and fair to everyone.

Equality Objectives

- Every person has the right to be treated fairly, regardless of race, gender, sexuality, disability, age culture, religion, nationality or caring responsibilities.
- Where necessary we will implement reasonable adjustments, or additional support, to ensure equality of access to the workplace and supporting the employee in a suitable working environment.
- Our staff and the School Standards Committee who agree and deliver our education provision, will recognise diversity and demonstrate a proactive approach in their day-to-day work. They will ensure that everyone is treated fairly, recognising special needs and understanding differences.
- Behaviour will reach our high standards of conduct (staff and students) and the learning and working environment we provide will be safe and accessible for those studying and working.
- The school will adhere to statutory Government legislation and give consideration to other relevant guidance, which aim to make sure that everyone is treated with equity.
- The school will not tolerate any form of discriminatory behaviour against members of the school family.

Employment

The school is committed to ensuring that employees have equal access to jobs, training, and professional development opportunities. Under the Equalities Act 2010, the school recognises that the Act extends beyond the protected characteristics of an individual employee and has broader responsibilities to employees and situations that may be covered by the Act. For example, an employee with parental or caring responsibilities for a disabled dependent may have rights under

the Act which the school would need to consider.

All recruitment will be within the provisions of the act, and applications will be monitored to report on recruitment activity, in line with the act.

Contractors and Service Providers

The school will ensure that all service providers that are contracted to provide services to students, staff or visitors will comply with equalities legislation. Where services are deemed not to meet the school's standards, in relation to equal opportunities and fairness, contracts may be terminated.

Roles and Responsibilities

The School Standard's Committee is responsible for:

- Ensuring the school follows all equality and diversity policies and meets its legal responsibilities with respect to equality.

The Headteacher is responsible for:

- Demonstrating consistent and high profile leadership on equality and diversity.
- Putting the Trust's equality and diversity policies into practice.
- Ensuring that all staff know their responsibilities and receive the support and training necessary to carry them out.
- Following the relevant procedures and taking swift action in cases of unfair discrimination, harassment, bullying or victimisation.

All staff are responsible for:

- Promoting equality and diversity, and avoiding unfair discrimination
- Actively responding to any incidents of unfair discrimination, related to protected characteristics perpetrated by students, other staff or visitors.
- Keeping up to date with equality law and participating in equal opportunities and diversity training.
- Complaints from parents, students and the community will be dealt with in line with the Trust's complaints procedure, and as such appropriate staff will deal with the relevant stage of the complaint.

Staffing and Staff Development

- The school adheres to recruitment and selection procedures that are fair, equal and in line with statutory duties.
- We recognise the need for positive role models and distribution of responsibility among staff.
- We undertake to encourage the career development and aspirations of all individuals.
- It is our policy to provide staff with training and development which will increase awareness of the needs of different groups of students in the various dimensions of equality of opportunity.

Monitoring and Review

Equality of opportunity is an area requiring careful and ongoing monitoring.
Monitoring the following will enable the school to see where equality of opportunity needs to

be more intensely focused.

When incident of concern occurs, the school will fully investigate and utilize our Behaviour policy and our Anti bullying policy to decide on the most appropriate response. Staff will record incidents on a specialized reporting document which are collated to establish patterns for staff. training or pastoral intervention or revision of schemes of work related to British values and Personal Social and Health Education. Patterns are tracked via a standalone monitoring system that records all alleged incidents whether proven or unproven.

Complaints

The school will treat seriously all complaints of unlawful (or potentially unlawful) discrimination. Any complaints will be investigated in accordance with the Trust's grievance or complaints policy, whichever is appropriate.

Annex to the Equality Statement - Equality Objectives 2025-2028

Equality Objective	Achieved through	By whom?	How often?	Evidenced in
Improve attendance data for students with SEND	• Monitoring of attendance metrics for group • Targeted support based on an individual plan for those identified students whose attendance is below 92%	• Assistant Headteacher – DSL/Attendance • Assistant Headteacher inclusion - Support/SENCO • Relevant Pastoral Year Officer	• Weekly interventions • To be monitored half-termly	• Key indicator data • SES Report to the School Standards Committee • Action Points and minutes from Pastoral Team meetings • School Evaluation statement
Reduce/eradicate the achievement gap between students with SEND and those without	• Effective and consistent application of the universal approach, supported by ongoing professional development • Effective knowledge-sharing amongst staff via passport system	• Assistant Headteacher – Inclusion/SENCo • Assistant Headteacher – Assessment Recording reporting • All teaching staff and teaching assistants	• Ongoing • To be monitored in keeping with monitoring and evaluation schedule • Half termly via the SES	• Key indicator data • SES Report to the School Standards Committee • Action Points and minutes from Pastoral Team meetings • School Evaluation statement
To reduce/eradicate underachievement amongst boys (including those boys who are pupil premium , LPA or identified as having SEND)	• See Pupil Premium Strategy • See Teaching and Learning School development objectives	• Assistant Headteacher – Inclusion • Assistant headteacher Teaching and Learning • Heads of Department via PP policy and academic board meetings	• Half termly	• Key indicator data • SES Report to the School Standards Committee • Action Points and minutes from Departmental Team meetings/Academic board

Reduce/eradicate the occurrence of prejudice-related incidents	• Training for all staff to support them in challenging students who hold/articulate prejudiced views. • All staff zero tolerance training • Pastoral year officers and pastoral team training in addressing incidents and how to record, intervene and follow up • Review of Behaviour Policy to ensure it supports culture of challenge. • PSHE programme including curriculum areas • Assembly/tutor programme • Detailed collation and monitoring of incidents • Involvement of external parties where appropriate	• All staff • Led by Assistant Headteacher – Co-curricular, Assistant Headteacher –Assistant Headteacher DSL, Senior Pastoral operations lead • Pastoral and Inclusion Teams • Tutors	• Half termly via SES	• Key indicator data • SES Report to the School Standards Committee • Action Points and minutes from Pastoral/Inclusion Team meetings
Ensure equality of opportunity and access to extra-curricular and co-curricular activities	• Effective monitoring of data for groups and interventions to support increased participation eg. targeted invitations	• Assistant Headteacher – Curriculum • Staff who organise trips and visits or extra-curricular activities • Business manager	• Termly	• Review of ley indicator date re. participation