

SINGLE EQUALITY POLICY

1. Aims

The Warriner Multi Academy Trust believes that all pupils and members of staff in all our schools should have the opportunity to fulfil their potential whatever their background, identity and circumstance. We are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate that a culture that promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our schools. We recognize that inequality represents a barrier to achievement and are committed to removing these barriers.

The Warriner Multi Academy Trust has 2 key equality objectives;

- **To ensure that the promotion of equality and human rights and elimination of discrimination and harassment is embedded in practice throughout all of our schools.**
- **To ensure progress of our children is not hindered by inequality**

The single equality duty requires that we:

- eliminate unlawful discrimination, harassment and victimisation
- advance equality of opportunity between different groups
- foster good relations between different groups

The public sector equality duties require that we:

- publish equality objectives at least every four years
- conduct Equality Impact Assessments and publish information to demonstrate compliance with the above equality duty and equality objectives at least annually

2. Objectives

- Comply with our legal obligations under the Equality Act 2010
 - APPENDIX 1; Background
- Explain obligations and objectives to staff, students, parents and other stakeholders
 - APPENDIX 2 – The Warriner’s Equality Plan
 - APPENDIX 3 – The Primary Schools’ Equality Plan

3. Responsibilities

- It is the responsibility of the head teacher in each school to publish a statement annually setting out how their school is complying with the equality duty and its equality objectives.

- It is the responsibility of The Trustees of the WMAT to ensure the equality policy and plan is reviewed a minimum of every 4 years.
- It is the responsibility of all stakeholders in the Multi Academy Trust to ensure that the objectives in this policy are upheld in practise.

4. Monitoring and Evaluation

We monitor the progress we are making towards achieving our quality objective and meeting our equality duty by collecting the following data by the relevant and protected characteristics;

- Progress and attainment data.
- Admissions data
- Attendance data
- Bullying data
- Staff recruitment progressions and retention

The schools will carry out impact assessments to evaluate practice by considering the issues identified through the involvement of disabled students, staff and parents together with the information held by the schools. Any changes will be reflected in the school self-evaluation form (SEF) and be reported to governors.

The schools recognise that the strength of this policy depends upon ensuring that everyone is actively implementing it and the need for further development will arise from effective evaluation.

This policy was approved by the Warriner Multi Academy Trust Board of Trustees via written resolution passed on 3rd June 2020

Review Due; May 2024

APPENDIX 1; Background

The Equality Act 2010 brings together lots of different equality laws and has replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. The aim of the Equality Act 2010 is to provide a modern, single legal framework, and a clearer, more streamlined law that will be more effective at tackling disadvantage and discrimination. For the most part, the effect of the new law is the same as it has been in the past – meaning that schools cannot unlawfully discriminate against students/employees because of their sex, race, disability, religion or belief and sexual orientation. Protection is now extended to persons who are pregnant, have recently had a baby or are undergoing gender reassignment. Employees are also protected against discrimination on the grounds of age and marriage/civil partnership.

Equality means treating everyone with equal dignity and worth regardless of particular characteristics such as their age, marital/civil partnership status, disability, gender, ethnicity, religion or belief, or sexual orientation or gender identity. People have different needs, situations and goals. Thus, achieving equality requires the removal of discriminatory barriers that limit what people can do and can be. We recognise that people can experience inequality in terms of: outcomes, access to services, the degree of independence they have to make decisions affecting their lives, inequality of treatment, including in relation to employment, through direct and indirect discrimination or disadvantage imposed by other individuals, groups, institutions or systems intentionally or inadvertently. The WMAT Board of Trustees recognises and celebrates the diversity within our catchment area and welcomes the contributions which different groups and individuals make to the community.

Guidance for schools can be found on the Equality and Human Rights website:

<http://www.equalityhumanrights.com/private-and-public-sector-guidance/education-providers/schools-guidance>.

Differences between groups of people can cause misunderstanding and friction. The Warriner Multi Academy Trust recognises it has to make special efforts to ensure that all groups prosper including:

- Boys and girls, men and women
- All minority ethnic groups including travellers, refugees and asylum seekers
- Pupils and others with special educational needs
- Pupils and others with a range of disabilities
- Children looked after and their carers

The Warriner Multi Academy Trust has identified the following equality issues that may be barriers to effective learning and successful working at the schools and have considered them within our equality plans:

- Experience of bullying, harassment or social exclusion
- Low parental support or different parental expectations
- Frequent moves and lack of stability in life leading to time out of school or low attendance
- Lack of help with emotional, mental & physical well-being and poor behaviour including exclusions
- Medical issues and/or illness leading to gaps in learning or low attendance
- Special Educational Needs and disability
- Sexuality and gender stereotypes
- Race and religious differences
- Language difficulties
- Recruitment, management and development of staff and governors

The WMAT recognises that it has a legal obligation to meet the needs of people with disabilities.

http://portal.oxfordshire.gov.uk/content/public/LandC/SandPM/Equalities/dda/Disability_Equalities_Schemes.pdf

Appendix 2 – The Warriner School’s equality plan.

Equality Commitment	Equality Plan
<p>1. School culture and ethos</p> <p>The Warriner is an inclusive school and our ethos reflects the commitment of staff and governors to create a community where difference is celebrated. Our family ethos focusses very much on each member of our community as an individual. Achievement of pupils and staff is celebrated.</p> <p>All members of the school have a responsibility to comply with this Single Equality Policy based upon the Equality Act 2010. The governing body is liable for any breaches of the Equality Act 2010.</p> <p>The school seeks opportunities to promote positive views of people for different groups through assemblies, the curriculum and through extra-curricular activities.</p> <p>The Warriner takes steps to advance equality of opportunity, foster good relations and eliminate discrimination. We actively encourage positive attitudes towards students and staff and expect everyone to treat others with dignity and respect. We regularly consider ways in which the taught and wider curricula will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action. We regularly consider ways in which our teaching and the curriculum provision will support high standards of attainment; promote common values; help students understand and value the diversity that surrounds them; challenge prejudice and stereotyping.</p> <p>The Warriner Behaviour Policy is inclusive and all steps are taken to ensure reasonable adjustments are made in determining sanctions for pupils in different groups. The school aims to consider all factors before deciding outcomes on sanctions and rewards.</p> <p>The school welcomes pupils and staff from all backgrounds. Equality of opportunity is promoted in our admissions policy. Advertisements for jobs state that there are no barriers to job applications as we adhere to Oxfordshire County Council Equal Opportunity Policies.</p>	<p>Employees of Warriner School are made aware of this document.</p> <p>Keep a clear picture of who our disabled pupils, staff, parents and other users of the school are, in the knowledge that people may be reluctant to disclose some disabilities.</p> <p>Disabled users of the school are made aware that they may approach the Working Party at any time and confidentially discuss any barriers they perceive to equality. If appropriate this document will be amended to reflect needs.</p> <p>Liaise with the LA over the gathering of information.</p> <p>Member of SLT to set up working party to evaluate Policy.</p>

<p>Engagement and ethos – the school aims to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different schools and communities locally, across the country and internationally.</p>	
<p>2.Preventing and dealing with bullying and harassment</p> <p>At the Warriner we recognise that the groups identified may experience a higher level of bullying than other groups in school. The Anti-Bullying Protocol seeks to track and resolve any bullying incidences and lower the number of all bullying incidents, including those based on discriminatory grounds.</p> <p>All incidents of bullying are communicated to parents/carers and incidents are recorded and analysed by the type of bullying.</p> <p>The school encourages positive working relations between staff and the Whistle Blowing policy is in place to ensure staff have a confidential route to report any incidences of bullying amongst staff.</p> <p>Bullying and Prejudice Related Incidents are carefully monitored and dealt with effectively. Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice related bullying.</p>	<p>Analyse incidents of bullying and monitor patterns.</p> <p>To develop a safe at school policy, procedure and student charter to address bullying – 2020-21. Online reporting system Tootoot is established.</p> <p>Assemblies and events like Anti-Bullying week events to address bullying of particular groups.</p> <p>LGBTQ+ group established and set up with staff lead.</p> <p>Review tutorial programme to enable input on prevention of bullying.</p>
<p>3.Listening to pupils, parents, staff and others</p> <p>The school has an active parent forum which meets regularly. Any parents can be part of this forum. Parents are also encouraged to be part of yearly behaviour monitoring. The school effectively uses social media, groupcall and newsletters to communicate with parents and other stakeholders. Parents’ views are sought through our parent survey.</p> <p>The views of pupils are collected through department self-evaluation cycles, through a yearly pupil survey.</p> <p>We seek the views of students, parents, advisory staff and visitors to the school, to ensure that the school environment is as safe and accessible as possible to all users.</p> <p>The school communicates with the Parish Council and works with the community in the vicinity of the school.</p>	<p>Check that ‘absent parents’ receive communication</p> <p>Continue to address issue of discovering the parents who may need alternative communication arrangements.</p> <p>SEN Team to continue to seek views of SEND students via focus groups.</p> <p>To address areas of inequality like access to IT devices with a policy to identify students with need and put in appropriate support.</p>

<p>4. Equalising opportunity School recognises that for some groups participation in school life may have barriers.</p> <p>The Warriner sets out to make sure no pupil is excluded from opportunities such as trips and extra-curricular activities by ensuring pupil premium/other funds are used in specific cases where hardship is a barrier. Support to fund equipment/uniform is also available.</p> <p>The school's charging policy takes different financial circumstances into account. The school is proactive in ensuring work experience opportunities are accessible and that all pupils have suitable placements in Year 10 and Year 12. Independent careers advice is available for individual students. The school prioritises the needs of SEN and Looked After students in the provision of careers advice.</p> <p>The school monitors the uptake of extra-curricular activities to ensure particular groups of students are not excluded from opportunities. Tutors encourage students from vulnerable groups to participate in particular activities.</p>	<p>Ensure all staff are aware of students who may be in under-represented groups so staff are proactive in encouraging participation.</p>
<p>5. Informing and involving parents and carers Information about students with disabilities/SEN and medical needs is gathered initially from our admission forms. Parents can also let school know about adoption or guardianship status via admission forms. Free school meals forms are sent out annually to parents. This information is then held on the School's Information & Management System (SIMS) . The school only holds information about disabled employees, parents, carers and Governors if it has been disclosed.</p> <p>Even though there is no legal obligation to disclose a disability, the school is actively seeking ways to ensure that parents and carers with disabilities feel comfortable about doing so by using the school newsletter to explain why the information is needed and how that disclosure can enable the school to make reasonable adjustments. This information will be used to improve accessibility to the school for events such as Parents' Evenings and also to ensure that students have access to individual support in dealing with any issues that might arise around the disability of ill health of their parent/carer or other family member.</p>	<p>Group call to more than one parent.</p> <p>Guide to homework on website.</p> <p>Curriculum maps to be on website</p> <p>Develop more links with services for translation for parents for whom English is not first language.</p> <p>SEN Department to find new ways of engaging parents through parent groups, events with their children and informal 'clinics' with staff available to trouble shoot issues parents may have</p>

The school uses a variety of media to inform parents: school newsletter, school website, groupcall, letters, Facebook, Twitter, Parents Evenings and phone calls. The school monitors engagement of parents and makes extra effort to contact parents who might need support with communication e.g. translation services, accessible timings for meetings,

The schools uses SIMs to highlight the need to communicate with 'absent' or joint parents so that admin staff know when to double communication sent to parents.

Parents receive **timely** tracking information. Information about what the grades and scores mean are included. Staff take time to explain progress to individual parents by phone, SEN and pastoral reviews.

The school website is updated regularly and includes copies of all letters going out to parents. The SEN pages set out information about the SEN Code of Practice and the school and local offer. Policies are listed on the website. The school uses an online homework site Show My Homework that is easy to navigate and reduces the need for students to record homework in detail. Parents can log into the site and see the homework set for their child with additional explanation. For students with limited internet access the library and ICT rooms are open for use during and after the school day.

6. Transition

New students are welcomed and transition is planned to minimise any potential difficulties. Admissions criteria do not discriminate, either directly or indirectly, against anyone with a protected characteristic. We will not refuse to admit a child as a student for discriminatory reasons. The Warriner staff may visit a student's current setting prior to transition. Information from previous settings and outside agencies is shared with staff sensitively. Ongoing processes such as TACs are continued. Groupings are considered carefully. Students with SEN have a pupil profile that staff can use to plan to meet need. Older students buddy the new students. Students transferring mid-year are given a peer buddy to shadow. SEN students are allocated a key worker. The school makes adjustments as required to ensure students can access the site and curriculum. Phased transition is planned for any student needing this arrangement.

7. Access to the curriculum

<p>The school aims to offer an inclusive curriculum – to teach students to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.</p> <p>Barriers to effective education are highlighted and addressed on a group and individual basis.</p> <p>The SEND policy outlines all the steps the school takes to provide for particular needs. CPD for staff is comprehensive and pupil profiles and the Guide to Inclusion provide detailed strategies for staff to use. Pupil progress is tracked rigorously and the Raising Standards and pastoral teams work systematically to remove potential barriers. FAB meetings focus on attendance and behavior are held fortnightly provide a forum for discussing students with barriers to attendance, engagement and progress. The Access Plan outlines how the school intends to address physical and educational barriers.</p> <p>Attendance is tracked fortnightly and the pastoral and Student Support teams work to raise attendance through contacting parents, running Personal Contact Meetings and engaging outside agency support as appropriate. (See Attendance Policy). Vulnerable groups are tracked by achievement, attendance and behaviour.</p> <p>For students with significant medical needs, Individual Health Care Plans are set up and if appropriate Hospital Schools support is sought (see Medical Needs Policy). The school has a full time school health nurse and we liaise regularly around IHCPs. A member of SLT leads on medical issues and concerns.</p> <p>The Marking Policy sets out expectations for marking and feedback to students. The school has high expectations of all students but accepts there are times when differentiation of marking and student response is required. The school makes it possible for students to respond to marking in an appropriate way according to need including online feedback.</p>	
<p>8. Providing personalized learning</p> <p>Individual pupils are provided with personalized learning according to need. Groups such as SEND pupils, EAL, Looked After Children and children with Medical Needs are highlighted to staff and the expectation is that staff plan to meet need using strategies provided. The school uses pupil profiles,</p>	<p>Continue to develop provision management to establish effective analysis and development of interventions.</p>

<p>Individual Health Care Plans, Individual Behaviour Plans, CAFs and TAFs and Personal Education Plans to plan effective provision to support student's needs.</p> <p>The Key Worker system works to make sure individual students have a named person as a point of contact. The school uses peer mentoring and volunteer mentors with individual students.</p> <p>CPD is comprehensive and support is available for staff from the SEN/ pastoral team in meeting individual student need.</p>	<p>Access more additional support for students with EAL.</p> <p>Analyse effectiveness of staff CPD in transferring knowledge of different needs to classroom setting.</p>
<p>9. Accessibility of school to all</p> <p>The school site is an accessible site. Adaptations have been made to the site including ramps, lever taps and adjustable tables. The Equality and Accessibility Scheme sets out steps taken by school to make the site accessible to staff, parents and students. We consult with stakeholders i.e. students, parents/carers, staff and relevant community groups to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning. These equality objectives are reviewed and reported on annually (see Access Plan)</p> <p>The school works with outside agencies to make sure groups or individuals are not at a disadvantage when it comes to transport or physical access. Personal Evacuation Plans and Risk Assessments are used to plan access to trips for all pupils. In certain cases the trip for all students will be chosen for accessibility.</p>	<p>Continue to review accommodation in practical classrooms to ensure wheelchair accessibility, particularly at KS3 when class sizes increase.</p> <p>Look for funding streams to improve surfaces in the school to support wheelchair users to move about the site safely.</p>

APPENDIX 3 – The WMAT Primary Schools’ Equality Plan

Equality Policy	Equality Plan
<p>Establishing, maintaining and developing a school culture and ethos that celebrates and promotes diversity and equality.</p>	<ul style="list-style-type: none"> • Publish and promote the Equality plan through school websites, new starter induction and staff training. • All staff and pupils expected to demonstrate inclusive behaviours. • Utilising PHSE , school council, assemblies and the curriculum to encourage respect for different points of view. • Curriculum planning and classroom displays to promote role models that children positively identify with which reflect the schools and community’s diversity in terms of race, gender and disability. • Head Teacher to report annually to LGB and publish on website how the school is meeting its equality objectives.
<p>Preventing and dealing effectively with bullying and harassment, recognizing that the groups covered by this policy are more vulnerable to bullying and harassment.</p>	<ul style="list-style-type: none"> • Have clear anti bullying procedures in place, with a reporting system understood by children parents and staff, that are regularly reviewed. • Record, analyse and report bullying and harassment on grounds of race, gender, disability, sexual orientation etc. • Utilise newsletters, website, PSHE, assemblies and lessons to communicate to pupil parents and staff the schools abhorrence of all forms of bullying and harassment.
<p>Listening to pupils, staff, parents and others and keeping them informed.</p>	<ul style="list-style-type: none"> • Ensure selection process for school council encourages inclusion from all groups and abilities.

	<ul style="list-style-type: none"> • Allow opportunities through the school council and in class for the student voice to be heard. • Parent and staff survey to be completed a minimum of every 2 years. • Seek to understand which parents may need alternative communication arrangements. • Encourage parents to let the school know if they or their children have a particular disability or other need.
<p>Equalising opportunities</p> <p>Recognising that some of the groups covered in this policy may be economically disadvantaged.</p>	<ul style="list-style-type: none"> • The WMAT charging policy is published on the schools' websites and seeks to ensure no child is excluded from opportunities based on economic disadvantage.
<p>Welcoming new pupils and helping them to settle in effectively</p>	<ul style="list-style-type: none"> • Liaise with student's previous school to understand student's needs. • Ensure any staff training or classroom adjustments are made (when sufficient time is given) before a student with additional needs starts at the school. • Ensure the student is given additional support "buddy" to help them settle in and understand the schools routines.
<p>Addressing the full range of learning needs</p>	<ul style="list-style-type: none"> • Monitor and analyse pupil achievement by race, gender and disability, as appropriate, and act on any trends or patterns in the data. Based on teacher assessment minimum of 3 times a year and compared to "Analyze School Performance" data annually. • Develop provision management to establish effective analysis and development of interventions.

	<ul style="list-style-type: none"> • Monitor gender participation in sports clubs, to see if representative of the school population. If not introduce initiative to address. • Monitor attendance of groups covered by this policy and address issues if necessary.
<p>Supporting learners with particular needs</p> <p>Recognising that some of the groups covered in this policy are more likely to have particular needs.</p>	<ul style="list-style-type: none"> • Review the Schools SEND policy annually, which outlines how particular learning needs are met. • Support all teachers to understand the individual learning needs of their students. • Ensure language support is available as required. • Provide appropriate training to enable staff to meet particular learning needs.
<p>Making the school accessible to all</p>	<ul style="list-style-type: none"> • Review the school's accessibility plan at least every 3 years. • Provide appropriate transport and supervision for school trips for children with disabilities.
<p>Ensuring fair and equal treatment for pupil, staff and others</p>	<ul style="list-style-type: none"> • Monitor admissions, recruitment and staff development to ensure it is fair and non-discriminatory.