



St Paul's Way

Education · Foundation · Trust

Title: Equalities Statement and Opportunity Policy

Source: SPWT

Review/Updated by: Asma Rahman

Document Owner: School of Education

Date Approved: January 2016

Date of Review: January 2020

Advisory Committee: HR Sub-Committee

Approval Committee: Full Governing Committee

Publication: School Website Intranet/FROG

Document Control

Date	Version	Comments
14/01/16	1.2	January 2016 review

SPWT Single Equalities Statement

SPWT School Statement:

At SPWT we are in pursuit of the highest standards possible in education. During each child's school career we place strong emphasis on six key areas: Communication, Investigation, Networking, Participation, Scholarship and Vision. It is because students learn to excel in these areas that they gain the confidence to become successful global citizens empowering them to play their full part in society. Every individual is valued and respected equally, enjoying the highest possible standard of educational provision. We expect each of our graduates to be fully prepared for the opportunities and the demands of the adult world. Through our curriculum and community life we seek to meet the needs of every person to enable them to achieve their full potential.

In the light of this we aim to:

- recognise and respond sensitively to the talents and needs of every student and provide the most appropriate means of developing their full potential;
- ensure that equality of opportunity is available to all;
- welcome, value and respect all who come to the school;
- build a community based on justice and a sense of personal responsibility
- Promote dialogue and co-operation with the wider community.

School Ethos, Vision & Values

At SPWT inclusiveness is at the heart of our Equality Policy. The central aim of the school is to provide the best educational opportunities and experience for all its pupils and staff. Equal opportunity can only be achieved through the delivery of a high quality education that meets the needs of all the students. As such, the school is committed to an Equal Opportunity policy which enables all members of the school community to feel secure and confident, and to succeed to the best of their abilities.

SPWT has a commitment to placing the promotion of equality and diversity at the centre of every aspect of its work. We will implement all legal and local requirements regarding equality in an inclusive way in every aspect of the school community including classroom practice, in the extracurricular life of the school, employment and staff management, as well as in policy development and implementation.

Public Sector Equality Duty

The Public Sector Equality Duty requires our school to publish information about Equalities.

The Equality Act 2010 clearly defines nine groups of people who are considered under the legislation to have direct protection from the framework of the Public Sector Equality Duty (PSED). At SPWT School we feel we are highly committed to creating and sustaining an environment of mutual tolerance, respect, dignity and good relations. Our values commit us to protecting vulnerable groups and guarding against discrimination, harassment and victimisation in any form. This viewpoint mirrors directly the three General Duties of the PSED.

Document Control

Date	Version	Comments
14/01/16	1.2	January 2016 review

The General and Specific Duties of the Public Sector Equality Duty – Equality Act 2010

General Duties

The three aims of the Public Sector Equality Duty are:

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

Specific Duties

We will actively seek to:

- Promote equality of opportunity for all pupils, staff, parents and stakeholders
- Eliminate harassment and discrimination that is unlawful under the Act
- Promote positive attitudes towards all –This means not representing people in a demeaning way; not pretending they do not exist; and not representing them anywhere at all
- Encourage participation by disabled persons in public life -It is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in.
- Take steps to take account of disabled persons' disabilities, which may mean treating disabled persons more favourably than other persons in particular circumstances.

In specific the governors must ensure that

The governing body of the school must not discriminate against:

- job applicants
- existing members of staff
- a child seeking admission to the school
- existing pupils

It must not discriminate either directly or indirectly on the grounds of:

- race
- disability
- sex
- sexual orientation
- religion or belief
- pregnancy and maternity
- gender reassignment
- age (in relation to employment)
- marriage and civil partnerships

Document Control

Date	Version	Comments
14/01/16	1.2	January 2016 review

The Governing Body

The governing body is responsible for ensuring that the school complies with legislation, and that the equality scheme and its related procedures and action plans are implemented.

Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors will annually evaluate and review the success of the school's Equalities Work taking account of quantitative and qualitative evidentiary data.

All parents are encouraged to stand for election to the Governing Body.

A Community

SPWT School is a secular school. Within this context we are aware of and celebrate, different faiths and respect diversity.

Removing barriers

This refers to physical, curriculum and information (communications) issues. Our plans to reduce barriers in these areas are highlighted in the School's AEN policy.

Disability in the Curriculum, including teaching and learning

The school will ensure that people with disabilities are portrayed in a positive way. Disability and harassment are also issues covered in RE lessons & tutor times and relevant links made where appropriate in all areas of the curriculum. Students, parents and staff are aware of how any forms of harassment are dealt with by the school.

Reasonable Adjustments

The school makes reasonable adjustments to the curriculum and teaching methods as appropriate. When a member of staff has a disability known to the school, the Executive Head teacher and other staff will work together to meet the needs of the individual, and the school as a whole. The school will liaise carefully with Occupational Health and Trades Unions.

Student Achievement & learning opportunities

SPWT School strives to ensure that all students with a disability are given full access to learning opportunities in the curriculum so they have maximum opportunity to flourish. All children who are disabled with / without SEN have their attainment monitored in accordance with the school's assessment policy. The resulting data is analysed in respect of gender, ethnic-group, ability or additional educational needs and looked-after status.

In addition to monitoring to rule out any potential disadvantage, quality assurance procedures ensure the school meets its duty to positively promote diversity. (E.g. quality of provision reviews record evidence of differentiation, and texts are reviewed to ensure appropriateness and inclusivity.) The data collected is used to inform further school planning, target-setting and decision-making.

Document Control

Date	Version	Comments
14/01/16	1.2	January 2016 review

Admissions, Transitions, Exclusions (including Social Emotional Behaviour Difficulties)

Admissions, transition and exclusion data are all closely monitored. Records are collated by the Director of Learning (AEN) and reported to governors on a termly basis and as appropriate. This data is presented to the Leadership team where trends are closely monitored.

Breaches of the Policy

In all cases, instances of perceived discrimination and inequality will be dealt with seriously and resolved as far as possible. In the case of pupils, a tutor or Year Team Leader should be approached. In the case of staff, the direct line manager should be approached, however if this is problematic, a member of SLT should be informed. Complaints not able to be resolved at school level will be referred to the school governors.

Policy Planning and Review

Whilst we have a duty to develop and publish equality schemes in relation to both gender and disability, we at SPWT School are considering all aspects of diversity and equality in this comprehensive policy and this will be revised on an ongoing basis as part of the school's Strategic Plan.

Review of Policy

School policies and procedures are designed to actively promote equality of opportunity for all members. Such policies and procedures will be reviewed continuously to address any area of inequality.

This policy has been reviewed by the student leadership group and have endorsed its messages. Staff, pupils, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, school council meetings, parents evenings etc.

Document Control

Date	Version	Comments
14/01/16	1.2	January 2016 review

Publishing Equality Objectives

In line with this policy and the SPWT School development plan we publish an Equality Action plan that is monitored by the Governing Body and its relevant committees

These priorities apply to all members of the school community equally and seeks, where appropriate, to reduce attainment gaps between different groups and develop a school community where all achieve their full potential, regardless of their sex (gender), race, disability, religion or belief, or sexual orientation.

In order to help schools in England meet the general equality duty, there are two specific equality duties that they are required to carry out. Schools have to:

- Publish information to demonstrate compliance with the general equality duty at least annually
- Publish one or more specific and measurable equality objectives at least every four years.

The specific objectives set by the governors* at St Paul's Way Trust School for 2014-17 are:

1. To ensure the outcomes for learners at all stages is outstanding: All students will make at least 3 levels of progress across KS2-4 in English and mathematics, with many achieving 4 levels of progress.
2. To ensure that all students are given the opportunity to make a positive contribution to the life of the school and its values by increasing the level of pupil voice by extending our school council to include a fair representation of all pupils in school, and in this way to foster good relationships in the school between those who have protected characteristics and those who do not.
3. To increase the membership of vulnerable pupils in out-of-school clubs and activities so that all students are given the opportunity to make a positive contribution to the life of the school.
4. To narrow the gap in achievement between vulnerable groups of pupils and other pupils, and in this way to reduce or remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the Equality Act.
5. To narrow the gap in achievement between boys and girls in KS3 and KS4.
6. To narrow the gap in achievement between students who receive FSM and those who do not.
7. Continue to improve accessibility across the school for students, staff and visitors with disabilities, including access to specialist teaching areas.

Specific tasks relating to these objectives can be found within the School Development Plan.

* once approved

Document Control

Date	Version	Comments
14/01/16	1.2	January 2016 review

Adopted by HR Sub-Committee

Signature of chair _____ **Date** _____

Print name _____

Document Control

Date	Version	Comments
14/01/16	1.2	January 2016 review