



**Five Acre Wood
School Equality Scheme –
Summary Statement
2023/24 to 2025/26**

Introduction

The Five Acre Wood Single Equality Scheme provides a format for addressing the statutory duties of the Equality Act 2010 and The Children and Families Act 2014. This supercedes and brings together all previous statutory duties in relation to race, gender and disability and also addresses the duty to promote community cohesion, thus meeting the school's statutory duties in these areas.

The DfE The Equality Act 2010 and Schools: Departmental advice for school leaders, school staff, governing bodies and local authorities May 2014

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

5.16 Under specific duties set out in previous equality legislation, schools were required to produce equality schemes in relation to race, disability and gender. Under the specific duties there are no requirements to create equality schemes. But schools may choose to continue producing such a scheme, if it helps them to comply with the Equality Duty, and they can expand it to cover the additional protected characteristics.

The scheme also highlights how Five Acre Wood has worked with and listened to the staff, pupils, parents and carers to inform development of action plans and the need and commitment required to ensure the scheme is a success. This is underpinned by a commitment to promoting positive relationships and understanding between all groups within our school community.

This document sets out how pupils with the following protected characteristics (previously known as equality strands) will be protected in our school from harassment and discrimination:-

- disability
- gender
- race
- religion and belief
- sexual orientation
- gender reassignment
- pregnancy and maternity

As well as delivering high quality services to our pupils, the school is also committed to being a good employer and as such this scheme outlines how we meet our varied duties in terms of recruitment and employment practices. We are also committed to be fully inclusive of all community users, including parents and carers.

Aims of the single equality scheme

- To articulate the school's commitment to equality which permeates all school policies and practices
- To ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation
- To comply with statutory duties under equalities legislation in one document

1: Vision and Values

Our equality vision and the values that underpin school life

Pupils and students will be equipped with an awareness of an increasingly diverse society. We aim to present the world as it is and as we would like it to be. On such foundations, pupils and students will develop their own attitudes to a pluralistic society.

Admission

The school follows the Governing Body Admission Policy, which does not permit disability, gender, race, sexual orientation or religion to be used as criteria for admission. The designation of Five Acre Wood School as a special school for pupils and students with Profound, Severe and Complex Needs will determine the nature of referrals by the Local Authority via the Statement of SEN/ EHCP process.

Registration

Pupils' and students' names should be accurately recorded and pronounced. They should be encouraged to accept and respect names from other cultures.

Discrimination

All forms of discrimination by any person within the school are to be treated seriously. A record of concern must be kept of such incidents, whether they take place in the playground, corridors or teaching areas. It should always be made clear to individuals that such behaviour is unacceptable.

Pupils and Students

If there are subsequent incidents, then the appropriate senior staff member should be informed and consideration should be given to involving the parents. Racist symbols, badges and insignias on clothing and bags are forbidden in school. Graffiti should be immediately removed.

Parents should be aware of the school's commitment to equal opportunities.

Staff

The school values diversity amongst the staff. In all staff appointments, the best candidate will be appointed, based upon strict professional criteria.

In order to understand the background and experience of ethnic minority pupils and students and to raise expectations of their potential, staff need to be aware of the historical and contemporary processes which have caused, and may continue to sustain, racism. Close liaison with families in the school is beneficial to all concerned. Support and advice is available from the authority's multicultural support service.

The Curriculum

All pupils and students must have access to the school's curriculum. Staff must be constantly aware that their own expectations affect the achievement, behaviour and status of each pupil or student. The curriculum must be balanced, objective and sensitive, and must not highlight sexual and cultural diversity.

Language

The school view linguistic diversity positively and staff should be aware of the language and dialect spoken by pupils/students and their families.

Pupils, students and staff must feel that their language or dialect is valued. They should therefore be allowed to use their home language at school, but should never use it to exclude others.

Resources

The school's aim is to provide for all pupils and students according to their needs, irrespective of sex, ability, race, or ethnicity. Whenever possible, staff must ensure that the resources used in all curriculum areas are multicultural and non-sexist, containing positive images of all groups. Variety should be evident in the morals, stories and information offered to children. Pupils and students should have access to accurate information about similarities and differences between cultural groups.

Equal Opportunities

Five Acre Wood School, in all relevant policies and procedures, seeks to eradicate unfair and discriminatory practices, especially those that are to the detriment of pupils on the basis of their membership of any group, including gender, sexual orientation, family circumstances, ethnicity, disability (physical or mental), religious or political beliefs, or any other irrelevant distinction.

2: Legal Background

The duties that underpin our scheme

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

This equality scheme is the school's response to the specific and general duties in the current equality legislation, which has been brought together under the Equality Act 2010. It demonstrates how Five Acre Wood has established and implemented good practice in equality and diversity across all areas of school life. This includes a response to all aspects of social identity and diversity.

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

General Duty under the Equality Act 2010:

This Equality Scheme sets out how the school will:

- eliminate discrimination
- eliminate harassment or victimisation related to any aspect of social identity or diversity;
- promote equality of opportunity;
- promote positive attitudes to all aspects of social identity and diversity;
- encourage participation by disabled people and people representing different aspects of social identity in public life;
- take steps to take account of difference even where that involves treating some people more favourably than others;
- take proportionate action to address the disadvantage faced by particular groups of pupils.

This scheme is underpinned by the core belief that all children and young people belong to their local community and share the same rights to membership of that community and a quality education. We set equality objectives with associated actions which are outlined within our equalities action plan that accompanies this Equality Scheme. Our school plan identifies what we will be doing over the coming year to make our school more accessible to the whole community, irrespective of background or need.

It encompasses our duties to promote positive outcomes in relation to race, gender and disability, but also identifies actions to address other social identities. It encompasses our anticipatory duties to plan ahead for the reasonable adjustments (reasonable and proportionate steps to overcome barriers that may impede some pupils) we need to make to be best placed to support pupils who come to our school.

Community cohesion

In addition to addressing the duties outlined above, our school is committed to taking action on other equality strands (e.g. religion and belief, 'vulnerable' children) and we will also work hard to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action. We are committed to following DfES guidance in providing:

- teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them
- lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping
- a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
- support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English

Specific duties: disability, race, gender

The specific duties ask schools to prepare and publish their policies and plans for meeting the general duties. All the specific duties have informed the production of our equality scheme. Section 4 (Roles and Responsibilities) details the involvement of all staff in the implementation of the scheme.

The action plan sets out how the school will increase access to education for its pupils, alongside other protected groups, in the three areas required:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- improving the availability of accessible information to disabled pupils.

The action plan is renewed annually and progress towards the equality objectives within it is reported on regularly to governors, and this information is published at least annually.

This action plan is understood and implemented by all staff and is available on the school website.

It is available in different formats and in different languages on request to the school office.

3: Roles and Responsibilities

Chain of accountability

The Board of Governors, supported by the Principal and staff, is responsible for ensuring the implementation of this scheme.

Commitment to implementation

The Governing Body retains overall responsibility for ensuring that the action plan is delivered effectively.

Every 6 months, managers and key staff will report to the Principal on actions and progress. Every 12 months there will be a report on equality and diversity to the Governors meeting.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Responsibility for	Key person
Single equality scheme	Principal
Disability equality (including bullying incidents)	Heads of Primary and Secondary
SEN/LDD (including bullying incidents)	Heads of Primary and Secondary
Accessibility	Heads of Primary and Secondary
Gender equality (including bullying incidents)	Heads of Primary and Secondary
Race equality (including racist incidents)	Heads of Primary and Secondary
Equality and diversity in curriculum content	Heads of Primary and Secondary
Equality and diversity in pupil achievement	Heads of Primary and Secondary
Equality and diversity – behaviour and exclusions	Heads of Primary and Secondary
Participation in all aspects of school life	Principal
Impact assessment	Principal
Stakeholder consultation	Assistant Head Primary
Policy review	Principal
Communication and publishing	Principal

Commitment to review

The school equality scheme will be aligned with the School Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

4: Our School's Equality Priorities

Key priorities for action

Disability

All pupils are able to access all facilities in the school. All pupils have the same opportunities as their peers e.g. all sixth form pupils are invited to attend residential experiences regardless of

disability. All pupils are taught in classes that are designed to meet their individual needs. Mini buses are available with tail lifts to ensure that all pupils have the same opportunities to access the community.

Gender

No pupil or staff member is treated differently with regard to their gender.

Race

No pupil or staff member is treated differently with regard to their race. Although we have a smaller than average proportion of pupils and staff from minority ethnic groups, pupils benefit from a curriculum that offers multi-cultural experiences.

Other

We have a community cohesions policy that promotes community values. Pupils have the opportunity to access the local community and have taken part in wider community projects. The school council organises fund raising activities for charities outside the school.

Priority	Category	Diversity strand	Background
1	Continue to provide a curriculum to meet the needs of all pupils with increased school role	All	All pupils have access to a curriculum written to meet their needs
2	Continue to provide needs led classes	Disability	All pupils with different disabilities and learning needs are taught in classes designed to meet their learning needs
3	To increase and develop the provision for all children	All	All pupils and prospective pupils to have access to an increased school provision
4	To ensure all pupils reach their full potential	All	At present there is no notable difference in the attainment of different groups
5	Policy review	All	Continue to monitor policies and procedures and regularly review impact
6	Stakeholder consultation	All	To include the FAWard Thinkers and Parent Council
7	Impact assessments	All	The school measures the impact of all its new initiatives
8	Communication and publishing	All	Ensure all communication and publishing material is accessible to all stakeholders

5: Action Plan

Making progress on equality issues

Priority issue and objective	Category	Diversity strand	Task	Responsibility	Review/impact assessment
1 Continue to provide a curriculum to meet the needs of all pupils		All	<ul style="list-style-type: none"> To continue to offer six curriculum models To evaluate and review the curriculum models 	TLR holders TLR holders	
2 Continue to provide needs led classes		Disability	<ul style="list-style-type: none"> To continue to develop needs led classes through the school To maintain Learning Approach Lead role To continue to provide appropriate training to teachers and TA's in needs led classes 	Leadership Team Leadership Team CPD leader	
3 To increase and develop the provision for all children including the newly opened nursery		All	<ul style="list-style-type: none"> To continue to develop and increase the provision available to all children To analyse the data for all new children accessing school provision 	Principal	
4 To ensure all pupils reach their full potential		All	<ul style="list-style-type: none"> To continue to analyse data with regard to groups within the school- disability, gender, medical needs To produce action plan if any issues are found 	Assessment Leader Assessment Leader	
5 Policy review		All	<ul style="list-style-type: none"> Policies will be reviewed on a cycle taking into cognisance all equality areas 	Policy area leaders	

		<ul style="list-style-type: none"> • Policies will be presented to Governors 	SLT
6	Stakeholder consultation will include the FAWard Thinkers and reestablished Family Forum	<ul style="list-style-type: none"> • Data will be collected annually regarding disability amongst parents/carers and staff • Data will be collected annually regarding race amongst parents/carers and staff • Interpreters will be available for meetings with parents/carers who request it • A Family forum will be reestablished, to facilitate family input into the school, including equality issues • Pupils and students will continue to be consulted through School Council, where appropriate • Staff and Governor SIP and vision work will include equality issues 	SLT SLT SLT SLT School Council facilitator Principal
7	Impact assessments will focus on the newly implemented systems	<ul style="list-style-type: none"> • All areas of development will be assessed for impact with regard to the education of the pupils and students • Areas from this action plan will be included in the SIP and therefore monitored, evaluated and reviewed by Governors on a termly basis and reported to full Governors in the Spring Term 	SLT and Governors Principal and Governors
8	Communication and Publishing	<ul style="list-style-type: none"> • A précis of the above and FAW commitment to Equal Opportunities will be available on the school website and within school 	Principal