



About this document:

Purpose

At Wren Spinney School our aim is to develop the independence of students with complex needs and equip them with the skills and confidence for adult life.

Complied by: Mike Tebbutt	Date: September 2025
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Wellbeing in our Trust

We are all affected by poor physical and mental health at times during our lives and it is important the appropriate support is available in a timely manner.

Health and wellbeing is everyone's responsibility and we encourage an open and honest culture whereby anyone can discuss any issues they may have.

The Trustees of Creating Tomorrow take the health and wellbeing of all employees seriously and are committed to supporting our staff. The Trustees ensure that support for staff is available through:

- Effective line management
- Commitment to reducing workload
- Supportive and professional working environments
- Employee support programs
 - Health Assure (confidential counselling support available through Perkbox account).
 - Education Support: telephone number 08000 562561 or website www.educationsupport.org.uk



Contents

Item	Contents	Page
1	Aims	4
2	Definitions	5
3	Legal Duties	6
4	Core Statements	7
5	Responsibility	7
6	Local Community	9
7	Breaches	9



Aims

At Wren Spinney School our aim is to develop the independence of students with complex needs and equip them with the skills and confidence for adult life.

We will do this by:

- Using individualised approaches in a safe environment
- Liaising with parents, carers and other agencies to give students support
- Making sure students feel safe and confident to express their personality and develop their potential
- Working as a team
- Learning from each other and trying new ideas to improve what we do
- Being passionate advocates for inclusion at all times.

We will ensure our students:

- Feel safe
- Are listened to (Pupil Voice)
- Feel good about themselves (Wellbeing)
- Try their best
- Respect others

This Single Equality Policy aims to:

- Work towards equality in all areas of our school life
- Provide a broad curriculum that is free of restricted expectations, prejudice or discrimination and which recognises, celebrates and values all cultures in the community; ensuring all students have access to an appropriate curriculum with accreditations / examinations to support them towards their aspirations and goals
- Encourage young people to recognise their own value and the value of others
- Help young people develop an understanding of the notion of inequality and develop skills to be able to combat it
- To address and move obstacles that prevents students and adults from gaining access to appropriate learning opportunities and benefiting from them
- To recognise the importance of the home environment and try to address barriers that may inhibit the participation of some groups of parents.



- Ensure that our equality objectives complement the outcomes for children and support their Spiritual Moral Social and Cultural development
- Inform our School Development Plan
- Demonstrate how promoting equality and eliminating discrimination can help raise standards
- Ensure that equality and diversity are part of the school's core business both as a school and as an employer.
- Ensure that our priorities for raising standards support our equality objectives
- Inform the overall evaluation of our effectiveness in our self-evaluation form for future Ofsted inspections
- That the school is conducted in such a way that positively asserts people's rights to equality of consideration and opportunity

Definitions

Equality refers to outcomes, making sure that all benefit equally from our activities. Diversity recognises that we can only achieve equality by considering the different needs of communities. Equality is impossible to achieve without recognising diversity.

Discrimination: negative treatment that affects a whole group of people or an individual because they belong to a group.

- Direct discrimination occurs when a person treats another person differently than they treat or would treat another person because of a 'protected characteristic'.
- Indirect discrimination can occur when a school applies what is felt to be a general policy or practice which puts students sharing a protected characteristic at a particular disadvantage.
- Associative discrimination can occur when a person is treated differently because of their association with an individual who has a protected characteristic
- Perceptive discrimination can occur when someone is thought to have a protective characteristic, i.e. 'looks' or 'sounds'
- Harassment and Harassment by 3rd party is when unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading humiliating or offensive environment for them
- Victimisation is when someone is victimised because they have made or intend to make a complaint or allegation or have given or intend to give evidence in relation to a complaint of discrimination.



Legal Duties

We welcome our duties under the Equality Act 2010. The general duties are to:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A **protected characteristic** under the act covers the groups listed below:

- Age (for employees not for service provision),
- Disability
- Ethnicity
- Gender
- Gender reassignment
- Maternity and pregnancy
- Religion and belief, and
- Sexual identity
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions (We will not publish any information that can specifically identify any individual child or adult)
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as schools. This will include the following functions:

- Attendance
- Expected Progress
- Exclusions
- Prejudice related incidents
- Analysis of behavioural intervention



Our objectives will detail how we will ensure equality is applied, however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Core Statements

In fulfilling our legal obligations, we will be guided by seven core statements:

1. All learners are of equal value.
2. Wren Spinney School recognise, welcome and respect diversity.
3. Wren Spinney School foster positive attitudes and relationships, and a shared sense of belonging
4. Wren Spinney School observe good equalities practice, including staff recruitment, retention and development.
5. Wren Spinney School aim to reduce and remove existing inequalities and barriers.
6. Wren Spinney School consult and involve widely
7. Wren Spinney School strive to ensure that society will benefit.

The school has the Rights Respecting Schools Award and uses it's practice to promote Equality.

Addressing Prejudice Related Incidents

We are opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. Wren Spinney School will work with students to build awareness of, and provide staff with an awareness of, the impact of prejudice and support students to be able to communicate concerns in order to prevent any incidents. If incidents still occur, we address them immediately.

Responsibility

We believe that promoting Equality is the responsibility of everyone in the school community.

Trustees and Governors will:

- Involve and engage the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.
- The Directors will also agree the Equality Statement and objectives.



The Headteacher will:

- Promote key messages to staff, parents and students about equality and what is expected of them and can be expected from the school in carrying out its day-to-day duties.
- Ensure that the whole school community receives adequate training to meet the need of delivering equality, including student awareness.
- Ensure that all staff are aware of their responsibility to record and report prejudice related incidents and to promote equality of opportunity.

The Senior Leadership & Management Teams will:

- Support the Headteacher as above.
- Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents. Ensure that each term a number of assembly themes reflect equal opportunity dimensions. Visit classrooms to observe how equal opportunities are supported in the classroom.

Class Teachers will:

- Support in delivering the right outcomes for students. Uphold the commitment made to students and parents/carers on how they can be expected to be treated.
- Design and deliver an inclusive curriculum. Ensure that they are aware of their responsibility to record and report prejudice related incidents.
- Provide a communication friendly environment to ensure maximum opportunity for engagement.

Administrative staff will:

- Support the school and the directors in delivering a fair and equitable service to all stakeholders. Through embedded practice uphold the commitment made by the head teacher on how students and parents/carers can be expected to be treated. Support colleagues within the school community.
- Ensure that they are aware of their responsibility to record and report prejudice related incidents.

The Whole School will:

- Consider at all times that language and methods of communication used through the school does not preclude/over emphasise the role of a particular group.
- Check that our references to adult home carers are appropriate to individual students. • Ensure that actions taken within the school development plan are supportive of equal opportunities



- If acting in a reception capacity, be expected to meet all visitors and phone enquiries in a polite and helpful manner.
- Provide regular newsletters, introduction to new teachers, home school booklets and various other publications to provide the greatest degree of information to parents.
- Seek to ensure that by their behaviour and attitudes, they are supportive of equal opportunities.

Students will:

- Be supported to:
 - Help school achieve the commitment made to tackling inequality.
 - Uphold the commitment made by the headteacher on how students and parents/carers, staff and the wider school community can be expected to be treated.

Families will:

- Take an active part in identifying barriers for the school community and in informing the school leadership and the directors of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling.

Local Community

- Take an active part in identifying barriers for the school community and in informing the school leadership and directors of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all. We will ensure that the whole school community is aware of the Equality & Diversity Statement and our published equality information and objectives by publishing them via an Equality Newsletter and on the school website.

Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and trustees.