



Equality Information and Objectives Policy
Warwick Schools Foundation Multi Academy Trust

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1. Introduction

This policy sets out our approach to equality and the equality objectives for Warwick Schools Foundation Multi Academy Trust.

Appendix 1 sets out the equality objectives for the Trust and Evergreen School, and sets out the approach to individual equality objectives for Clapham Terrace Community Primary School and Nursery and Westgate Primary School.

2. Aims and duties

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

- Eliminate discrimination, harassment, victimisation 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 a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

The protected characteristics are:

- Age (for employees not for service provision)
- Disability
- Gender reassignment
- Marriage or civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Our Trust aims to promote respect for difference and diversity in accordance with our ethos and values in building memorable learning opportunities for all children and young people. We are ambitious for their pupils, united in their love of learning and eager for their pupils to experience all that is great about the world, through education, as well as preparing them for the different experiences and challenges that life after school may bring.

In order to meet our general duties 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 a school. This will include the following functions:

- admissions
- attendance
- attainment
- exclusions
- prejudice related incidents

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

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.

3. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on the [Department for Education \(DfE\) advice for schools on the Equality Act](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

This document also complies with our funding agreement and articles of association.

4. Roles and responsibilities

Trust Community	Responsibility
Trust Board	• Ensure that the equality information as set out in this statement is published and communicated throughout the Trust, including to local governors, staff, pupils and parents/carers • Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every four years • Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the local School Boards.
School Board	• Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. The School Board will also agree the Equality Statements. • The School Board and its Governors will: ○ Meet with the designated member of staff for equality frequently, and other relevant staff members, to discuss any issues and how these are being addressed ○ Ensure they are familiar with all relevant legislation and the contents of this document ○ Attend appropriate equality and diversity training ○ Report back to the full board of trustees regarding any issues
Head teacher	• Promote key messages to staff, parents and pupils 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 pupil awareness. • Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

	- Promote knowledge and understanding of the equality objectives among staff and pupils - Monitor success in achieving the objectives and report back to governors - Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics
Senior Leadership Team	- To support the Head / Principal 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.
Teaching Staff	- Help in delivering the right outcomes for pupils. - Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. - Design and deliver an inclusive curriculum - Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Non Teaching Staff	- Support the school and the governing body in delivering a fair and equitable service to all stakeholders - Uphold the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated - Support colleagues within the school community. - Ensure that you are aware of your responsibility to record and report prejudice related incidents
All staff	All staff across the trust are expected to have regard to this document and to work to achieve the objectives as set out in section 8.
Parents	- Take an active part in identifying barriers for the school community and in informing the governing body 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 inequality and achieving equality of opportunity for all.
Pupils	- Support the school to achieve the commitment made to tackling inequality. - Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	- Take an active part in identifying barriers for the school community and in informing the governing body 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.

5. Core Statements

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

5.1. Statement 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious or non-religious affiliation or faith background
- Whatever their sexual identity.

5.2. Statement 2: We recognise, welcome and respect diversity.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- Disability, so that reasonable adjustments are made
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- Gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- Religion, belief or faith background
- Sexual identity.

5.3. Statement 3: We foster positive attitudes and relationships, and a shared sense of belonging.

The Trust aims to foster good relations in our schools between those who share a protected characteristic and those who do not share it, for example by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of the curriculum.
- Making pupils aware of our behaviour and anti-bullying policies.
- Holding assemblies dealing with relevant issues.
- Making sure schools work with their local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within each school.
- Developing links with people and groups who have specialist knowledge about particular characteristics.

We intend that our policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice related bullying and incidents
- Mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

5.4. Statement 4: We observe good equalities practice, including staff recruitment, retention and development.

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- Whatever their age
- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

5.5. Statement 5: We aim to reduce and remove existing inequalities and barriers.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- All forms of sexual and gender identity

5.6. Statement 6: We consult and involve widely.

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

5.7. Statement 7: We strive to ensure that society will benefit.

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- Disabled people as well as non-disabled
- People from a range of ethnic, cultural and religious backgrounds
- All forms of sexual and gender identity

6. Eliminating discrimination

The Trust is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Trustees, local governors, and all staff are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

Each school has a designated member of staff for monitoring equality issues. They regularly liaise with other staff regarding any issues and make senior leaders and local governors aware of these as appropriate.

7. Addressing Prejudice Related Incidents

Our Trust is 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. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately.

8. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the trust aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the specific needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)
- We will publish relevant information about pupils (see 7.1 below)

8.1. Publishing information about pupils

In fulfilling this aspect of the duty, the Trust will, for every school:

- Publish attainment data for each school each academic year showing how pupils with different characteristics are performing.
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response, and publish this information.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying).
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our pupils.

Layered Publication Approach

To meet our statutory publication duties under the Public Sector Equality Duty, the Trust will adopt a two-layer approach:

Layer 1 – Trust-wide publication

Equality information and objectives will be published on the Trust's main public website in an accessible location. This will include:

- A safe, aggregated summary of Trust-wide pupil equality data.
- Trust-wide equality objectives, set for up to four years and aligned to the Trust's strategic priorities.
- The date of publication or most recent update.
- Retention of the previous year's information until it is replaced.

Layer 2 – Academy-specific publication

Each academy will publish a short, localised equality update on its public website. This will include:

- Safe, high-level pupil equality data relevant to that academy.
- Progress towards the academy's equality objectives, which may be adapted from or aligned to Trust-wide objectives.
- The date of publication or most recent update.
- An approval line from the Headteacher or Local Governing Body.

This approach ensures that the Trust meets its legal responsibilities while also demonstrating local progress and action at individual academy level.

Relevant information about each school will be published on their individual websites.

We will make sure that with any data we publish to show how we meet our equality duties, does not identify individuals. This means we may not publish some data if it relates to a very small number of individuals to preserve their confidentiality.

9. Equality considerations in decision-making

The Trust ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

The Trust schools keep a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

10. Monitoring arrangements

The senior leadership team will update the equality information we publish, described in section 7.1 above, at least every year.

This document will be reviewed by Board of Trustees annually to ensure compliance with the PSED.

School-specific equality objectives will be reviewed by our school headteachers every 4 years.

This document will be approved by Board of Trustees.

School-specific equality objectives will be approved by our School Boards and reported on as part of the annual school improvement review.

11. Links with other policies

This document links to the following policies:

- Trust school's school improvement plans
- Trust school's Accessibility plans
- Trust school's Risk assessment policy
- SEN information report
- SEND policy

Appendix 1: Warwick Schools Foundation Multi Academy Trust Equality Objectives

As a trust, we are required to publish equality information every year.

We must report on at least 1 equality objective once every 4 years – we've chosen 31 August 2026 to be our deadline for this.

11.1. Trust Equality Objectives

Objective 1

Undertake a Trust-wide analysis of the performance of pupils in receipt of Pupil Premium alongside the performance of their peers

Objective 2

Enable more pupils who attend our special school, Evergreen School, to access post-school pathways to training and/or employment.

Appendix 2: Equality Data

For Evergreen, for the academic year 2023/24

School Profile 282 on roll September 2023

Evergreen School is a specialist provision for pupils aged 4-19 with a range of complex learning difficulties. The Early Years Foundation Stage and National Curriculum are adapted according to pupils' individual needs. The school is maintained by Warwickshire Local Authority.

Pupil Ethnic Categories

White British	212	White & Black Caribbean	3	Indian	23	Any other Black Background	5
Irish	1	White & Asian	1	Pakistani	5	Refugee	0
Any Other White Background	12	White & Black African	0	Bangladeshi	0	Asylum Seeker	0
Traveller of Irish Heritage	0	Any Other Mixed Background	6	Any Other Asian Background	7	Any Other Ethnic Group	4
Gypsy/Roma	0	Chinese	1	Black Caribbean	0	Information Refused	2
White European	0	Any Other Chinese Background	0	Black African	0	Information Not Obtained	0

Staff Ethnic Categories

White British	163	White & Black Caribbean		Indian	8	Any other Black Background	
Irish	4	White & Asian		Pakistani	2	Refugee	
Any Other White Background	4	White & Black African	1	Bangladeshi		Asylum Seeker	
Traveller of Irish Heritage		Any Other Mixed Background		Any Other Asian Background	2	Any Other Ethnic Group	
Gypsy/Roma		Chinese		Black Caribbean		Information Refused	
White European		Any Other Chinese Background		Black African		Information Not Obtained	1

Pupil Disability Categories

Specific Learning Difficulty PN: 0 SN: 5	Moderate Learning Difficulty PN: 38 SN: 0	Severe Learning Difficulty PN: 225 SN: 0
Profound and Multiple Learning Difficulty PN: 20 SN: 0	Social, Emotional and Mental Health PN: 0 SN: 26	Speech, Language and Communication Needs PN: 0 SN: 48
Multi- Sensory Impairments PN: 0 SN: 0	Hearing Impairment PN: 0 SN: 5	Visual Impairment PN: 0 SN: 6

Physical Disability PN: 0 SN: 22	Autistic Spectrum Disorder PN: 0 SN: 161	Other Difficulty/ Disability PN: 0 SN: 1
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Primary Need – PN Secondary Need - SN

Staff Disability Categories

Specific Learning Difficulty	Moderate Learning Difficulty	Severe Learning Difficulty
Profound and Multiple Learning Difficulty	Behaviour, Emotional and Social Difficulties	Speech, Language and Communication Needs
Multi- Sensory Impairments	Hearing Impairment 2	Visual Impairment
Physical Disability 1	Autistic Spectrum Disorder	Other Difficulty/ Disability 1

Primary Need – PN Secondary Need - SN

Pupil Special Educational Needs (SEN)

	Percentage	Actual No.
Education, Health & Care Plan	100%	282
No Specified Special Educational Need		
School Action		
School Action Plus		
SEN Support		
Statement		

Pupils Gender Staff Gender

Gender	Gender
Girls 65	Female 167
Boys 217	Male 19

Staff Age

16-17 0	40-49 46
18-24 9	50-59 48
25-29 24	60-64 12
30-39 45	65+ 2

Pupils Religion and Belief

Buddhist 0	Muslim 11	Unknown 0
Christian 82	Sikh 12	None Recorded 0
Hindu 13	No Religion 118	Refused 33
Jewish 1	Other Religion 12	

Staff Religion and Belief

Buddhist	Muslim	Unknown
Christian	Sikh	None Recorded 186
Hindu	No Religion	
Jewish	Other Religion	

No information was available on the protected characteristics of:

- Gender Reassignment – the school does not have any information on this as it is a primary school and we do not ask this information. On the Equality Details Form provided to staff on recruitment, this information is not asked for.
- Sexual Identity – the school does not have information on this as it is a primary school and we do not ask this information. On the Equality Details Form provided to staff on recruitment, this information is collected.
- Age – the school does not report on age because it is a primary school and all the pupils are aged 4- 11 years of age. We do not collect data on the Equality Details form for staff.

Analysis of Data 2023/24

Admissions

Admissions to Evergreen School are determined by Warwickshire Local Authority who pay due regard to the 2010 Equality Act. Pupils within Reception to Year 14 have a Statement of Special Educational Need. On rare occasions a pupil may be admitted who does not have a Statement, pending assessment.

Relevant paperwork is submitted to the admissions panel which meets each half term. Parents and pupils are invited to visit the school and full consultation between Ridgeway, families, existing setting if applicable and any involved professionals takes place, in order to establish if Ridgeway School can meet the needs of the pupil.

A decision is then made whether a place can be offered. Warwickshire Local Authority informs parents/carers of the decision.

Due to the wide demographic area that pupils come from it is not possible to look at pupil profiles in relation to the local area.

On **30th September 2023** there were **217** boys and **65** girls on roll. No preference is given to boys or girls.

Attendance

Overall attendance for 2023-2024 **for Reception–Y14 was 90.6%**

Ethnic mix

The vast majority of pupils at the school are from a white British background and of those who record religion a small majority are Christian. However the greater majority of families report no religious beliefs or have chosen not to report on this. The school has made the decision to celebrate cultural diversity throughout the curriculum.

Attainment

The attainment of pupils is closely monitored and tracked across Early Years Foundation Stage and Key Stages 1 through to 4. Individual pupil progress is measured from their starting point.

Progress of all vulnerable groups is closely monitored and the school has a Vulnerable Groups Coordinator (Deputy Head).

Exclusions – (no exclusions for 2023-24)

No pupils have been excluded as yet but this section will be updated in September 21 once the school has been operating for a year.

Prejudice related incidents

Prejudice related incidents are reported to Warwickshire Local Authority according to agreed procedures. There have been no prejudice related incidents reported.