



EQUALITY POLICY

Evergreen School is a Local Authority maintained special school which caters for pupils aged four to nineteen years with a range of complex learning difficulties. All of the pupils in the main school have a Education and Health Care Plan (EHCP).

The pupils at Evergreen have a range of learning difficulties including physical disabilities, Autistic Spectrum Condition, attachment difficulties, global developmental delay, multi-sensory impairments such as sight and hearing difficulties.

Legal Duties

As a school 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 that is 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 – annually.

We will not publish any information that can specifically identify any individual child or adult.

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 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 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 principles:

Principle 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.

Principle 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.

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

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.

Principle 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.

Principle 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

Principle 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. We consult and involve:

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

Principle 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

Our Ethos/Mission

Aims Statement

Evergreen School through high quality teaching and learning, aims to produce confident, caring, healthy and resourceful young people by recognising their equal worth and developing their full potential.

Through:

- A broad, balanced, relevant education in a variety of learning environments.
- Appropriately trained teachers and professional support staff with access to specialist resources to meet individual needs.
- The active participation of parents and the community and appropriate inclusive links with mainstream schools.
- Mobility and independence programmes preparing students to cope with life beyond school.
- A wide range of sporting and leisure activities.
- A health promoting environment and curriculum.
- A caring, stimulating, safe and secure environment providing scope to relax and be happy.
- The encouragement of individual talents and strengths in all students and the development of self-esteem.
- The nurturing of a realistic spirit of challenge, developing resourcefulness and adaptability to change.
- Promoting the growth of a caring attitude towards others and enabling all students to make a positive contribution to society.
- Equal opportunities for all and the fostering of a lifelong regard for education and training.
- Involving the wider community: including parents or carers, staff, multidisciplinary professionals, governors, schools within the local community and the local community.

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children 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 and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

Responsibility

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

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. There is a nominated governor to lead on equality. The Governing Body will also agree the Equality Statement and objectives. The Standards Committee monitors the Equality policy annually.
Headteacher	As above including: Promoting 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. Ensuring 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.
Senior Leadership Team	To support the Head 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 Headteacher 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.
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 parent/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.
--	--

We will ensure that the whole school community is aware of the Equality and Diversity Statement and our published equality information and objectives by publishing them in the School Prospectus, on our website or through other mediums as identified by the Governing Body.

Breaches

Breaches to this statement will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Head Teacher and Governing body.

Monitor and Review

We will review our objectives in relation to any changes in our school profile every four years. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

Equality Data

2020-2021

School Profile (268 on roll Oct 2020)

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 203	White & Black Caribbean 3	Indian 17	Any other Black Background 6
Irish 1	White & Asian	Pakistani 3	Refugee
Any Other White Background 19	White & Black African	Bangladeshi	Asylum Seeker
Traveller of Irish Heritage 1	Any Other Mixed Background 4	Any Other Asian Background 5	Any Other Ethnic Group 3
Gypsy/Roma	Chinese	Black Caribbean	Information Refused 2
White European	Any Other Chinese Background	Black African	Information Not Obtained 1

Staff Ethnic Categories

White British 170	White & Black Caribbean	Indian	Any other Black Background
Irish 4	White & Asian 5	Pakistani	Refugee
Any Other White Background 3	White & Black African	Bangladeshi	Asylum Seeker
Traveller of Irish Heritage	Any Other Mixed Background	Any Other Asian Background 2	Any Other Ethnic Group 2
Gypsy/Roma	Chinese	Black Caribbean	Information Refused
White European	Any Other Chinese Background	Black African	Information Not Obtained 2

Pupil Disability Categories

Specific Learning Difficulty PN: 3 SN: 1	Moderate Learning Difficulty PN: 69 SN: 0	Severe Learning Difficulty PN: 171 SN: 0
Profound and Multiple Learning Difficulty PN: 11 SN: 0	Behaviour, Emotional and Social Difficulties PN: 0 SN: 28	Speech, Language and Communication Needs PN: 3 SN: 40
Multi- Sensory Impairments PN: 0 SN: 1	Hearing Impairment PN: 0 SN: 6	Visual Impairment PN: 1 SN: 12
Physical Disability PN: 2 SN: 14	Autistic Spectrum Disorder PN: 8 SN: 109	Other Difficulty/ Disability PN: 1 SN: 5

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 1	Visual Impairment
Physical Disability 1	Autistic Spectrum Disorder	Other Difficulty/ Disability

Primary Need – PN Secondary Need - SN

Pupil Special Educational Needs (SEN)

	Percentage (% of 122)	Actual No.
Education, Health & Care Plan	100%	268
No Specified Special Educational Need		
School Action		
School Action Plus		
SEN Support		
Statement		

Pupils Gender

Gender		Gender	
Girls	65	Female	164
Boys	203	Male	24

Staff Gender**Staff Age**

16-17	0	40-49	50
18-24	9	50-59	40
25-29	29	60-64	10
30-39	50	65+	1

Pupils Religion and Belief

Buddhist	0	Muslim	7	Unknown	0
Christian	104	Sikh	10	None Recorded	25
Hindu	10	No Religion	86	Refused	15
Jewish	0	Other Religion	11		

Staff Religion and Belief

Buddhist		Muslim		Unknown	
Christian		Sikh		None Recorded	189
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 2020/2021

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 **1st October 2020** there were **203** boys and **65** girls on roll. No preference is given to boys or girls.

Attendance

Overall attendance for 2020-2021 **year to 21st July 2021 for Reception–Y14 was xxx% - this will be updated in September 21 due to this being a new school this year.**

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 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 as yet but this section will be updated in September 21 once the school has been operating for a year.

Equality Objectives 20-21

Equality Objective:	Why:	How:	Outcome:
To ensure pupils have knowledge of the rich cultural diversity that makes up our country	The school intake is predominantly White British. We want to ensure that pupils understand other cultures and religions.	Through regular analysis of the curriculum, including Spiritual, Social Moral and Cultural Development (SMSC) we will ensure that pupils in all year groups are taught about the beliefs of others. This will be done through lessons, assemblies, visiting speakers and organised visits to different places of worship.	Pupils will demonstrate a greater understanding of other religions and cultures and confidently share their views. See SEF and LPPA for evidence.
To ensure pupils both within our school and the wider locality have a greater understanding of disability awareness.	Pupils from Evergreen School Site 1 are co-located with Woodloes Primary School. A greater understanding of special needs is necessary. Within our own school context, pupils' needs are not always evident to other pupils.	By offering a variety of opportunities such as delivering assemblies, sporting initiatives, PSHE sessions, forest school etc we will ensure a high profile for disability awareness. Joint activities between Evergreen and Woodloes Schools.	Evergreen pupils will have confidence in their own identity and feel comfortable in discussing their own needs. Pupils will have opportunities to act as ambassadors for disability awareness.
To deliver targeted support to families from other cultural backgrounds and where English is not their first language	To enhance their knowledge on how to support their children better at home	<ul style="list-style-type: none"> • Deployment of 2 new family support workers • Develop accessible home school communication pathways 	<ul style="list-style-type: none"> • Reduced risk behaviours at home • Greater engagement from hard to reach families