



## Equality Scheme

### 1. Aims

The Equality and Human Rights Commission (EHRC) state that “avoiding discrimination and promoting equality supports the agenda of improving attainment and progression for all pupils” (EHRC, 2014).

John Watson School is committed to actively promoting equal entitlement in every sphere of its activities and to eradicating all forms of discrimination.

The school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination 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 it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it
- Meet the individual needs of all people with both visible and hidden disabilities, even if it requires giving them more favourable treatment

### 2. Roles and responsibilities

The Governing Body will ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils, parents and carers and that the published equality information is annually updated and that the objectives reviewed and every 3 years

The headteacher will promote understanding of the equality objectives amongst staff and pupils and monitor success in achieving the objectives and report back to the Governing Body

The Designated Equalities Lead will support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils, raise and discuss any issues and support the headteacher in identifying any staff training needs, and deliver training as necessary

All staff are expected to have regard to this document and to work to achieve the objectives (section 8.)

### 3. Eliminating discrimination

The school 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.

Staff and Governors are made aware of their responsibilities under the Equality Act.

#### 4. Advancing equality of opportunity

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

- Removing or minimising disadvantages suffered by those associated with a particular characteristic e.g. pupils with disabilities, or gay staff or pupils who are being subjected to homophobic bullying
- Taking steps to meet the particular needs of people who have a particular characteristic e.g. enabling staff/pupils to pray at prescribed times
- Encouraging people who have a particular characteristic to participate fully in any activities e.g. encouraging all pupils to be involved in Celebration assemblies

In fulfilling this aspect of the duty, the school will:

- Share attainment data with governors showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, and implement actions in response

#### 5. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship Fundamental British Values (FBV) , personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, when pupils have stories shared with them they will be drawn from a range of cultures.
- Working with our local community, including organising school trips and activities in our immediate locality and into Oxford, if appropriate and safe during the pandemic.
- Encouraging and implementing initiatives to deal with potential tensions that might arise. Our school council has representation from a range of backgrounds across the age range.

#### 6. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. For example, when a school trip or activity is being planned, the school considers whether the trip is accessible to pupils with disabilities and has adequate facilities for both girls and boys.

#### 7. School characteristics

John Watson School is a special school for students with profound and multiple learning difficulties and severe learning difficulties. All students have Education, Health and Care plans. The school is located within Wheatley.

John Watson School currently gathers the following information and data regarding pupils:

Nature of Learning Difficulties	Profound and Multiple Learning difficulties, Severe learning difficulties, Autistic Spectrum Conditions, Cognition and Learning (C&L), Communication and Interaction (C&I), Speech, Language and Communication needs (SPCLN).
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Ethnicity of students	Asian or Asian British- Bangladeshi
	Asian or Asian British- Indian
	Asian or Asian British- Pakistani
	Asian or Asian British- background
	Any other white background
	Mixed - Any other mixed background
	Mixed - White and Black Caribbean
	Black or Black British - African
	Black or Black British- Caribbean
	Black or Black British-Any other Background
	White British
	White Irish
	White Traveller of Irish Heritage
	White Gypsy/Romany
	Mixed -White and Asian
	Mixed- White and Black African
Chinese	
Any other Ethnic Group	
Gender	Currently Male/ Female
	<b><i>This is to be extended to include...</i></b>
	Transgender male
	Transgender female
	Non-binary / Non-conforming
	Prefer not to say
Students with home language other than English	
Socio-economic background of students	Pupil Premium
Attainment levels	Children's attainment on entry to the school is well below that expected for their age due to their special educational needs.
Cultural, faith and diversity of students	No religion
	Christian
	Muslim
	Jewish
	Hindu
	Buddhist

	Sikh
	Other
Asylum Status	Asylum Seeker
	Refugee
Children We Care For (CWCF)	Previously referred to as Looked After Children (LAC)
Students on Child Protection Plans	

The school has identified the following issues that may be barriers to effective learning:

- Special Educational Needs
- Disabilities
- Attendance levels
- Low self-esteem, low expectations
- Low income leading to difficulty in participating in some aspects of school life, and access at home to learning tools
- Limited parental support or expectations
- Lack of external help with emotional, mental & physical well-being of Students on the Child Protection Register
- Children We Care For (CWCF)

## 8. Equality Objectives

	Equality Objectives	Equality Plan Actions
1.	<p><b>Establishing, maintaining and developing a school culture and ethos</b></p> <p>We ensure our shared values, SLICE, not only underpins our curriculum offer, but our entire school function. Our school values are explicitly shared with our full community.</p> <p>We celebrate personal qualities and attributes and encourage students to express themselves, and to share achievements with their peers and the wider school community.</p> <p>Staff and students work together to create a school community which is caring and respectful, regardless of special needs, disability, gender, faith, race, religion and diversity.</p> <p>To ensure that all staff working in the school adopt a common approach, class teams focus on managing pupil behaviour in their weekly team meetings. The school's Behaviour Policy is referred to as necessary.</p> <p>We involve parents, carers through regular meetings, and daily/weekly contact to discuss progress and attainment and</p>	<p>Staff are to be made aware of their duty to address unconscious bias towards minority groups, to ensure their students' experience of school is formed within a positive environment. (2021-22 Training to staff.)</p>

	Recognition that all of us have different needs and exercising diplomacy in addressing these needs.	
2.	<p><b>Ensuring fair and equal treatment for students</b></p> <p>The school does not discriminate on any grounds. Admissions are based against non-discriminatory criteria. The needs of different cultures, races and religions are accommodated.</p> <p>Incidents of bullying and harassment which may be linked to diversity are, along with all incidents, rapidly dealt with through the school's anti-bullying policy.</p> <p>All teaching regarding diversity, such as same sex relationships, gender, faith, culture and race is conveyed responsibly and sensitively.</p>	<p>2021-22 Implement new RSE Curriculum</p> <p>Should the issue of gender reassignment, or cultural or diversity issues be raised, the implementation of the uniform and other policies will be applied flexibly.</p>
3.	<p><b>Ensuring fair and equal treatment for staff and others</b></p> <p>The school follows the principles of Safer Recruitment, ensuring that it does not discriminate against any particular group at any stage throughout the recruitment process.</p> <p>We adopt the Local Authority's <i>Dignity at Work</i> policy to ensure that equality, respect and dignity are observed by staff within the workplace.</p>	<p>2022-23 Continue to capture staff views on equality, respect and dignity at work in the staff questionnaire.</p>
4.	<p><b>Preventing and dealing effectively with bullying and harassment</b></p> <p>We have clear procedures and policies to deal with bullying and harassment. Any incidents are reported and addressed through the Senior Leadership Team and then termly to the Governing Body. All students, at a level they understand, are aware that any incidents will be dealt with in accordance with the school's policies.</p>	<p>2021-22 Review Anti-Bullying Policy</p>
5.	<p><b>Listening to students, staff, parents and others</b></p> <p>The school welcomes the voice of students, staff and stakeholders. School Leaders are available daily from 8:00 in the morning for staff to raise any concerns. Teaching staff are available to listen to students throughout the school week, including at lunchtime.</p>	<p>2021-22 Re-establish and extend the School Council</p> <p>2021-22 Capture the Pupil Voice through sampling experiences in relation to protected characteristics</p>

	<p>The Student Council meets regularly to air concerns and so the school can seek their views and capture the Pupil Voice. The views of parents are sought through annual review meetings; termly calls home, parents' evenings and through informal consultation.</p> <p>All staff have a line manager with whom they can discuss issues and concerns. The school takes a consultative approach, ensuring equality of voice to all.</p>	<p>2021-22 Issue a questionnaire to all staff in relation to Equality principles in order to determine any targeted actions</p>
<p>6.</p>	<p><b>Equalising opportunities</b>  We recognise that the socio-economic profile of some students could potentially reduce their ability to access opportunities.</p> <p>Our uniform requirements are modest and do not include expensive items.</p> <p>Our charging policy ensures that contributions to fund activities and trips are voluntary. No child is precluded from accessing an opportunity because of financial pressures. The school in some circumstances funds students to access activities and takes a flexible approach to payment, for example offering staggered payment plans.</p> <p>Emphasis is placed on offering students' opportunities which may not be available to them from any other source: for example, theatre visits, sporting activities.</p> <p>The promotion of independence skills is central to our curriculum offer.</p> <p>An understanding of each child's needs informs our decision making on a daily basis</p>	<p>2021-22 Allocate Household Support and Howe Trust support to disadvantaged pupils</p>
<p>7.</p>	<p><b>Informing and involving parents and carers</b>  The school tailors its communications with parents in order to meet their needs.  Communication channels include telephone and email contact and face to face meetings. The electronic home school diary provides daily contact between home and the school team with an account of the day. Parentmail, and fortnightly newsletters, both offer parents/carers opportunities to access information promptly. The school ensures</p>	<p>2021-22 Reissue Parent View questionnaire</p>

	<p>that absent parents receive communications, e.g. school reports, invitations to assemblies, etc.</p> <p>We cater for any special needs that parents/carers have by adapting the method of contact. We adapt information for parents who have English as an additional language and organise translators if and when needed. Parents are welcomed into the school, both formally through regular, scheduled meetings, and through informal meetings. An effort is made to accommodate parents through the arrangement of meetings at times to suit their commitments, and meetings are frequently re-arranged to meet needs.</p> <p>We offer visits for parents of pupils who are considering a place at the school.</p> <p>We work collaboratively with the organisation SENDIASS and allow parents/carers to bring supporters with them to meetings if requested</p>	
8.	<p><b>Welcoming new students and helping them to settle in, effectively</b></p> <p>The school ensures that all students have a carefully planned transition process. Information regarding new students is shared with key staff to ensure that there is a clear understanding of their needs and how best to accommodate them. New students are placed into classes after consideration of their learning and social needs, and the nature of their learning difficulties.</p> <p>Parents and Carers are invited to a post-admission meeting as part of joining the school. This allows any concerns to be discussed and addressed early in the student’s school career</p>	2021-22 Review post-admission meetings offer in the light of pandemic restrictions
9.	<p><b>Addressing the full range of learning needs</b></p> <p>The curriculum has been developed to address the full range of learning needs across the school, offering bespoke learning packages as necessary. Teachers use a variety of creative teaching approaches and detailed assessment to ensure progress is made by all learners. Classrooms are carefully designed with the needs of all learners in mind.</p> <p>Attendance is rigorously monitored to address any issues of poor attendance before these can impact on pupil progress. Pupil assessment is ongoing, and pupil progress is tracked to ensure appropriate teaching strategies are used to meet needs. School leaders collate and analyse pupil data to ensure that any students who are at risk of under-achievement are rapidly identified and interventions are put into</p>	2021-22 Complete and embed the new curriculum to meet all levels of need

	<p>place to meet their specific needs. Pupil progress meetings are set 3 times a year to monitor the progress made by all learners. Students' Educational Health and Care Plans (EHCPs) are reviewed annually with parents and key professionals. These reviews give parents/carers an opportunity to discuss their son or daughter's learning needs and to share their rights with professionals.</p>	
10.	<p><b>Supporting learners with particular needs</b></p> <p>All students have Learning Objectives outlining their termly targets and progress made towards each area of the Curriculum. Outside agencies such as Speech and Language Therapists, Occupational Therapists, Physiotherapist, Hearing Impairment teacher, Visual Impairment teacher are welcomed into the school on a regular basis to support students and advise staff and parents and our special school nurse ensure all staff receive the necessary training and understand the specific health needs of each individual student. The school's behaviour policy and school teams support students who have particular needs due to their own personal circumstances, for example, Children We Care For (CWCF).</p> <p>The school development plan features strategic objectives to develop specific areas designed to enhance teaching and learning. Progress against the objectives are reviewed and monitored through the academic year and funding is allocated to resource the initiatives.</p> <p>Bespoke learning packages are created for students who require additional support to meet educational/learning/emotional needs.</p>	<p>2021-22 Review the School's Behaviour Policy</p> <p>2021-22 COVID RA to Maintain effective Therapist engagement whilst acknowledging pandemic restrictions</p>
11.	<p><b>Making the school accessible to all</b></p> <p>The school meets the needs of students with physical disabilities and reviews the physical site facilities on a regular basis. An Accessibility Plan is in place. All after school activities are accessible to students regardless of their special needs, disability and diversity. A stringent Health and Safety Policy and rigorous Risk Assessment ensures that control measures are put into place to accommodate needs so that full access is maintained. Leaders are continuously seeking improvements to ensure that all students and staff can access all areas of the</p>	<p>2021-22 Update Our Accessibility Plan</p> <p>See <a href="#">Accessibility Plan</a></p>

	school. We recognise that part of the Primary accommodation has limited access to wheelchair users and that the shared outdoor provision has limited access in areas of wheelchair users. This issue is addressed as far as we have the necessary funds and oversight of the land.	
12.	<p><b>Encourage participation of under-represented groups</b></p> <p>The Governing Body represents parents and the wider community. All recruitments follow appropriate electoral procedure, including the election of parents/carers and staff.</p> <p>Students have regular opportunities to learn about their local community through curriculum opportunities, but also by inviting community groups into school.</p>	2021-22 Revise community engagement in the light of the evolving restrictions arising from the Pandemic
13.	<p><b>Monitoring and Evaluating the policy</b></p> <p>The school will continually monitor and review how this policy is applied on a rolling programme and will address any concerns rapidly.</p> <p>This policy will be brought to the attention of staff and students on an annual basis.</p>	All policies will be monitored on an annual or three yearly basis, as appropriate.

## 10. Reporting duties

We will annually publish information to demonstrate compliance with the aims of the Equality Duty.

## 11. Monitoring arrangements

The headteacher will update the equality information we publish every year.

This document will be reviewed by the Governing body annually

## 12. Links to other policies

This document links to the following policies:

- The Equality Duty
- Our Equality Statement
- Our Accessibility Plan
- Safeguarding Policy
- Anti-bullying Policy

## References:

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 Department for Education (DfE) guidance: The Equality Act 2010 and schools.

Equality and Human Rights Commission (2014) *What equality law means for you as an education provider: schools* [online]

<https://www.equalityhumanrights.com/en/publication-download/what-equality-law-means-you-education-provider-schools> >

Department for Education and Nash, J. (2014) **Guidance on promoting British values in schools published [online]** Available at <https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published>

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