

Equality Statement



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A handwritten signature in black ink, appearing to be "Mayleen Atima", is written over a light blue circular background.

Signed:

Mayleen Atima, Chair of Trustees

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WHERE LEARNING IS UNSTOPPABLE AND ASPIRATIONS HAVE NO LIMITS

EQUALITY STATEMENT

All schools within Orwell Multi Academy Trust (OMAT) are committed to meeting the Public Sector Equality Duty (PSED) 2011 and acknowledge that, in carrying out our functions, we are required to have due regard to the need to:

1. Eliminate discrimination and other conduct that is prohibited by the Equality Act.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all characteristics – between people who share a characteristic and people who do not share it.

The Equality Act protected characteristics are race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.

OMAT recognises the need to ensure that disabled pupils receive the additional support and reasonable adjustments they need. For the purpose of avoiding discrimination and promoting equality, schools actively know who their disabled pupils are, so that appropriate adjustments can be made to enable their full participation.

Vision & Values

Orwell Multi Academy Trust is founded on a belief that collaboration unlocks the potential to create excellent school communities where learning is unstoppable and aspirations have no limits.

To achieve this vision, we will ensure the following values:

- **Inclusivity:** We will ensure that all members of the community are equally valued, with particular attention to the needs of disabled pupils who may require more favourable treatment to fully participate in school life.
- **Integrity:** We will ensure that all actions we take are aligned with our vision and values, particularly by treating disabled pupils with fairness, which may include additional support and adjustments to ensure equal access to opportunities.
- **Innovation:** We will look beyond the known and be prepared to take risks in the relentless pursuit of excellence, making inclusive and accessible education a central focus of innovation.
- **Influence:** We will use the skills and expertise from within the Trust to inspire and empower other school communities to embrace diversity and inclusion, ensuring that disabled pupils are supported in all aspects of their education.

To achieve this, we will:

- Retain, train, and recruit the best staff at all levels.
- Research, develop, and implement best practices in inclusive education.
- Make learning irresistible, relevant, and life-enhancing, ensuring it is accessible to all pupils, including those with disabilities.
- Promote excellence through high expectations and aspirations for all pupils, particularly those with a disability, ensuring that no pupil's potential is limited by lack of opportunity.
- Foster positive relationships and a shared sense of belonging.

Equality Objectives

We are working towards the following core equality objectives which apply to all our schools:

1. **Ensure Fair and Non-Discriminatory Admissions:**
Ensure that arrangements for pupil admissions across the schools are fair, non-discriminatory, and consider the needs of disabled pupils.
2. **Model Inclusive Teaching and Learning:**
Model teaching and learning behaviours that avoid stereotyping, labelling or othering of groups based on protected characteristics and treat disabled pupils more favourably where required, and provide additional support to help them succeed.
3. **Minimise Achievement Gaps:**
Minimise any achievement differences between different groups, with a particular focus on narrowing gaps for disabled pupils through effective monitoring, intervention, and tailored support.
4. **Support Vulnerable Groups:**
Ensure that all vulnerable groups, including those with protected characteristics, feel safe and belong whilst meeting achievement and progress targets, receiving the necessary adjustments to fully participate in school life when necessary.
5. **Promote Equal Representation:**
Ensure all children, particularly those with a disability, are fairly represented and included in activities and support interventions across the school.
6. **Foster Cultural Understanding:**
Promote cultural development and understanding through a rich range of experiences both within and beyond our schools through our curriculum, ensuring disabled pupils can access and engage with all these opportunities.

These objectives run through all aspects of our curriculum offer and our approach to high-quality teaching.

The schools can demonstrate that they are meeting their equality duty through reference to the following:

- The implementation of our admissions policy.

- School performance data, with a specific focus on monitoring the achievement and inclusion of disabled pupils.
- Anti-bullying and behaviour policies that promote an inclusive culture.
- Adopt the principles of the Halo Code <https://halocollective.co.uk/halo-code-school/>
- School development plans that prioritize equality and inclusion.
- Curriculum materials that are accessible and inclusive and promote diverse representation.
- Trust board, committee, and local governing committee minutes.

Key Actions to achieve these objectives

1. To monitor and analyse pupil achievement by race, gender, and disability, acting on trends or patterns in data that require additional support for disabled pupils.
2. To ensure all pupils, including those with disabilities, are given the opportunity to make a positive contribution to the life of the school.
3. To identify, respond to, and report pupil racist incidents, including those involving disabled pupils, to the governing body on a half-termly basis through the HT report.
4. To identify, respond to, and report staff racist incidents and ensure that reports are submitted to the HR Committee via HR.
5. To ensure opportunities arranged within the school have an appropriate balance between boys and girls, ensuring disabled pupils also have equal access to these opportunities.
6. To ensure that pupils with disabilities are actively involved in school clubs and extracurricular activities, with any necessary adjustments made to support their participation.
7. To ensure there is effective transition between classes and schools for pupils with disabilities, with individualised support plans in place to meet their specific needs.

Success Criteria

The success of these objectives will be measured by the following criteria:

- **Pupil Achievement:**
Achievement for equality groups, including disabled pupils, should be above the national average, and gaps in achievement are narrowed through effective monitoring and intervention.
- **Inclusive Participation in Events:**
All school events should feature participation from pupils of all groups, including disabled pupils, with a focus on increasing engagement where underrepresentation exists.
- **Effective Responses to Issues:**
Staff, parents, and pupils should express satisfaction with the effectiveness of responses provided by teaching staff and the senior leadership team, particularly in regard to supporting disabled pupils.

- **Consistent Implementation:**
Staff consistently follow the guidance on equality and inclusion, ensuring that reasonable adjustments are made to support disabled pupils.
- **Governance and Reporting:**
Governors are regularly informed of any recorded incidents regarding equality groups, with a focus on challenging "nil reporting" to ensure transparency and accountability.
- **Equal Opportunities:**
Equal representation and opportunities for boys and girls, including those with disabilities, must be ensured, with senior leadership monitoring participation in school activities.
- **Pre-Year Transition Meetings:**
Pupils, parents, and staff must have opportunities to meet and discuss any relevant issues, particularly for disabled pupils, before the start of a new school year to ensure appropriate adjustments are made.

Conclusion

Orwell Multi Academy Trust is committed to fulfilling its duties under the Equality Act 2010, ensuring that disabled pupils are treated more favourably when necessary to provide equality of opportunity. By proactively identifying needs, making reasonable adjustments, and fostering an inclusive environment, we aim to support the success and well-being of all our pupils, regardless of ability or disability.