



Prince William School

Equality Statement 2024 - 2025

Learning for Life

Scope: Prince William School	
Version: V2	Filename: PWS Equality Statement
Approval: September 2024	Next Review: Sept 2025 This policy will be reviewed yearly.
Owner: Head Teacher, Prince William School	Union Status: Not applicable

Policy type:	
Statutory	Replaces Academy's current policy

Our school commitment

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation, and any other conduct 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 between people who share a protected characteristic and people who do not share it.

At Prince William School:

- We try to ensure that everyone is treated fairly and respectfully
- We want to make sure that our school is a safe and secure place for everyone
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them the same
- We aim to make sure that no-one experiences less favourable treatment or discrimination because of:
 - Age (as an employer – but not applicable to students)
 - Disability
 - Sex
 - Gender reassignment
 - Race
 - Pregnancy and maternity
 - Religion or belief
 - Sexual orientation
 - Marriage or Civil Partnership Guiding Principles
- We recognise that some students need extra support to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and are involved in our decisions, especially students, parents/carers, and those of us who can be treated less favourably.

We welcome our duties:

- To promote community cohesion (under the Education and Inspections Act 2006)
- To eliminate discrimination, advance equality of opportunity, and foster good relations (under the Equality Act 2010)

We also welcome the emphasis of Ofsted inspections on the importance of accelerating the progress of students from groups who are underachieving.

As part of this we will:

- Publish information every year about our school population.
- Outline how we have due regard for equality and how we promote community cohesion.
- Publish equality objectives to show how we plan to tackle particular inequalities and improve our practice.

Summary of effectiveness

Prince William School is welcoming an increasingly diverse student population. We pride ourselves on being an inclusive and supportive school which provides outstanding pastoral care.

As of August 2024, 26% of our students have Special Educational Needs or Disability (SEND) and our SEND team provides carefully targeted support to ensure these students are enabled to thrive and make good progress. Regular staff training takes place to ensure staff are well-informed about students' needs and how best to support them. Our provision for students with SEND ensures that all students are integrated effectively, and we work collaboratively with families and external agencies to ensure all students have the support they need.

We aim to create an ethos of accepting, promoting, and celebrating diversity. We are proud to say that we have a number of students who are openly exploring their gender and/or sexual orientation, and our community accepts these students without question or discrimination. We have strong recording and supporting systems in place to deal with any suspected bullying, racial, or other incidents involving prejudice against race, gender, disability, sexual orientation, or any other protected characteristic. These records are retained and monitored by our senior leadership team and the governing body.

Our curriculum, both in class and extra-curricular, is broad and balanced to enable all children to have as many opportunities as possible to develop their cultural capital. It is designed to educate about all aspects of prejudice, promote the celebration of diversity, and encourage our students will challenge any discrimination should they encounter it.

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice-related discrimination may fair less well in the education system. We provide both our students and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur, we investigate them immediately and report them to all stakeholders.

Equality Duty Information – Equality

Protected characteristics	Equality Aims		
	What evidence do we hold that we eliminate unlawful discrimination, harassment & victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Age	<ul style="list-style-type: none"> ➤ Feedback from stakeholders ➤ Safer recruitment policy 	<ul style="list-style-type: none"> ➤ Open recruitment process. ➤ Ongoing training opportunities for leaders. 	<ul style="list-style-type: none"> ➤ Community links to school ➤ Positive role models
Disability	<ul style="list-style-type: none"> ➤ SEND provision mapping. ➤ External agency engagement to ensure correct practice. ➤ EHC plans regularly monitored and updated. ➤ Accessible site. ➤ Adapted toilets. ➤ Medical room with hoist. 	<ul style="list-style-type: none"> ➤ SENCO in place. ➤ Regular on-going training for staff. ➤ Use of SEND team. ➤ Ensuring all children have opportunity to take part, & make adjustments accordingly, ensuring all can participate in curriculum activities. ➤ Resources are adapted to ensure all can engage with curriculum learning. 	<ul style="list-style-type: none"> ➤ Regular meetings with parents-encouraging their relationship with outside support groups & agencies. ➤ Celebrating differences and achievements for all through whole school assemblies and our PSHE curriculum. ➤ Promoting whole school and Fundamental British Values – inspirational role models including those with disabilities. ➤ Close liaison with primary schools and detailed transition process to ensure reasonable adjustments are made.
Sex	<ul style="list-style-type: none"> ➤ Attainment data is scrutinised to ensure there are no significant gaps between genders/actions in place to address any gaps found – shared at student progress meetings and with Governors. ➤ Safer recruitment policy. 	<ul style="list-style-type: none"> ➤ Varied curriculum to ensure that all are engaged. ➤ Inclusive sports and club opportunities. ➤ Inclusive values curriculum. ➤ Role models champion both genders- e.g. student council and cabinet. 	<ul style="list-style-type: none"> ➤ Shared sports. ➤ Curricular activities aimed at all. ➤ Celebrating achievements for all. ➤ Values system. ➤ Role models of both genders. ➤ Community visitors of both genders.

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	<ul style="list-style-type: none"> ➤ Curriculum challenges gender stereotypes. ➤ Inclusive sports clubs/clubs. ➤ All gender toilets. 	<ul style="list-style-type: none"> ➤ Safeguarding training. ➤ Equal opportunity awareness from staff training sessions. ➤ PSHE curriculum promotes inclusion. 	<ul style="list-style-type: none"> ➤ Encouraging family members of both genders to be involved in school events.
Gender reassignment	<ul style="list-style-type: none"> ➤ Gender reassigned students in school are accepted by the community without any hint of judgement. ➤ Values curriculum that promotes tolerance, respect, and a celebration of difference. ➤ Emotional support provided if necessary through the pastoral team and the Hub. 	<ul style="list-style-type: none"> ➤ The complete integration of reassigned students supports their equality of opportunity. ➤ Curriculum promotes inclusion and equality. 	<ul style="list-style-type: none"> ➤ Offer professional support or help signpost to suitable professional agencies if necessary. ➤ Welcome participation in the school community and all its activities. ➤ Provide pastoral care/ nurture support to child and family as necessary.

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Race	<ul style="list-style-type: none"> ➤ Comparative analysis of behaviour and progress data. ➤ Reporting arrangements in place to eliminate and report unlawful discrimination in line with the LA policy. ➤ Curriculum celebrating diversity. ➤ Prevent Duty in place and staff receive regular training. ➤ Role models from a range of cultures used in assemblies etc. ➤ Staff of a variety of ethnicities employed. 	<ul style="list-style-type: none"> ➤ Tracking of behaviour and progress data considers race and ethnicity to ensure no inequality of provision or subliminal prejudice. ➤ EAL interventions groups & resources available. ➤ Inclusive opportunities to all activities. ➤ Visitors from a range of cultures. ➤ Pastoral support available for parents & children. ➤ Equal opportunity employer – staff role models. 	<ul style="list-style-type: none"> ➤ Visitors from a range of cultures. ➤ Assemblies. ➤ Values curriculum. ➤ Positive role models. ➤ Curriculum explores variety of cultures. ➤ Ensuring the engagement of all the school community in celebrations days/school events.
Pregnancy/maternity	<ul style="list-style-type: none"> ➤ Flexible time off for antenatal appointments, etc. ➤ Re-training on return to work. ➤ Continuity of care & teaching of students before & during maternity leave. ➤ Adjustment to hours of work to current needs with agreement. ➤ Paternity leave/medical and maternity appointments. ➤ Keeping in touch days offered. 	<ul style="list-style-type: none"> ➤ Open discussions with regard to: <ul style="list-style-type: none"> • Maternity policy • Return to work policy • KIT days ➤ Support, advice, and guidance (signposting to appropriate organisations) offered to students who become pregnant. ➤ Continuity of education provided as much as possible and as wanted to students who are pregnant. 	<ul style="list-style-type: none"> ➤ All family members welcomed to events (open days/evenings etc). ➤ Opportunities for staff who are new parents to bring their child/ren in to visit. ➤ Invite staff to functions & productions. ➤ Keeping in touch (KIT) days. ➤ Room provided for breastfeeding if required

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Sexual orientation	<ul style="list-style-type: none"> ➤ Values system promotes respect for difference. ➤ Anti-bullying policy in place with reporting arrangements in place for incident logging & monitoring systems. ➤ Equal opportunity recruitment policy. ➤ Use of acceptable language, not tolerating the use of the word gay as a term of abuse. 	<ul style="list-style-type: none"> ➤ Curriculum which promotes tolerance and respects difference. ➤ Recruitment policy that welcomes all. ➤ Awareness/Support children whose parents are in a same sex relationship & equal opportunity given to same sex parent families to engage in school life. ➤ Positive role models. ➤ Through wider curriculum, children aware that families may differ but all are special. ➤ Through texts that are used across the curriculum. 	<ul style="list-style-type: none"> ➤ Same sex partnership families are given equal opportunities to engage with school life & events. ➤ Same support for all parents and children regardless of orientation. ➤ Curriculum that promotes tolerance and respect for others. ➤ Staff choice of disclosure.
Religion and belief	<ul style="list-style-type: none"> ➤ Curriculum study involves a range of religions and promotes tolerance & support of all types of belief and non-belief; this includes beliefs relating to lifestyle choices (such as veganism). ➤ British Values curriculum. ➤ PSHE Curriculum. ➤ Prevent Duty in place. 	<ul style="list-style-type: none"> ➤ Curriculum that promotes understanding, tolerance & support for individual beliefs / non-beliefs. ➤ Staff trained in Prevent Duty 	<ul style="list-style-type: none"> ➤ Visitors from a range of religions. ➤ Visits to a range of places of worship. ➤ Assemblies cover key events in a range of religions. ➤ Values curriculum. ➤ Positive role models from a range of religions. ➤ Recognise the right to withdraw from some non-statutory events due to religion/belief. ➤ When learning about lifestyle choices due to beliefs, ensure alternative diets and foods are discussed in balance with other views and beliefs and ensure school community understands why these decisions are made

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Marriage or civil partnership	<ul style="list-style-type: none"> ➤ Values system promotes respect for difference. ➤ Anti-bullying policy in place with reporting arrangements in place for incident logging & monitoring systems. ➤ Large number of students from families with parents/carers with variety of marital statuses. 	<ul style="list-style-type: none"> ➤ Curriculum that promotes tolerance and respects difference. ➤ Positive role models. ➤ Through wider curriculum, children aware that families differ but all special. 	<ul style="list-style-type: none"> ➤ Families are given equal opportunities regardless of marital status of parents/carers. ➤ Same support for all parents and children regardless of marital status. ➤ Curriculum that promotes tolerance and respect for others. ➤ Staff choice of disclosure.

Protected characteristics	Engagement		
	How have we engaged with the protected groups to eliminate unlawful discrimination, harassment & victimisation?	How have we engaged with the protected groups to advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we engage with protected groups in order to foster good relations between people who share a protected characteristic and those who do not?
Age	<ul style="list-style-type: none"> ➤ The school has an ethos that values all, regardless of protected characteristic. ➤ Recruitment for staff/ governing body/volunteers does not discriminate against age, as shown by the range of ages of those involved in the school. 	<ul style="list-style-type: none"> ➤ We have a wide range of ages in the school community who all have equal access to community events & are welcome to get involved in the school. 	<ul style="list-style-type: none"> ➤ Arranging community events that encourage family members of all ages.
Disability	<ul style="list-style-type: none"> ➤ The school has an ethos that values all, regardless of protected characteristic. Each student's/adult's need determined individually, with the right support provided for them to be successful in the school, whether it is physical support in terms of access or academic support. 	<ul style="list-style-type: none"> ➤ Accessibility plan & individual EHCPs updated, monitored & evaluated regularly to ensure accessibility & equality of opportunity, with adjustments made whenever necessary. ➤ Proactive approach to supporting students with SEND – ongoing regular staff training. ➤ All staff involved made aware of medical/health care needs of students. ➤ Close liaison with parents/carers and other professionals involved to ensure a united approach. 	<ul style="list-style-type: none"> ➤ Ethos of the school supports and values all students and encourages them to value, support and celebrate difference within each other.
Sex	<ul style="list-style-type: none"> ➤ Equal opportunities promoted amongst children and staff. ➤ Equal curriculum access regardless of gender. ➤ Full school commitment to equality Regardless of gender across all policies. 	<ul style="list-style-type: none"> ➤ An exciting and engaging curriculum. ➤ Inclusive sports and clubs opportunities. ➤ Inclusive values curriculum. ➤ Inclusive PSHE curriculum. ➤ Role models champion both genders. 	<ul style="list-style-type: none"> ➤ Shared sports. ➤ Curricular activities aimed at all. ➤ Celebrating achievements for all. ➤ Values system and PSHE Curriculum. ➤ Role models of both genders. ➤ Engagement with both genders of students' families.

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	How have we engaged with the protected groups to eliminate unlawful discrimination, harassment & victimisation?	How have we engaged with the protected groups to advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we engage with protected groups in order to foster good relations between people who share a protected characteristic and those who do not?
Gender reassignment	<ul style="list-style-type: none"> ➤ Equal opportunities promoted amongst children and staff. ➤ Equal curriculum access regardless of gender assignment. ➤ Full school commitment to equality regardless of gender across all policies. 	<ul style="list-style-type: none"> ➤ An engaging and inclusive curriculum. ➤ Inclusive sports and clubs opportunities. ➤ Inclusive values curriculum. ➤ Inclusive PSHE curriculum. 	<ul style="list-style-type: none"> ➤ Deal with on a case by case basis. ➤ Offer support or signpost to suitable professional agencies. ➤ Provide pastoral care/nurturesupport to child and family.
Race	<ul style="list-style-type: none"> ➤ The school creates a culture where all individuals are valued, with assemblies that promote a range of cultural traditions. ➤ Anti-bullying and anti-racism is part of the school ethos, and these values are embodied by all – the community knows that any incidents can be reported without fear of repercussions on behalf of the informer. ➤ A clear behaviour policy ensures all groups feel safe and that any issues would be dealt with quickly. 	<ul style="list-style-type: none"> ➤ Curriculum engages with other countries and cultures. ➤ Representation from a range of ethnicities encouraged on the student council and parliament. 	<ul style="list-style-type: none"> ➤ Visitors from a range of cultures. ➤ Assemblies. ➤ Values and PSHE Curriculum. ➤ Diverse curriculum developing cultural capital for all. ➤ Positive role models. ➤ Wider curriculum exploring a variety of cultures
Pregnancy/maternity	<ul style="list-style-type: none"> ➤ The school has had successful returns to work after maternity, where "KIT" days have been put in place for catch up, and a flexible working arrangement has been made for return to work. ➤ Support and guidance provided on case-by-case basis for students who become pregnant. 	<ul style="list-style-type: none"> ➤ Open discussions with regard to: <ul style="list-style-type: none"> ● Maternity policy ● Return to work policy ● Overlap/ catch up with "KIT" days to ensure that there is no disadvantage to staff 	<ul style="list-style-type: none"> ➤ Keeping in touch (KIT) days. Open discussion & support provided to staff.

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Sexual orientation	<ul style="list-style-type: none"> ➤ Values system promotes respect for difference. ➤ Anti-bullying policy in place with reporting arrangements in place for incident logging & monitoring systems. ➤ Staff choice of disclosure. 	<ul style="list-style-type: none"> ➤ Recruitment policy that welcomes all. ➤ Awareness/Support children whose parents are in a same sex relationship & equal opportunity given to same sex parent families to engage in school life. ➤ A wider curriculum including PSHE that develops children awareness that families are different and special. 	<ul style="list-style-type: none"> ➤ Same sex partnership families are given equal opportunities to engage with school life & events. ➤ Same support for all parents and children regardless of orientation. ➤ Curriculum that promotes tolerance and respect for others
Religion and belief	<ul style="list-style-type: none"> ➤ Curriculum study involves a range of religions and promotes tolerance & support of all types of belief and non-belief. ➤ Modern British Values curriculum. ➤ Engagement with wider religious communities. 	<ul style="list-style-type: none"> ➤ Curriculum which promotes understanding, tolerance & support for individual belief/non-beliefs. 	<ul style="list-style-type: none"> ➤ Visitors from a range of religions. ➤ Positive role models from a range of religions. ➤ Ensure children who represent different beliefs and religions are given the opportunity to talk about their beliefs, lifestyle choices and religions to the school, fostering understanding and positive relations.

Equality Objectives 2023-2024

Objectives What do we want to achieve?	Actions What will we do?	Resp. Who?	Time Scale Term to take place	Intended impact including milestones What do we want to see/be the case? How will we know we are succeeding? By end of Autumn/spring/summer? RAG rating: what have we achieved?
<p>To ensure that teaching and learning strategies included on Pupil Passports are embedded in classroom practice and are having positive impact on the progress of the young person</p>	<ul style="list-style-type: none"> • Specific training delivered to new staff detailing expectations of pupil passport usage and how to utilise/find the necessary documentation. • SEN students to have their bespoke strategies printed and stuck in their student planner, encouraging ownership and fostering metacognition. • Learning walks to have an explicit focus on reviewing the implementation of pupil passport strategies and meeting the needs of SEN / DA learners. • Student voice sessions to gain feedback from students on how staff meet their needs / implement the pupil passports effectively. Parent survey to gain feedback on how parents/carers feel their child's needs are met. • Frequent SSP meetings with a focus on DA/SEND attainment. • Annual updating of all pupil passports as well as bespoke updates dependent on new contextual information / diagnosis. 	<p>AHW/APE</p>	<p>Autumn term Ongoing Autumn term and Spring term Autumn term Ongoing Summer term</p>	<p>Progress for SEND and DA students will improve at data points and in external examination series</p> <p>Milestones for Autumn 24:</p> <ul style="list-style-type: none"> • 100% of SEND/DA students involved in the construction of their pupil passport and SEND students have a copy of the strategies to which they can refer to. • Parental feedback is positive about pupil passports, and some have filled in the 'Parent Voice' box on them. <p>Milestones for Spring 25:</p> <ul style="list-style-type: none"> • Positive parental feedback from SEND Parent Information Event • High engagement and positive feedback from parental survey, 50% believe provision is sufficient and their child's needs are met. • ATL scores improve, and progress data shows SEND/DA students are making good progress <p>Milestones for Summer 25:</p> <ul style="list-style-type: none"> • 80% of SEND students can articulate what strategies are in place to support them and how teachers meet their needs. • High engagement and positive feedback from parental survey, 90% believe provision is sufficient and their child's needs are met.

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Maintain high standards and expectations of student behaviour and ensuring that incidences of discriminatory behaviour are dealt with robustly, logged, and reported.	<ul style="list-style-type: none"> • Further embed behaviour policy and expectations. • Monitor behaviour data and report to governors • Respond to any incidents robustly with education about prejudice as well as sanction • Liaise closely with parents/carers regarding any incidents of behaviour which are motivated by prejudice. 	AKE	Ongoing	Students will demonstrate our high expectations of behaviour, impacting on behaviour for learning and student outcomes. There will be fewer incidences which are motivated by prejudice of any sort.
To develop data tracking to monitor if students from any particular ethnic group are making less rapid progress than their peers.	<ul style="list-style-type: none"> • Introduce ethnicity as an additional filter on data sheets • Discuss any trends that emerge from this analysis • Implement interventions in response as necessary • Include in regular SSP meetings as a standing item for consideration 	SWO	Ongoing	New tracking in place. Analysis taking place. Interventions implemented as necessary, and any gaps start to close.