



Policy Name	Equality Statement and Objectives
School Name	Fox Wood School
Age Range	4-19 Special School and College
Effective Date	January 2025
Review Date	January 2028
Framework	Local Performance Management Framework

1. Mission Statement and Context

Equality is fundamental to the ethos of Fox Wood School and shall permeate every facet of school life. As a specialised 4-19 setting, we recognize that equality is not achieved by simply treating every individual the same; rather, it requires an active understanding of the specific barriers that lead to unequal outcomes. To fulfil our mission of nurturing a community where diversity is celebrated, the school must employ different teaching approaches, specialised equipment, and reasonable adjustments to working conditions. Every member of the school community holds a personal responsibility to maintain an environment defined by mutual respect, justice, and fairness.

2. Equality Statement 2025

Public Sector Equality Duty (PSED) Declaration

Fox Wood School is statutorily committed to the Equality Act 2010 and the Public Sector Equality Duty (PSED). The school shall exercise "due regard" to the necessity of eliminating discrimination, advancing equality of opportunity, and fostering good relations. In accordance with the SEND Code of Practice (p. 17), the school recognizes the anticipatory nature of this duty, requiring leadership to think in advance about the requirements of disabled pupils and the adjustments necessary to prevent substantial disadvantage.

Protected Characteristics Framework

Under the Equality Act 2010, the school prohibits discrimination based on the following nine protected characteristics:

1. Age
2. Disability
3. Gender Reassignment
4. Marriage and Civil Partnership
5. Pregnancy and Maternity



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6. Race (including colour, nationality, ethnic or national origin)

7. Religion or Belief

8. Sex

9. Sexual Orientation

Local Strategic Protections (Warrington Equality Diversity and Inclusion Strategy 2025-2028 (EDI))

In addition to statutory characteristics, Fox Wood School adopts the Warrington Borough Council framework to tackle structural disadvantage. We treat the following with the same rigor as protected characteristics:

* Socio-Economic Status: Pursuant to Section 1 of the Equality Act 2010 (Socio-Economic Duty), the school shall implement measures to deliver better outcomes for pupils and families experiencing economic uncertainty or disadvantage.

* Care Experience: We recognize the significant disadvantage faced by Care Leavers—defined as young people aged 16-25 who have been ‘looked after’ at some point since they were 14 years old. The school will prioritise protections for this group as if it were a statutory protected characteristic.

3. Workplace Safety and Anti-Harassment

Legislative Compliance and Employer Duty

Fox Wood School complies fully with the Worker Protection (Amendment of Equality Act 2010) Act 2023. The school shall take all "reasonable steps" to prevent sexual harassment in the workplace. We maintain a zero-tolerance, anti-racist, and anti-discriminatory position.

Strategic Priorities

In alignment with Warrington Priority 5, the school shall:

* Maintain a robust workplan to combat violence against women and girls.

* Ensure all staff feel valued, supported, and safe through the delivery of an anti-sexual harassment policy and mandatory training.

* Provide clear procedures for employees to report and respond to racism and all forms of discriminatory abuse.

4. Equality Objectives 2025–2028

Objective 1: Inclusive Curriculum and Awareness



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The school must integrate specific "Equality and Diversity Days" into the annual school year planner. These days shall be used to ensure pupils understand and accept the principles of equality through both the school's overarching ethos and practical, tailored curriculum delivery.

Objective 2: Transition and Preparation for Adulthood

Following the graduated approach defined in the SEND Code of Practice, the school shall facilitate high aspirations for all pupils from Year 9 onwards. Planning must focus on four statutory Preparation for Adulthood life outcomes:

- * Employment or higher education.
- * Independent living (choice and control over support).
- * Community participation.
- * Maintenance of health in adult life.

Objective 3: Physical and Digital Accessibility

The school shall maintain and regularly review statutory Accessibility Plans and Accessibility Strategies (as required by the Equality Act 2010). We must conduct regular audits of buildings and digital learning services to remove barriers, ensuring no member of the community is at a substantial disadvantage.

Objective 4: Workforce Allyship, Neurodiversity, and Wellbeing

The school shall deliver an EDI training programme that includes:

- * Allyship training for all staff and managers.
- * Specific awareness initiatives and management support for neurodivergent employees.
- * Proactive health and wellbeing activities, including dedicated support for pre-menopausal and menopausal women (Warrington Priority 6).

Objective 5: Supporting Care-Experienced Pupils

The school shall rigorously monitor the educational and health outcomes for care-experienced pupils. Support and monitoring for this cohort shall extend up to the age of 25, aligned with the Warrington care leaving service framework (Priority 4).

5. Responsibilities and Implementation

Specialized Pedagogical Responsibilities

To ensure this policy is effective within a Special School context, all staff must:



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- * Utilise language and communication systems (e.g., AAC, symbols) that are understood by all pupils.
- * Provide appropriately differentiated learning opportunities and tailored teaching styles.
- * Ensure that sanctions and rewards are administered without bias, accounting for individual pupil needs.
- * Create an environment where pupils are given positive encouragement to succeed.

Leadership and Community Roles

All members of the school community must be briefed on their personal responsibility for their actions. The Head Teacher holds day-to-day responsibility for the maintenance of equality practices and the promotion of an inclusive culture.

6. Monitoring and Review

Governance and Accountability

The Governing Body holds ultimate responsibility for compliance with the Equality Act 2010 and the Worker Protection Act 2023. All discussions regarding equality implications must be formally minuted by the Clerk to ensure transparency and accountability.

Reporting and Data Analysis

- * The Head Teacher must report progress on equality objectives to the Governing Body at least annually.
- * The school shall analyse pupil progress and attainment data as a proxy for monitoring disability and race outcomes. Data will be anonymised to ensure no group is disadvantaged while maintaining privacy.

7. Accessibility of Information

This policy shall be available to all members of the local community. Fox Wood School will provide this document in alternative formats (e.g., large print, braille, or alternative languages) upon request to ensure that information is accessible to all without prejudice.