



Equality, Diversity and Inclusion

Connection

Communication

Independence

Aspiration

Equality, Diversity and Inclusion Statement- Prepared by Simon Alcock March 2026

Introduction

Redwood school makes all members of our community feel welcome and valued. Our vision and values promote inclusion, equality and tackle discrimination. We have high expectations for all our learners irrespective of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation.

Redwood School is committed to the principle of equality for all in employment at the school and in the provision of teaching and learning for all our learners. We take great pride in our diverse community and all the cultural richness that it brings. We are an anti-racist organisation, committed to the eradication of all forms of covert and overt racism.

This statement outlines our commitment to equality and diversity. It sets out our intention to create an environment in which everyone in our school community can take full part in the social and cultural life of the school. It also sets out our commitment to promote equality and diversity among our learners, families, carers and staff.

Statement of Intent

At Redwood we recognise that certain groups in society have historically been disadvantaged on account of unlawful discrimination. We aim to eliminate prejudices, unlawful discrimination and victimisation within the school, community and amongst the school staff.

The Public Sector Equality Duty requires public bodies to promote equality. The relevant protected characteristics are:

- age
- disability,
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Our primary aim, ethos and atmosphere

We aim to develop a strong, sustainable and cohesive community within our school. We will continue to develop and promote policies, routines and systems that make sure that the school community and our staff are not unlawfully discriminated against.

We believe that a greater level of success from learners and staff can be achieved by realising the uniqueness of individuals and celebrating diversity. Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful to everyone, encouraging compassion and open-mindedness
- Always treating all members of the school community fairly
- Developing an understanding of diversity and the all the benefits it can bring
- Adopting an inclusive attitude for all
- Creating an inclusive curriculum that is accessible to all

Redwood's Values

Redwood's vision and values create a clear, lived ethos of **Equality, Diversity and Inclusion (EDI)**. Each value actively promotes belonging, fairness, and respect, ensuring that every learner—regardless of need, background, identity, or characteristic—is supported to thrive.

How Redwood's Vision and Values Promote Equality, Diversity and Inclusion

Connection

Connection places belonging at the heart of the school.

- Everybody matters, and everyone is recognised as important.
- Learners are valued as individuals, with their identities, backgrounds, and experiences celebrated.
- Positive relationships are prioritised, ensuring every learner feels safe, respected, and included.
- The emphasis on community and diversity reinforces that Redwood is a place where difference is embraced, not simply accepted.

This value ensures that inclusion is not an add-on but a daily lived experience.

Communication

Communication ensures that every learner has a voice.

- All forms of communication are valued equally, including non-verbal, AAC, and behaviour-based communication.
- Adults model calm, respectful communication, creating psychologically safe spaces.
- Recognising that all behaviour is communication ensures learners are understood rather than judged.

This approach removes barriers, promotes equity, and ensures that every learner can express themselves and be heard.

Independence

Independence is framed as a personalised journey for every learner.

- The focus on developing confidence, self-esteem, and resilience ensures that all learners—regardless of starting point—are supported to progress.
- Transitions are recognised as significant, and support is tailored to individual needs.
- Life skills and Preparing for Adulthood are delivered in ways that respect each learner's abilities, aspirations, and cultural context.

This value promotes equality by ensuring every learner has access to meaningful opportunities to grow and succeed.

Aspiration

Aspiration reinforces high expectations for all.

- The school commits to being the best it can be, modelling ambition and continuous improvement.
- Every moment is seen as a learning opportunity, ensuring no learner is overlooked.
- The offer is explicitly aspirational **for all**, regardless of need, background, or characteristic.
- Learners are encouraged to fulfil their potential and make a positive contribution to society.

This value challenges stereotypes, removes limiting assumptions, and ensures that every learner is seen as capable and full of potential.

Overall EDI Impact

Together, these values create a school culture where:

- Every learner is known, valued, and included.
- Diversity is celebrated as a strength.
- Barriers to participation are actively removed.
- High expectations apply to all, not just some.
- Staff model inclusive behaviours that shape the whole community.

Redwood's vision and values do more than describe an ethos—they actively shape a school where equality, diversity, and inclusion are embedded in daily practice and lived experience.

Legislation and guidance

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.

Our aims are to:

- -Promote equality of opportunity for both learners and staff
- -Promote a diverse working culture
- -Eliminate unlawful discrimination for any stakeholder
- -Promote good relations between all people, young and old, from all different backgrounds of any religion or race

Implementation:

At Redwood have adopted the following principles:

- We recognise the value of diversity within the community, our staff and our learners, and the outside agencies or visitors to the school.
- We are committed to ensuring that the teaching and learning we deliver meets the varied and complex needs of the learners in our care and is constantly reviewed and adjusted to reflect this.
- We will ensure that the employment of the school is accessible for all and that we will actively value and celebrate the wide variety of lifestyles and cultures within the community.
- Our commitment is supported by a legal duty to provide learning and employment opportunities fairly and without unlawful discrimination.
- We will ensure that the school's policies and procedures are developed and implemented with appropriate regard to the impact on equality.

Expectations:

We expect all members of our school community and all visitors to support our commitment to equality and meeting the requirements of the Equality Act.

The Headteacher is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. The Governing Body should regularly review this Policy and its impact.

The Headteacher is responsible for maintaining an ethos at Redwood that upholds this policy and the Equality Duty. They are also responsible for ensuring this policy is understood and implemented by all staff and for making learners and staff aware of its commitments and expectations, whilst providing training if necessary.

The Leadership Team are responsible for addressing the policy actively within their areas of responsibility.

All staff are responsible for acting on this policy consistently, in their day-to-day professional responsibilities, interaction with others and whilst supporting learners and their families/carers to share Redwood's commitment to equality.

Equality objectives (2025-2029)

Under the Public Sector Equality Duty (PSED) Redwood is required to set Equality Objectives. Our published information is updated annually, and objectives published on our website at least once every four years.

Objective 1: Ensure that consistently good quality of teaching and learning enables pupils, including the most disadvantaged, to make good progress from their starting points.

Objective 2: Ensure that the curriculum promotes cultural awareness, reflects diversity and challenges stereotypes or discrimination.

Objective 3: Ensure that learners' emotional well-being is prioritised alongside their academic achievement.

Implementation, Evaluation and Monitoring:

With feedback from learners, staff, SLT and the wider school community we will continue to develop, monitor, review and evaluate the effectiveness of our equality objectives. We have a statutory duty, to report annually, our progress and commitment towards our equality objectives.

Objective 1: Ensure that consistently good quality of teaching and learning enables pupils, including the most disadvantaged, to make good progress from their starting points.

We ensure that all barriers to learning are considered in our Curriculum offer and lessons are adapted to promote inclusion for all. Lessons are planned with learners' E.H.C.P. targets in mind and adapted to meet needs.

Our Curriculum is designed to offer bespoke provision's to our learners' diverse needs, to promote access to learning for all. Our curriculum offer is reviewed regularly to ensure that it meets need.

Objective 2: Ensure that the curriculum promotes cultural awareness, reflects diversity and challenges stereotypes or discrimination.

This is implemented across the school day through our curriculum, tutor times and targeted assemblies (see our Community & Celebration Events Calendar). The learners at Redwood have a range of complex needs and varying ability to regulate their emotions and behaviours. On rare occasions, learners use discriminatory language or display discriminatory behaviour. This is not accepted and is always addressed in a way that is developmentally appropriate, taking into account each learner's level of understanding.

Staff record all incidents of discriminatory behaviour and put personalised interventions in place to reduce and eliminate this behaviour. We make it clear to all stakeholders that this behaviour is not acceptable, whilst recognising that changing behaviour takes time, so additional support will need to be implemented to support staff, learners and families involved.

Objective 3: Ensure that learners' emotional well-being is prioritised alongside their academic achievement.

Daily emotion checks are completed by all lead class staff utilising Zones of Regulation. This is a structured, evidence-informed framework that helps learners recognise, understand, and manage their emotions by categorising feelings and states of alertness into four colour-coded "zones." Each zone represents a different level of emotional or physiological regulation, from calm and ready to learn (Green Zone) to heightened emotions such as frustration, anxiety, or excitement (Yellow Zone) or distress (Red Zone). By using this shared language daily, learners develop emotional literacy, self-awareness, and strategies for returning to a regulated state. When implemented consistently across all provisions, as at Redwood, the approach becomes a powerful tool for promoting positive mental health: staff can model regulation strategies, learners can communicate their needs more effectively, and the whole community benefits from predictable, supportive responses to behaviour. Over time, this builds resilience, reduces anxiety, and strengthens relationships, creating a calm, inclusive environment where every learner can thrive.

YouHQ is an additional digital platform used where appropriate that our learners have access to. This programme allows learners to share their current mood and emotional state. They also share personal and school positives and attributes. Learners can access self-help guides and also alert staff if they feel that they need support with their mental health. This platform is monitored regularly by pastoral staff and can quickly show indicators of low mood or poor mental health, allowing staff member to respond to the mental health needs of learners.

Staff can refer learners for well-being interventions via our Safeguarding Team and for interventions from external agencies. At Redwood we have a dedicated team of staff and leaders who actively promote the emotional well-being of all young people. We have two trained Senior Mental Health Leads who work alongside the Safeguarding Lead to promote positive well-being for all staff and learners. If monitoring reveals any gaps in our policies/provision, we will take the necessary action.

Where appropriate we will work alongside other external organisations and local groups to provide excellent teaching and learning opportunities, whilst promoting equal opportunities to all. We will ensure that there are no barriers preventing anyone from accessing our school community. We will engage with local organisations who provide services to Redwood to ensure that they are working in line with our statement. We promote and encourage L.O.T.C as well as engagement in residential offers during the academic year.

Any reported incidents of discrimination will be recorded on CPOMS and investigated thoroughly by Senior Leaders.

Links to other policies:

Well-being policy

Safeguarding policy

Behaviour policy

L.O.T.C policy

SEND policy

Whistleblowing policy