



Equality Information & Objectives Policy

Written by: Dionne Jude **Date:** July 2024

Approved by: Governing Body **Date:** September 2024

Next review due by: July 2025

Contents

1. Aims	3
2. Legislation and guidance	3
3. Roles and responsibilities	3
4. Eliminating discrimination	3
5. Advancing equality of opportunity	4
6. Fostering good relations	4
7. Equality considerations in decision-making	4
8. Equality objectives	5
9. Monitoring arrangements	6
10. Links with other policies	6

1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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

Our school aims to promote respect for difference and diversity in accordance with our values.

2. 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](#).

3. Roles and responsibilities

The governing board 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 and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

4. 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 regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training.

5. 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 people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay 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 Muslim 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 the full range of school societies)

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. 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, and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Objective 1:

Enhance staff awareness of inclusive teaching practices tailored for SEND students from diverse ethnic backgrounds, ensuring 100% of staff complete this training by the end of the academic year.

- **Why we have chosen this objective:**
Our school serves students with a range of SEND needs, and it's crucial that all staff have a deep understanding of how to implement inclusive teaching practices. We want to ensure that staff are equipped to meet the diverse cultural and educational needs of our student body.
- **To achieve this objective we plan to:**
Provide continuous professional development (CPD) sessions focused on inclusive teaching strategies, cultural competency, and differentiation for students from minority ethnic backgrounds. We will also embed these practices into our performance management reviews.
- **Progress we are making towards this objective:**
Staff training has been scheduled for the next half-term, and we have already received positive feedback from early sessions. A staff survey on inclusivity awareness has been completed, with 75% of staff already rating themselves as confident in applying inclusive strategies.

Objective 2:

Ensure that all students with disabilities and additional needs have personalised reasonable adjustments in place, to improve access to learning and the school environment.

- **Why we have chosen this objective:**
We recognise the unique needs of our students, and our aim is to ensure that no student experiences barriers to their education due to their needs. Personalised reasonable adjustments will help to provide tailored support for each student.
- **To achieve this objective we plan to:**
Conduct individual meetings with students, parents, and the SENDCO to identify specific needs. Action plans will be drawn up for each student, and regular reviews will be scheduled. We will also provide training for staff on how to implement these adjustments effectively.
- **Progress we are making towards this objective:**
Initial meetings with 80% of students have been conducted, and adjustments such as sensory aids, assistive technology, and classroom modifications have been implemented. Staff feedback on the effectiveness of these adjustments is being collected.

Objective 3:

Provide training for all staff and governors on understanding the specific needs and rights of students with SEND, ensuring 100% participation by the end of the academic year.

- **Why we have chosen this objective:**
It is vital that every staff member and governor understands the specific challenges and legal rights of students with SEND, especially within a special school context, to ensure fair treatment and provision.
- **To achieve this objective we plan to:**
Deliver comprehensive training on SEND legislation, pupil rights, and best practices for supporting these students. This will include external expert-led workshops and ongoing CPD sessions.
- **Progress we are making towards this objective:**
We have completed an initial training session with 85% of staff attending, and further sessions are scheduled. Feedback indicates improved awareness and understanding of SEND rights and needs.

Objective 4:

Implement a trauma-informed approach across the school by training all staff in trauma-informed practices by the end of the academic year, ensuring at least 90% of staff can effectively apply these principles in their interactions with students.

- **Why we have chosen this objective:**

Many of our students have experienced trauma, which impacts their behaviour, emotional regulation, and learning. It is essential that staff are equipped to understand and respond to students' needs in a way that promotes healing, safety, and resilience.

- **To achieve this objective we plan to:**

Engage external trainers specialised in trauma-informed practice to deliver whole-school training. We will create an ongoing support system where staff can discuss challenges and share best practices in implementing trauma-informed strategies. The approach will be embedded into daily routines, lesson planning, and pastoral care.

- **Progress we are making towards this objective:**

We have already identified key trainers and scheduled the first training sessions. A pilot group of staff has begun applying trauma-informed techniques and sharing their experiences in staff meetings. Initial feedback shows increased understanding and improved behaviour management strategies in classrooms.

9. Monitoring arrangements

The governing board will update the equality information we publish, at least every year. This document will be reviewed by the governing body at least every 4 years.

This document will be approved by the governing body

10. Links with other policies

This document links to the following policies:

- › Accessibility plan
- › Risk assessment
- › SEND Policy and Information Report