

# Equality information and objectives

## Springside Primary Special School

**Approved by:** Full governing body

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## 1. Aims

Our school aims to meet its obligations under the public sector equality duty 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

## 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, learners and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher and the leadership team

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The equality link governor is Lyn O Reilly They will:

- Meet with the designated member of staff for equality annually and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and learners
- Monitor success in achieving the objectives and report back to governors

*The Assistant Head is the designated staff member for equality he will:*

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and learners
- Meet with the equality link governor every term to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

## 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.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## 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 which are connected to a particular characteristic they have (e.g. learners with disabilities, learners who identify as LGBTQ or 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 learners to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all learners 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 learners with different characteristics are performing
- Analyse the above data 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 learners

## 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:

- Carrying on our journey to be a rights respecting School and achieve Gold
- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship 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, learners will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies where appropriate, and organising school trips and activities based around the local community
- Working with our local community, where appropriate inviting key speakers on SEND, LGBTQ to work with families and learners who may demonstrate they are struggling with their identity.
- Work with the feeder School-predominantly Redwood to ensure the transition to High School is smooth and relevant information, pertinent to the learner's views and feelings are shared.

## 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 all learners with SEND
- Has equivalent facilities for boys and girls and individuals who identify as transgender

## 8. Equality objectives

**Objective 1:** *Undertake an analysis of recruitment data and trends over the past 3 years with regard to race, gender and disability including mental health by July, and report on this to the staffing and pay sub-committee of the governing board, outlining reasonable adjustments and impact on wellbeing.*

Why we have chosen this objective:

To achieve this objective we plan to:

Progress we are making towards this objective:

**Objective 2:** *Have in place relevant visual sources and summaries to support the learners and staff understanding of protected characteristics, with clear signposting for families.*

Why we have chosen this objective:

To achieve this objective we plan to:

Progress we are making towards this objective:

**Objective 3:** *Ensure the curriculum guidance for the learners in each of the Phases promotes learner voice and captures their views, wishes and feelings in line with their cognitive ability and needs. Tools used will be used to support person centered planning throughout the year and support transition in line with the Raising Rochdale agenda.*

Why we have chosen this objective:

To achieve this objective we plan to:

Progress we are making towards this objective:

## **9. Monitoring arrangements**

The link governors for equality alongside the Assistant Headteacher and headteacher] will update the equality information we publish, [described in sections 4-7 above], at least every 4 years.

This document will be reviewed and approved by learner and curriculum committee at least every 4 years.

## **10. Links with other policies**

This document links to the following policies and guidance:

- Accessibility plan
- Risk assessment
- Staff code of conduct