



Riverside Community Special School Equality Information and Objectives Policy

Policy by: Catherine Le Roux

Date: Autumn 2024

Presented to Full Governing Body : 28th November 2024

To be reviewed fully every 4 years.

Admin/current Policies/2024

(This policy is available on our school website and is available on request from the school office.)

This policy will be reviewed in full (by the Governing Body) on at least an annual basis.

Equality information and objectives policy

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

The headteacher will:

- › Promote knowledge and understanding of the equality objectives among staff and pupils
- › Monitor success in achieving the objectives and report back to governors

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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training at the start of each academic year.

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
- › Taking steps to meet the particular needs of people who have a particular characteristic
- › Encouraging people who have a particular characteristic to participate fully in any activities

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

- › Make evidence available identifying improvements for specific groups
- › 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, 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, pupils will be introduced to literature from a range of cultures
- › Holding assemblies highlighting relevant issues.
- › Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- › Encouraging and implementing initiatives to encourage conversation and friendships between different groups of pupils within the school.

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 of all trips and visits 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	Plan	Date
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To ensure that pupils and staff have access to mental health, resilience and wellbeing support	<p>Play therapist in post</p> <p>ELSA staff member available to support pupils</p> <p>School counsellor</p> <p>Counselling for all staff</p>	<p>September 2024</p> <p>From January 2025</p> <p>ongoing</p>
To ensure that pupils are able to work within a positive environment that promotes positive mental health, tolerance, understanding and wellbeing	<p>6 areas of wellbeing promoted through curriculum across the school</p> <p>Staff receive training through MHST and Mental Health Lead</p> <p>Assistant Head for Wellbeing and Therapies in post to co-ordinate parental access to training and information</p> <p>Emotionally Based School Avoidance training undertaken and implemented</p> <p>Pupils continue to access celebration days from a range of cultures and religions</p>	<p>Ongoing</p> <p>Ongoing</p> <p>September 2024</p> <p>Spring 2025</p> <p>Ongoing</p>
To ensure that parents have access to a wide range of support mechanisms	<p>Offering family support workers in the home to support ongoing improvements</p> <p>Offering groups through MHST and CAMHS</p>	<p>September 2024 ongoing ongoing</p> <p>September 2024 and ongoing</p>
To ensure that pupils are able to work within a positive environment with provision for sensory integration	<p>School OT to work with teachers to improve sensory integration provision within classes</p> <p>Training on curiosity approaches</p> <p>Training on developmental approaches and understanding</p>	<p>Ongoing</p> <p>Autumn 2024</p> <p>2024-2025</p>

9. Monitoring arrangements

The head teacher 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 Governing Body

10. Links with other policies

This document links to the following policies:

- [Accessibility plan](#)