



Riverside Community Special School Public Sector Equality Duty Policy

Policy by: Catherine Le Roux

Date: Autumn 2024

Presented to Full Governing Body : 28th November 2024

To be reviewed annually.

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.



PUBLIC SECTOR EQUALITY DUTY

This policy is in place to maintain the school's commitment to equal opportunities. No person shall be treated without due regard for their feelings and individuality, regardless of gender, race, culture, belief, sexual orientation (inc. gender reassignment), disability or exceptional need.

We are committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and well-being outcomes.

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

The Act introduced requires all schools to comply with the Public Sector Equality Duty and two specific duties.

Public Sector Equality Duty requires us a school 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, and between people who share a protected characteristic and people who do not share it

The Two "specific duties" requires us to:

- ✓ Publish information to show compliance with the Equality Duty

- ✓ Publish Equality Objectives at least every 4 years which are specific and measurable

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

This policy should be read alongside our Accessibility Plans.

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

	Training on developmental approaches and understanding	
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Impact Statement

We have continued to improve our environment and working practice to benefit the community whilst ensuring that no group experiences discrimination:

- ✓ Creating some smaller class groups to meet specific needs
- ✓ Ensuring that pupils have access to quiet spaces as needed (individual support plans)
- ✓ Providing individual work spaces for pupils who need this
- ✓ Working with Hampshire County Council to new buildings on the school site and remotely to ensure that pupils have access to purpose built learning environments
- ✓ Provision of sensory spaces and programmes for pupils across the school.
- ✓ Ensuring that parents are able to access reports in different formats as requested
- ✓ Offering a variety of places to meet - outside, at home, in school.
- ✓ Offering parenting support courses
- ✓ Offering parents opportunities to increase their understanding about their own child

Written: July 2013

Governors' approval: July 2014, Summer 2016 with Accessibility Plans, Summer 2018, Summer 2020,

Updated: Autumn 2022 - online approval from Governors.

Review: Autumn 2023

Reviewed: Autumn 2024