



Equality Information and Objectives Policy

Date	June 2024
Written by	Joe Creswick
Approved by	Resources & Personnel Committee
Approval date	17/6/24
Review date	June 2026



Introduction and 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

The purpose of this policy

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 every spring term.

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.

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. pupils with disabilities and their access to parts of the building)
- 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 activities and putting inclusion at the heart of the school agenda)

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

- Publish attainment data on the school website, under School Performance, each academic year showing how pupils with different characteristics are performing
- Analyse attainment and behaviour data to determine strengths and areas for improvement, implement actions in response and publish this information
- Share data regarding the performance of pupils who have particular protected characteristics with governors.

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 knowledge and understanding of the world, and personal, social and emotional development (PSED), 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. The school selects a wide variety of core books for pupils to read or hear each academic year, these core books are carefully selected to enhance pupils' awareness of diversity and protected characteristics.
- Working with our 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, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- As a special school we have a great deal of expertise in supporting pupils and staff with protected characteristics. We advocate for our pupils at various levels, for example, ensuring their participation in sporting events, or representing them at a local authority level.

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.

Equality objectives

Objective 1: *All school policies will include a section on 'Equality and Inclusion'.*

This target has been included to ensure that the school's equality duty is considered in all policy decisions. Policy writers must therefore consider equality and the possibility of discrimination.

Objective 2: *The school curriculum will be reviewed to ensure that sufficient adaptations are made/available to allow all pupils to make progress and overcome any difficulties posed by their individual needs.*

This target has been included to ensure that all pupils have equal access to the school curriculum at all times.

Objective 3: *The school will ensure that designated safeguarding leads are given additional training regarding bias in safeguarding.*

This target has been selected as it is vital that designated safeguarding leads are aware of the risk of unconscious and conscious bias when making decisions in relation to safeguarding.

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, and that they are reviewed and updated at least once every four years (current review period is set at every two years)
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Principal

The equality link governor is Mark Tripp, Chair of Governors. They will:

- Meet with the designated member of staff for equality every year, 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 pupils



- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality is Emily Sidhu, she will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- 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 the Equality Objectives below.

Monitoring arrangements

The Headteacher will update the equality information we publish, [described in sections 4-7 above], at least every year.

This document will be reviewed by the governing board at least every 2 years.

This document will be approved by the General Management Committee.

Legal Framework and Statutory Guidance

Linked national 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](#).

Linked policies

- Health and Safety Policy
- Educational Trips and Visits
- Safeguarding
- Accessibility Plan

Equalities and Inclusion

This policy is an essential part of Ivel Valley's approach to ensuring that the school abides by relevant statutory guidance. This policy is also a core part of the school's commitment to promoting equality in the school and wider community. Feedback from the school community is welcomed and should be sent to office@ivelvalley.beds.sch.uk

Safeguarding Implications

Ivel Valley School & College is committed to ensuring that all members of the school community are effectively safeguarded and that the school abides by all of the requirements set out by Keeping Children Safe in Education (current edition).

We recognise that unconscious bias can affect decision making in relation to safeguarding and will ensure that the designated safeguarding leader and their deputies carefully consider unconscious bias when making safeguarding decisions.