

Equality information and objectives



Serenity School

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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

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 equality link governor is Linda Brown. They will:

- Meet with the designated member of staff for equality every 6 months 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 among staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every 6 months 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. 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 September/ February

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 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:

- Prepare 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)
- Prepare 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 dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- 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 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
- 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

Why we have chosen this objective:

This objective relates to the Equality Act 2010 and promoting Anti-Discrimination relating to Protected Characteristics.

We aim to plan and promote a bespoke Cultural Capital Programme for female pupils from 11 – 14 years.

To achieve this objective we plan to:

Create a girls group, involve external agencies, School MDT Staff who will devise an annual action plan to support young girls with issues relating to high anxiety, low self esteem and are considered vulnerable at Risk of Safeguarding.

Progress we are making towards this objective:

Pupils will be identified and cultural capital experiences and MDT workshops put in place. Over time we hope to see improved engagement with school, studies, self confidence in the pupils identified.

Objective 2

Fostering good relations amongst pupils across the 3 Tiers of the School. Inclusion and Independence

Why we have chosen this objective:

To ensure that all Disabilities across the school community are recognised and supported. The school will have pupils who follow a Formal Pathway, pupils who follow a Semi-Formal Pathway and pupils who will be in the PMLD/Nurture Centre. This objective will ensure that pupils who have more complex special needs are valued, have a voice and can contribute to life at Serenity School.

To achieve this objective we plan to:

Our PD Curriculum incorporates 7 Themes to develop the child/Young Person holistically in a caring environment

Progress we are making towards this objective:

The PD Themed curriculum will be tracked across the wider curriculum. Staff training will be completed for all staff and leaders will monitor impact on IEP, academic and SEMH progress of learners

Objective 3

Advancing Equality of Opportunity for pupils with learning difficulties

Why we have chosen this objective:

Increasing participation at Further and Higher Education

To achieve this objective we plan to:

Have a bespoke CEIAG plan in place for pupils who attend our 6th form that takes into account their unique strengths and distinct challenges, while also receiving continued teaching and therapeutic support to help them progress through activities that are appropriate to their stages of career learning, planning and development.

This will include activities such as UCAS applications, University visits, Careers fairs, Work Experiences, SEND specialist advisory service for HE, etc. that take into account their unique strengths and distinct challenges, while they also receive continued teaching and therapeutic support to help them develop the resilience they need to remain within their chosen 'Next Step'.

Progress we are making towards this objective:

Early planning stages.

Objective 4

Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information by Sept of next year, to help address the under-representation of people with disabilities in the school workforce.

Why we have chosen this objective:

To embed diversity and inclusion into our recruitment strategy. As recruitment is an ongoing concern and battle for all schools in the current climate, this may support recruitment by ensuring that we attract a diverse pool of candidates and also widening the search, scope and specialist field of applicants who can potentially work at our school.

To achieve this objective we plan to:

HR has revised all application forms, job descriptions, person specifications, and job advert contents; and are continuing to look for more diverse places to advertise and extend our search for staff.

To work with SENDCos, Heads, Estate manager and SBM to ensure risk assessments are substantial and carefully thought through to encourage successful applicants to be effective in role

Progress we are making towards this objective:

Early planning stage with administration

9. Monitoring arrangements

The headteacher along with the Board will update the equality information we publish, at least every year.

This document will be reviewed by SED governing board /and headteacher at least every 4 years.

This document will be approved by SED governing board and headteacher every year

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Recruitment Policy