



# **SWANWICK SCHOOL & SPORTS COLLEGE**



Equality Objectives 2019-2020

## **Key Points**

The Equality Act 2010 and the Equalities Act 2010 (specific duties regulation 2011) provide a consolidated source of discrimination law. It simplifies the law and it extends protection from discrimination in some areas.

As far as schools are concerned, for the most part, the effect of the new law is the same as it has been in the past – meaning that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation, gender reassignment, pregnancy or maternity.

## **Legal Duties**

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations between groups

We understand the principles of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- Age
- Disability
- Race
- Sex (including issues for transgender)
- Maternity and Pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership (for employees)

In advancing equality of opportunity:

- we aim to remove or minimise the disadvantages suffered by people due to their protected characteristics
- we aim to meet the needs of people with certain protected characteristics where these are different from the needs of other people
- we encourage people with certain protected characteristics to participate in public life or in other activities where the participation is disproportionately low

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties, these are to:

- publish equality information – to demonstrate compliance with general duty across its functions (we will not publish any information that will specifically identify a child)
- prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- admissions
- attendance
- attainment and progress
- exclusions
- prejudice related incidents
- participation

Our objectives will detail how we will ensure equality is applied to the functions listed above. However, where we find evidence that other functions have a significant impact on any particular group, we will include work in this area.

We use evaluation and data collection to inform our decision making and assess the impact on equality of our decision making, policies and practices.

We also welcome our duty under the Education Act 2011 to demonstrate how the education we provide meets the needs of the range of learners at the school.

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.

In fulfilling our legal obligations we will:

- recognise and respect diversity
- foster positive attitudes towards relationships, and a shared sense of belonging
- tackle prejudice and promote understanding between people from different groups
- observe good equalities practise, including staff recruitment, retention and development, and procurement
- aim to reduce and remove existing inequalities and barriers
- consult and involve widely
- strive to ensure that the communities within, around and beyond our school will benefit
- follow guidance from Derbyshire Children's and Younger Adults Service HR on equality in recruitment, selection and employment
- use the schools complaints procedure initially to deal with any complaints under the Equality Act 2010, use the questions procedure and, for any complaint not resolved internally, use the local authority complaints procedure

### **Addressing Prejudice Related Incidents**

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our learners and staff with an awareness of the impact of prejudice in order to reduce the likelihood of any incidents. If incidents occur we address them immediately and report them to the Local Authority using the online reporting system.

### **Responsibility**

We believe that promoting equality is the whole school's responsibility:

## **The roles and responsibilities within our school community**

### *Our Headteachers will:*

- ensure that staff, parents/carers and pupils/students are informed about the Equality Policy
- oversee the effective implementation of the policy
- ensure staff have access to training which helps to implement the policy
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the policy and report to the governing body on the effectiveness of the policy
- ensure that SLT are kept up to date with any development affecting the policy or actions arising from it

### *Our governing body will:*

- ensure that any action plans are monitored
- support the headteachers in implementing any actions necessary
- engage with parents and partner agencies about the policy
- evaluate and review the policy

### *Our Senior Leadership Team will:*

- have responsibility for supporting other staff in implementing this policy
- provide a lead in the dissemination of information relating to the policy with the headteachers, provide advice and support in dealing with any issues/incidents
- assist in implementing reviews of this policy

### *Our pupils/students will:*

- understand how it relates to them, appropriate to age and ability
- be expected to act in accordance to this policy

### *Our parents/carers will:*

- have access to the policy through a range of appropriate media to their requirements
- be encouraged to actively support the policy
- be encouraged to attend any relevant meetings and activities related to the policy
- be informed of any incident relating to this policy which could directly impact their child

### *Our school staff will:*

- be involved in the on-going development of the policy
- be fully aware of the equality policy and how it relates to them
- understand that this is a whole school issue and support the equality policy
- make known any queries or training requirements

We will ensure that the whole school community is aware of the Equality Policy objective (Appendix 1) by publishing them on the school website.

## **Breaches**

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteachers and governing body.

**Monitor and Review**

We will review our objectives in relation to any changes in our school profile at least every three years. Our objectives will sit in our overall School Improvement Plan where appropriate and therefore will be reviewed as part of this process where necessary.

## **Appendix 1**

The successful completion of the objectives below will ensure that all pupils at Swanwick School and Sports College will have equality of opportunity across all aspects of school life.

### **Equality Objective 1**

Curriculum: To implement and review the effectiveness of the curriculum for all students.

The success criteria will be: -

- All students to continue to achieve their individual targets
- All taught sessions to be differentiated for the abilities of the students.
- All students will have access to an individualised curriculum ensuring each pupil achieves their potential irrelevant of needs or ability.

### **Equality Objective 2**

Life Skills: To ensure the Life Skills are embedded throughout the SSSC curriculum and all students are given access to a range of skills essential to promoting independence.

The success criteria will be: -

- The continued implementation of Life Skills into individual key Stage curriculums and the development of a specific Life Skills area.

### **Equality Objective 3**

Communication: To provide opportunities allowing all pupils to develop their communication skills.

The success criteria will be: -

- Regular opportunities to develop and practice communication skills.
- Provision of communication friendly environments
- Use of ICT as appropriate to aid communication.
- To allow the pupils to use the communication skills they have as effectively as possible.