



# Equality Information and Objectives

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<b>Contents:</b>	<b>Page Number:</b>
1. Context	2
2. Aims	3
3. Legislation and guidance	3
4. Roles and responsibilities	3
5. Eliminating discrimination	4
6. Advancing equality of opportunity	4
7. Fostering good relations	5
8. Equality considerations in decision making	5
9. Equality objectives	6
10. Monitoring arrangements	8
11. Links with other policies	8

## **1. Context**

The White House School is an Independent Specialist school. We are part of an ethical and progressive organisation that believes it can achieve real change for pupils and their families.

The White House School is situated within BCP local authority and offers a specialist learning provision which emphasises the development of core academic understanding, encourages creativity, celebrates outdoor learning and promotes the growth of essential life skills. We aim to establish a safe, creative and vibrant environment where children feel challenged and supported in their learning, achieving high levels of wellbeing and academic success. We aim to nurture and develop mutual respect, tolerance, teamwork, perseverance, kindness and good manners.

We adhere to the values of ARC:

- Ambition
- Resilience
- Community

The White House School operates within the SPELL framework. SPELL is The National Autistic Society's framework for understanding and responding to the needs of children and adults on the autism spectrum. It focuses on five principles that have been identified as vital elements of best practice in autism and emphasises ways to change the environment and our approaches to meet the specific needs of each person.

SPELL stands for Structure, Positive approaches and expectations, Empathy, Low arousal and Links:

<b>Structure</b>	Structure makes the world a more predictable, accessible and safer place. We can support people on the autism spectrum in creating structured environments using visual information.
<b>Positive (approaches and expectations)</b>	We must seek to establish and reinforce self-confidence and self-esteem by building on natural strengths, interest and abilities.

<b>Empathy</b>	We must try to see the world from the standpoint of the autistic child or adult, knowing what it is that motivates or interests them but importantly what may also frighten, preoccupy or otherwise distress them.
<b>Low arousal</b>	Approaches and the environment need to be calm and ordered in such a way so as to reduce anxiety and aid concentration.
<b>Links</b>	Autistic people, their parents or advocates should be seen as partners. Open links and communication will reduce the risk of misunderstanding, confusion or the adoption of fragmented, piecemeal approaches.

## 2. Aims

The White House 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

## 3. 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.**

## 4. Roles and responsibilities

**The School 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.
- 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 amongst staff and pupils
- Monitor success in achieving the objectives and report back to the School Board.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 9.

## **5. 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 school board members 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 year by completing the Educare 'Equality and Diversity' online course.

The senior leadership team regularly monitor equality issues and place inclusion at the centre of all school decisions.

We do not discriminate on any of the characteristics in the Equality Act 2010

- Age
- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity
- Marriage and civil partnerships

## **6. 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)
- 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 (including provision at after school clubs)

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

- Analyse data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups to appropriate persons
- Publish further data about any issues associated with particular, protected characteristics, identifying any issues which could affect our own pupils

## **7. 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 any potential 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

## **8. 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, and on the same document, 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.

## 9. Equality objectives

### Objective 1

To promote the awareness between children, staff and parents of the protected characteristics as set out in the Equality Act through an engaging PSHE/SMSC programme and throughout all aspects of the curriculum.

**Why we have chosen this objective:** We want our pupils to be well-rounded, active and excellent members of our school, local, national and global community. We want them to project our inclusive model through their behaviours and interactions with others.

#### **To achieve this objective we plan to:**

- Plan a robust and fulfilling PSHE and Citizenship Curriculum
- Create opportunities for promotion and discussion surrounding the protected characteristics across the curriculum.

#### **Progress we are making towards this objective:**

- Our PSHE and Citizenship curriculum covers all national curriculum criteria and dedicated lessons to both of these subjects are taught weekly.
- Protected characteristic grids, which allow teachers to signpost to the promotion of discussions surrounding these through their lessons, are visible on every scheme of work.
- Posters promoting the protected characteristics are visible in communal and learning spaces.

### Objective 2

To foster good relations between people who share a protected characteristic and those who do not.

**Why we have chosen this objective:** As before, we want our pupils to show kindness, compassion and understanding to all.

#### **To achieve this objective we plan to:**

- Ensure all staff promote healthy friendships by modelling this type of behaviour with each other.
- Record and actively challenge any incidents of prejudice-related bullying.

#### **Progress we are making towards this objective:**

- All staff model healthy, kind and caring attitudes towards each other and our pupils.
- Systems are in place to record any incidents of prejudice-based bullying.

### **Objective 3**

To robustly challenge inappropriate language and behaviour amongst any group within the school and community; taking any opportunity to educate.

**Why we have chosen this objective:** As before, we want our pupils to show kindness, compassion and understanding to all. If our pupils act or speak inappropriately, it is our duty to educate them as to the correct way to behave and treat others.

**To achieve this objective we plan to:**

- Make sure we have a clear 'consequences' system to deal with pupil use of inappropriate language or behaviour.
- Put in place learning opportunities to teach children the correct way to behave towards others, explaining how their inappropriate actions or words, could be harmful to others.

**Progress we are making towards this objective:**

- We have a clear 'consequences' system which is displayed in all classrooms and within pupil's planners.
- Our Nurture Room is available for post-consequences discussions surrounding positive ways to treat others.

### **Objective 4**

To build and continue to develop an environment where everybody feels safe, and safe to challenge others, where their behaviour falls short of what is expected within The White House School and the wider community.

**Why we have chosen this objective:** It is our duty as educators to create a physical and cultural environment which puts pupil's safety and feelings first.

**To achieve this objective we plan to:**

- Hold regular meetings around the topic of equality, looking at ways we can improve our provision.
- Design our Accessibility Plan and School Development Plan around the promotion of inclusion and equality.
- Promote kindness and tolerance of others, through our daily interactions and the celebration of a wide range of significant cultural and religious events.

**Progress we are making towards this objective:**

- Equality meetings feature on our staff meeting schedule.
- Our Accessibility Plan and School Development Plan are reviewed regularly.
- An assembly overview displays the range of multi-cultural events we celebrate as a school.

## **Objective 5**

Train all members of staff and board members involved in recruitment and selection on equal opportunities and non-discrimination. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

**Why we have chosen this objective:** To ensure all staff have the required knowledge to lead by example.

**To achieve this objective we plan to:**

- Have a concise approach to staff CPD and ensure all staff are aware of their responsibilities in this regard.

**Progress we are making towards this objective:**

- We have a highly developed CPD overview, programme and monitoring procedures in place for all staff.

## **10. Monitoring arrangements**

The School Board and Headteacher will update the equality information we publish, at least every year.

This document will be reviewed by the Headteacher and senior leadership team at least every 2 years.

This document will be approved by the School Board at every review.

## **11. Links with other policies**

This policy should be read in conjunction with the following:

- Equal Opportunities Policy
- Accessibility Plan
- Risk Assessment
- School Development Plan