

All8 Sensory Support Equality Statement



Aims

All8 Sensory Support 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

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 provisions 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.

Roles and responsibilities

All8 Sensory Support will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated to staff, learners and carers, 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 proprietor
- Ensure they are 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 proprietor will:

- Promote knowledge and understanding of the equality objectives amongst staff and

learners

- Monitor success in achieving the objectives

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

Eliminating discrimination

All8 Sensory Support 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 are expected to read the Equality Act 2010 as part of their induction, and all staff are expected to re familiarise themselves with the Equality Act every September.

Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, All8 Sensory Support 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. learners with disabilities, or gay learners 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 learners to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities.

Fostering good relations

All8 Sensory Support 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.
- Encouraging and implementing initiatives to deal with tensions between different groups of learners onsite.

We will also be willing to work with parents to promote knowledge and understanding of different cultures

Equality considerations in decision-making

All8 Sensory Support ensures it has due regard to equality considerations whenever significant decisions are made. All8 Sensory Support always considers the impact of

significant decisions on particular groups. For Example, religious holidays, access to learners with disabilities.

Equality objectives

Develop an approach to support children with social, emotional and mental health needs, and wellbeing. Ensure staff receive relevant training

Promote tolerance, friendship and understanding of a range of religions and cultures.

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