

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 and statutory duties:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination, harassment and victimisation
- Section 149 of the Equality Act 2010, which requires public authorities and those exercising public functions to have due regard to the need to eliminate unlawful conduct, advance equality of opportunity and foster good relations
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools and settings to publish information to demonstrate compliance 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.

The protected characteristics under the Equality Act 2010 are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. In relation to learners, age and marriage and civil partnership are not protected characteristics for the school provisions, but they remain relevant to staff and wider employment duties.

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
- Publish information to demonstrate compliance with the public sector equality duty

and review this information at least annually

- Prepare and publish equality objectives and review them at least once every four years
- Delegate responsibility for monitoring progress towards the objectives on a day-to-day basis to the proprietor
- Ensure staff are familiar with relevant equality legislation and the contents of this document
- Ensure staff attend appropriate equality and diversity training
- Report relevant equality matters to the proprietor or governing body, where applicable

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, harassment, victimisation and other prohibited conduct.

Staff and governors, where applicable, are regularly reminded of their responsibilities under the Equality Act, for example during meetings, training and induction.

Where equality matters are discussed during a meeting, this is recorded in the meeting minutes.

New staff are expected to read this equality statement and relevant Equality Act 2010 guidance as part of their induction, and all staff are expected to re-familiarise themselves with equality expectations 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 considers the potential impact of significant decisions on people who share protected characteristics, including learners, staff, parents and carers. For example, we consider religious observance, accessibility for disabled learners, reasonable adjustments, curriculum access, behaviour expectations, attendance arrangements and communication with families.

Equality objectives

Objective 1: Develop and embed an approach to support children with social, emotional and mental health needs and wellbeing, ensuring staff receive relevant training and that reasonable adjustments are considered where appropriate.

Objective 2: Promote tolerance, friendship and understanding of a range of religions, cultures and backgrounds through curriculum opportunities, everyday practice and positive communication with learners and families.

This equality statement should be read alongside related policies and procedures, including safeguarding and child protection, SEND, accessibility, behaviour, anti-bullying, attendance, complaints, recruitment and staff conduct policies. Where equality matters overlap with safeguarding or welfare concerns, All8 Sensory Support will act in line with current statutory safeguarding guidance and its own safeguarding procedures.

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