



**Shaw
Education
Trust**

Equality Information and Objectives

Date agreed: September 2025

Chair of Committee: Peter Cade

Next review date: September 2026 (or as and when required)

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, harassment and victimisation as well as any 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
- Promote positive relationships between individuals with protected characteristics and those without.
- Tackle prejudice and promote understanding

Legislation and Guidance

This document complies with our public sector equality duty (PSED) and meets the statutory 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. This document also complies with our funding agreement and articles of association.

Roles and Responsibilities

The Academy Council 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/careers, 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 equality link governor is Emma Mallord. They will ensure that the Academy Council will:

- Meet with the designated staff representatives for equality on termly basis 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 Academy Council regarding any issues

- 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/carers
- Ensure that the published equality information is updated at least every year, is legal and compliant 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 headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality is Bali Kaur, she will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link Academy Councillor every term 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.

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 year. 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. Our school is committed to advancing equality and promoting respect for all through our vision, ethos and values.

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, 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:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data 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)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

Fostering Good Relations

The school aims to foster good relations between those who share a protected characteristics and those who do not share it. This aim will be addressed through teaching as part of our school's curriculum which focuses on each child's Spiritual, Moral, Social and Cultural development 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

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.

Equality Objectives

Objective 1:

To ensure all stakeholders are taught and reminded that Ivy House School respects and values differences, understanding that diversity is a strength.

Why we have chosen this objective: Our school is committed to advancing equality and promoting respect for all stakeholders through our vision, ethos and values. We have a wide and varied school community

To achieve this objective, we plan to: Train new staff and continually refresh existing staff ensuring the all are familiar with equality and diversity across our setting. Lessons and assemblies will be differentiated and take account of any differences that may affect a pupils' ability to access learning. The school has a strong SMSC/Enrichment and cultural capital offer which links to develop and celebrate all stakeholders and addresses life beyond the classroom. Enrichment days which focus on the diversity of the ethnicity within our own school, building awareness and promoting understanding for our communities religious and cultural beliefs.

Progress we are making towards this objective:

During 2021-2022, planned opportunities for celebrating difference and raising each child's cultural capital have been planned in. Multifaith celebrations took place for all pupils to promote understanding and awareness. This year more links needs to be

made between raising the profile and importance of the Equality Duty through the Governing Body.

During 2022-2023, we continued to provide opportunities for celebrating difference and raising each child's cultural capital. Multi faith celebrations continued to take place and this year such Holi, Eid, Easter, Christmas, Celebrating Difference Day, Black History Month and LGBTQ+ awareness month.

Bali Kaur (Equality, Diversity and Inclusion (EDI) Lead) attended Shaw Education Trust training conference day and lead whole school training for all staff. She worked with current staff members and delivered 4 personal accounts of how important EDI is to them and what we can do as staff to support everyone.

Every aspect of teaching, learning, the curriculum and resources are carefully planned to explicitly ensure that an antiracist and gender equal approach is embedded throughout the school and has sustainable impact made between raising the profile and importance of the Equality Duty through the Academy Council.

During 2023-2024, we continued to provide meaningful and relevant EDI training for the whole school staff. Our students were encouraged to celebrate and learn about different faith celebrations, such as Holi, Eid, Christmas, Black History Month and Pride Month. All classes had themed assemblies that highlight a range of themes, including differences and friendship.

Bali Kaur (EDI Lead) delivered some training to our Academy Council to ensure that their knowledge was embedded, and Sarah Parumal (SMSC Lead) delivered training to the whole school staff on Social, Moral, Spiritual and Cultural values.

During 2024-2025, all staff have received SMSC training to highlight the importance of equality and diversity across the school. We have celebrated a range of multi-faith events, including Harvest, Chinese New Year and Black History Month, while pupils have taken part in a wide variety of age-appropriate assemblies and collective worships across both the primary and secondary phases.

Objective 2:

To ensure all stakeholders understand they are of Equal value; we aim to ensure that all learning needs and disadvantages are addressed.

Why we have chosen this objective: In school, we have stakeholders that have additional learning needs. We aim to ensure that all of these are able to access learning, taking into account their differing learning styles and fostering success for all.

To achieve this objective we plan to: Give additional time and allocate a learning mentor to any identified staff to ensure they have the support they require to undertake the required marking and feedback in school/ completion of any online training assigned. Ensure that all pupils are given the core educational offer and any additional intervention needs, ensuring progress and success.

Progress we are making towards this objective:

During 2021-2022: Learning mentors have been assigned in September 2022 to all new staff and they have held meetings to discuss any personalised support required.

During 2022-2023: Coaching was set up for any staff who were falling behind with any in house CPDL. This support was given on a 1:1 basis as well as in small groups. Some of the Apprentice Teaching Assistants also needed individual support this year to keep

them on track with their college work as well as having extra English and Maths sessions outside of the normal school day. This helped them to pass their course.

During 2023-2024: We have set up a folder that is accessible for all staff so that they can access any of our CPDL when and where appropriate. We have continued to work with those staff who need 1:1 support.

During 2024-2025, we have further strengthened our support by continuing our open-door policy where staff can get access to guidance, feedback and CPDL. We have also expanded intervention programmes for pupils, ensuring that targeted support is tracked closely so progress and success can be celebrated across all areas of the school. In addition, we have taken into consideration how the science of learning works, with training now spread over several weeks to allow both staff and pupils to revisit and retrieve their knowledge more effectively.

Objective 3:

To have due regard to the impact that a disability can have on a child's wellbeing and attendance in school.

Why we have chosen this objective: Many of our pupils have complex health and physical disabilities which can mean frequent appointments or illnesses. We will promote attendance at school by ensuring families understand we want to keep their child safe in school and support them if they are unable to attend due to ill health.

To achieve this objective we plan to: Pupils will be well supported by a strong Mental Health and Wellbeing offer in school. This will be through the Mental Health First Aiders and Equality, Diversity and Inclusion Lead, Bali Kaur.

Families will be supported to improve their child's attendance, with a shared understanding of how a specific disability may impact this.

Progress we are making towards this objective:

During 2021-2022: Attendance Newsletters have been given to families to explain the importance of attendance. Regular meetings with the Education Welfare officer from Derby City Council and the school's Safeguarding and Pastoral Lead have supported families.

During 2022-2023: Attendance meetings with the Education Welfare Officer from Derby City Council and the school's Safeguarding and Pastoral Lead have supported families to improve attendance and punctuality. The Safeguarding and Pastoral Lead and the Pastoral and Operations Co-Ordinator have worked closely with families to support behaviour at home, attendance and medical appointments etc. This has had a positive impact and families understand the importance of sending their child to school.

During 2023-2024: The Safeguarding and Pastoral Lead and Pastoral Operations Co-Ordinator set up a working group of Ivy House's stakeholders to help update the Attendance Policy. The Attendance Policy was updated and shared with the families. We continued to have Attendance meetings with the Education Welfare Officer from Derby City Council.

We promoted Mental Health Week and Children's Mental Health week across the school and with our families to increase the awareness of mental health with our students.

During 2024-2025, we have continued to celebrate Mental Health Week and Children's Mental Health week across the school. Our Pastoral and Behaviour lead has worked closely with the Educational Psychologist, families and other schools to ensure a high level of support for those students who may struggle with their mental health.

Objective 4:

Have in place a reasonable adjustment agreement for all staff with disabilities by July, to meet their needs better and make sure that any disadvantages they experience are addressed.

Why we have chosen this objective: It is vital we ensure all staff, regardless of their disabilities are supported to reach their full potential and reasonable adjustments are in place.

To achieve this objective we plan to: meet with any new staff to ensure we have a full understanding of their personal needs and create a personalised plan with reasonable adjustments.

Progress we are making towards this objective:

During 2021-2022: meetings with new staff takes place within the first week of employment, during this meeting we discuss any personal requirements or specialist support we can seek such as Occupational Health.

During 2022-2023: any current staff with Risk Assessments or Occupational Health reports were reviewed and updated if needed. All new staff met with a member of the senior leadership team during their first week of employment to discuss any learning needs or personalised plans required. All staff leading CPDL training sessions ensured paper handouts were given to staff prior to training session so they were able to make notes and support themselves with any specific needs.

During 2023-2024: The Pastoral and Operations Co-Ordinator implemented Wellness Action Plans with any member of staff that needed them and ensured these were updated and reviewed when needed. All new staff met with a member of the senior leadership team to discuss their learning needs or personalized plans as required. Risk Assessment and Occupational Health reports were updated, too.

During 2024-2025, Risk Assessments and Occupational Health reports for existing staff were reviewed and updated as required, ensuring ongoing support was in place. All new staff met with a member of the senior leadership team during their first week to discuss any learning needs or personalised plans to help them settle effectively. CPDL sessions were made more accessible by uploading them to TEAMS in advance, enabling staff to prepare, make notes, and support their own learning needs. We also introduced Wellness Recovery Action Plans and placed a strong emphasis on wellbeing by celebrating and prioritising mental health during selected INSET days.

Monitoring arrangements

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

This document will be reviewed by the full Academy Council at least every 4 years.
This document will be ratified by the chair of the Academy Council.

Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- School Improvement Plan
- Behaviour Policy
- SEND Code of Conduct