



## Single Equality Duty

### ABOUT THIS DOCUMENT:

Purpose: This policy outlines how Daventry Hill School aims to be a fully accessible and inclusive setting

Vicki Bond, March 2025

## Wellbeing in our Trust

We are all affected by poor physical and mental health at times during our lives and it is important the appropriate support is available in a timely manner.

Health and wellbeing is everyone's responsibility and we encourage an open and honest culture whereby anyone can discuss any issues they may have.

The Trustees of Creating Tomorrow take the health of all employees seriously and are committed to supporting our staff. The Trustees ensure that support is available through:

- Effective line management
- Commitment to reducing workload
- Supportive and professional working environments
- Employee support programs
  - Education Support: telephone number 08000 562561 or website [www.educationsupport.co.uk](http://www.educationsupport.co.uk)

## Vision and Values of the School

**DAVENTRY HILL SCHOOL**  
INSPIRE • EMPOWER • ACHIEVE

**AT DHS WE VALUE**

**OUR MISSION**  
To create **happy, successful** people.

**OUR VISION**  
To **inspire** and **empower** our young people to **achieve** success.

**Part of** **CREATING TOMORROW**

- positivity**  
We celebrate what everyone can do.  
We look forward to the possibilities that lay ahead.
- curiosity**  
We nurture curiosity, to know more and understand more.  
We encourage exploration of the world around us.
- resilience**  
We support everyone to have courage to keep moving forward and learn from their experiences.  
We nurture a strong sense of self.
- community**  
We nurture everyone's sense of belonging.  
We support everyone to communicate and work with others.
- respect**  
We nurture the understanding of others.  
We treat all with kindness.

Our vision and values are at the heart of everything we do and are used to inform our taught curriculum, decisions and priorities.

There is an expectation that our values are the foundation on which we base our interactions with our students, families, staff, visitors, professionals and wider community.

At Daventry Hill School we are a fully inclusive setting and our vision and values demonstrate a clear commitment to equality of opportunity for all.



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## 1. 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, victimisation 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 a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
  - Age
  - Disability
  - Gender reassignment
  - Marriage or civil partnership
  - Pregnancy and maternity
  - Race
  - Religion or belief
  - Sex
  - Sexual orientation

At Daventry Hill School we are an inclusive setting to support young people with learning difficulties. To ensure that we are able to continue to offer a broad and relevant curriculum for all our children, regardless of their background, culture or ability, we need to ensure all barriers to participation in the curriculum, access to the physical environment and access to information are removed.

Each student is valued for who they are and what they bring to the school. We appreciate and celebrate the richness of diversity within the school community as well as the wider community. Through the work we do across the school on developing values, we actively promote the importance of respect, resilience, community, positivity and curiosity. Through this approach, students develop independence, confidence and integrity which prepares them for their future lives.

This Single Equality Policy aims to:

- Work towards equality in all areas of our school life
- Provide a broad curriculum that is free of restricted expectations, prejudice or discrimination and which recognises, celebrates and values all cultures in the community; ensuring all students have access to an appropriate curriculum with accreditations / examinations to support them towards their aspirations and goals.
- Encourage young people to recognise their own value and the value of others.
- Help young people develop an understanding of the notion of inequality and develop skills to be able to combat it.

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- To address and move obstacles that prevents students and adults from gaining access to appropriate learning opportunities and benefiting from them.
- To recognise the importance of the home environment and try to address barriers that may inhibit the participation of some groups of parents.
- Ensure that our equality objectives support their Spiritual Moral Social and Cultural development
- Demonstrate how promoting equality and eliminating discrimination can help raise standards
- Ensure that equality and diversity are part of the school's core business both as a school and as an employer.
- Ensure that our priorities for raising standards support our equality objectives
- Inform the overall evaluation of our effectiveness in our self-evaluation form for future Ofsted inspections
- That the school is conducted in such a way that positively asserts people's rights to equality of consideration and opportunity

## 2. 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](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).
- This document also complies with our funding agreement and articles of association.

## 3. Definitions

Equality refers to outcomes, making sure that all benefit equally from our activities. Diversity recognises that we can only achieve equality by taking into account the different needs of communities. Equality is impossible to achieve without recognising diversity.

**Discrimination:** negative treatment that affects a whole group of people or an individual because they belong to a group.

- **Direct discrimination** occurs when a person treats another person differently than they treat or would treat another person because of a 'protected characteristic'.
- **Indirect discrimination** can occur when a school applies what is felt to be a general policy or practice which puts students sharing a protected characteristic at a particular disadvantage.
- **Associative discrimination** can occur when a person is treated differently

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because of their association with an individual who has a protected characteristic

- **Perceptive discrimination** can occur when someone is thought to have a protective characteristic, i.e. 'looks' or 'sounds'
- **Harassment** and **Harassment by 3<sup>rd</sup> party** is when unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading humiliating or offensive environment for them
- **Victimisation** is when someone is victimised because they have made or intend to make a complaint or allegation or have given or intend to give evidence in relation to a complaint of discrimination.

#### 4. Role and responsibilities

We believe that promoting Equality is the responsibility of everyone in the school community:

The governing 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, students and parents/carers
- Ensure that the published equality information is updated at least every year, 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 key messages to staff, parents and students about equality and what is expected of them and can be expected from the school in carrying out its day to day duties.
- Ensure that the whole school community receives adequate training to meet the need of delivering equality, including student awareness.
- Ensure that all staff are aware of their responsibility to record and report prejudice related incidents and to promote equality of opportunity.

Leaders will:

Support the Headteacher as above.

- Ensure fair treatment and access to services and opportunities.
- Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
- Ensure that each term a number of assembly themes reflect equal opportunity dimensions.

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- Visit classrooms to observe how equal opportunities are supported in the classroom.

Class Teachers will:

- Support in delivering the right outcomes for students.
- Uphold the commitment made to students and parents/carers on how they can be expected to be treated.
- Design and deliver an inclusive curriculum.
- Ensure that they are aware of their responsibility to record and report prejudice related incidents.
- Provide a communication friendly environment to ensure maximum opportunity for engagement

Administrative staff will:

- Support the school and the directors in delivering a fair and equitable service to all stakeholders.
- Through embedded practice uphold the commitment made by the headteacher on how students and parents/carers can be expected to be treated.
- Support colleagues within the school community.
- Ensure that they are aware of their responsibility to record and report prejudice related incidents.

The Whole School will:

- Consider at all times that language and methods of communication used through the school does not preclude/over emphasise the role of a particular group.
- Check that our references to adult home carers are appropriate to individual students.
- Ensure that actions taken within the school development plan are supportive of equal opportunities
- If acting in a reception capacity, be expected to meet all visitors and phone enquiries in a polite and helpful manner.
- Provide regular information to parents.
- Seek to ensure that by their behaviour and attitudes, they are supportive of equal opportunities.

Students will:

- Support the school to achieve the commitment made to tackling inequality.
- Uphold the commitment made by the headteacher on how students and parents/carers, staff and the wider school community can be expected to be treated.

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Families will:

- Take an active part in identifying barriers for the school community and in informing the school leadership and the directors of actions that can be taken to eradicate these.
- Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling.

Local Community:

- Take an active part in identifying barriers for the school community and in informing the school leadership and directors of actions that can be taken to eradicate these.
- Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Equality & Diversity Statement and our published equality information and objectives by publishing them on the school website.

## 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.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Creating Tomorrow academies trust, are committed to equality, and as such are a Disability Confident Employer.

Our Trust's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

## 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 that are connected to a particular characteristic they have (e.g. students with disabilities, or gay students who are being subjected to homophobic bullying)

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- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students to be involved in the full range of school societies)

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

- Analyse student performance data of students with different characteristics to determine strengths and areas for improvement, and implement actions in response
- 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 students

## 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.
- Making students aware of our behaviour and anti-bullying policies
- Holding assemblies dealing with relevant issues.
- Working with our local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of students within the school. All students 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

## 8. Equality considerations in Decision making

The school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned.

## 9. Equality Objectives

Core Statements:

In fulfilling our legal obligations we will be guided by seven core statements:

1. All learners are of equal value.

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2. Daventry Hill School recognise, welcome and respect diversity.
3. Daventry Hill School foster positive attitudes and relationships, and a shared sense of belonging.
4. Daventry Hill School observe good equalities practice, including staff recruitment, retention and development.
5. Daventry Hill School aim to reduce and remove existing inequalities and barriers.
6. Daventry Hill School consult and involve widely
7. Daventry Hill School strive to ensure that society will benefit.

As a school, we are required to publish equality information every year:

- We must report on at least 1 equality objective once every 4 years

### **9.1 Objective 1**

Undertake an analysis of recruitment data and trends in regard to race, disability and gender and report on this to the governing board

- To achieve this, we will collate the data from all of those recruited to roles within school within an academic year.
- We will start by reviewing the data between September 2024 and August 2025

### **9.2 Objective 2**

Support our students to understand their rights within society, this will be validated as we work towards our Rights Respecting Schools Bronze award

### **9.3 Objective 3**

Train all staff involved in recruitment and selection on equal opportunities and non-discrimination and ensure this is updated every 2 years

- All staff involved in recruitment and selection will complete Safer Recruitment training every 2 years
- All shortlisting will be completed anonymously to avoid unconscious bias

## **10. Monitor and Review**

Every three years, we will review our objectives in relation to any changes in our school profile.