



Equality and Diversity Information and Objectives Policy

Document Control	
Title	Equality and Diversity Information and Objectives Policy
Policy Number	MHS030
Date	November 2022
Supersedes	March 2019
Purpose of the policy	Research highlights that education, health and wellbeing are intrinsically linked. 'Education is strongly associated with life expectancy, morbidity and health behaviours' (The Lancet Public Health, 2020). Manchester Hospital School recognises the important role we play in reducing health inequalities by providing a high quality curriculum which promotes positive engagement in education and enables learners with medical and mental health needs to make progress.
Related policies/guidance	Accessibility Plan SEND Policy SEND Information Report Anti Bullying Policy Safeguarding policy
Review	This policy will be reviewed annually and new objectives will be published within four years
Author	Sarah Day and Penny Coe
Date Consultation Completed	February 2023
Date adopted	15th February 2023

Under the Public Sector Equality Duty, Manchester Hospital School has due regard to the need to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010; to advance equality of opportunity between those who share a relevant



protected characteristic and those who do not share it and to foster good relations across all protected characteristics. Manchester Hospital School will take into account equality considerations when policies are being developed, adopted and implemented.

Manchester Hospital School serves the needs of a very large and diverse range of children, young people and their families at times when they are extremely vulnerable. Our core purpose as a school is to uphold the child's right to Education and our policies and procedures are necessary to keep staff and children safe. We acknowledge that our students are often living with a range of very complex medical conditions including mental ill health and therefore we keep the needs of the student at the heart of all decisions. We will, therefore, work within the parameters of all statutory policies whilst seeking to understand and support the child's long term education and health needs.

Research highlights that education, health and wellbeing are intrinsically linked. 'Education is strongly associated with life expectancy, morbidity and health behaviours' (The Lancet Public Health, 2020). Manchester Hospital School recognises the important role we play in reducing health inequalities by providing a high quality curriculum which promotes positive engagement in education and enables learners with medical and mental health needs to make progress.

Contents:

1. Aims
2. Legislation and guidance
3. Roles and Responsibilities
4. Eliminating discrimination
5. Advancing equality of opportunity
6. Fostering good relations
7. Equality considerations in decision-making
8. Equality objectives
9. Monitoring arrangements

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 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

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 protected characteristics covered by the Equality Act are:

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

3. Roles and Responsibilities

The governing body 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
- 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 to the headteacher

The equality link governor is Tessa Hutton. They will:

- Meet with the designated members of staff for equality and the school council as and when required, and other relevant staff members, to discuss any issues and how these are being addressed
- 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 body regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Ensure that the school's equality objectives are built into the school's wider development plans
- Monitor success in achieving the objectives and report back to governors

The designated members of staff for equality are Sarah Day and Penny Coe. They will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor as and when required 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.

4. 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.

5. 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. pupils with disabilities, or pupils who are gay and 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 any extracurricular activities on offer)



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

- Produce attainment data each academic year showing how pupils with different characteristics are performing at different hospital settings
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Monitor the number of incidents of discrimination towards specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

6. 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. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Celebrating diversity by participating in different national awareness events such as Black History Month and LGBT+ History Month.
- We develop links with people and groups who have specialist knowledge about particular characteristics, which will help inform and develop our approach eg. The Proud Trust
- Ensuring that Equality and Diversity remains a curriculum principle by celebrating national events as well as using curriculum materials which promote inclusivity.

7. 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 at the Leo Kelly School, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls or any other gender identity
- Is accessible for disadvantaged pupils

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 within the completed risk assessment.



8. Equality objectives

Quality of Education				
Objective	Actions	Timeline	Responsible person	Achieved by
All diverse pupils see themselves represented within the curriculum offer	Use national data and school based data to identify groups with protected characteristics	April 2023	The Quality of Education Team and Lead Practitioners	July 2024
	Review the content of teaching resources and materials to ensure they represent society as a whole and known groups within Manchester Hospital School	June 2023		
	Survey students to find out how represented they feel	June 2023		
	Purchase and promote resources and materials where gaps are identified	October 2023		
	Include, as part of continuous professional development, the importance of reflecting diversity in teaching materials	Spring 2024-ongoing		

Behaviour and Attitudes				
Objective	Actions	Timeline	Responsible person	Achieved by
At least 90% of staff will report feeling confident in challenging stereotypes, gender norms and disablist language	Arrange professional development opportunities for staff to develop their knowledge and understanding of stereotyping and unconscious bias	Autumn 2023	Assistant Heads with specific responsibility for Equality and Diversity	April 2024
	Build opportunities to review the use of inclusive language into whole school monitoring schedules	Autumn 2023		



	<p>Review all policies to ensure they promote the school's approach to actively challenging stereotyping</p> <p>Survey staff to find out how confident they feel in challenging stereotypes, gender norms and disablist language</p>	<p>Autumn 2023</p> <p>Spring 2024</p>		
<p>Anti-racism culture is embedded into all aspects of school life</p>	<p>Develop staff understanding of anti-racism culture, terminology around race and ethnicity, addressing systemic racism and microaggressions through continuing professional development</p> <p>Survey staff, students and parents to gauge understanding and experiences of racism and prejudice</p> <p>Review all policies to ensure they actively promote the school's anti-racist culture</p> <p>Use the NEU Framework for Developing an anti-racist approach to review the curriculum and ensure there are opportunities for students to develop their understanding of racism and how to challenge it</p>	<p>Autumn 2023 (ongoing CPD)</p> <p>Autumn 2023</p> <p>Spring 2024</p> <p>Summer 2024 - Summer 2025</p>	<p>Assistant Heads with specific responsibility for Equality and Diversity</p> <p>Assistant Head with responsibility for Curriculum</p> <p>Lead Practitioner with responsibility for Personal Development</p>	<p>July 2025</p>
<p>The school is recognised as a beacon of excellence for positive LGBT+ inclusion and visibility by an external moderator</p>	<p>Identify a member of staff to lead on the self assessment process</p> <p>Research options for self assessment frameworks and resources</p> <p>Use the assessment tool to identify areas of strength, areas for development and create an action plan for change</p> <p>Implement an action plan and review</p>	<p>Summer 2023</p> <p>Autumn 2023</p> <p>Autumn 2023-ongoing</p> <p>Autumn 2023-ongoing</p>	<p>Assistant Heads with specific responsibility for Equality and Diversity</p> <p>Staff member identified to lead on assessment</p>	<p>July 2024</p>



	<p>impact</p> <p>Make use of support from external organisations to effectively implement change</p> <p>Promote the NHS Rainbow badge initiative to staff and encourage participation</p>	<p>ing</p> <p>Autumn 2023-ongoing</p> <p>Autumn 2022</p>	process	
--	---	--	---------	--

Staffing and Recruitment				
Objective	Actions	Timeline	Responsible person	Achieved by
There is a well rounded workforce which represents the community of the school	<p>Collect data on protected characteristics of workforce through voluntary, anonymous survey</p> <p>Analyse data and compare to local and national data</p> <p>Report data to governors on an annual basis and agree actions which will be taken if any issues arise</p>	<p>Spring 2023</p> <p>Summer 2023</p> <p>Summer FGB repeat annually</p>	Business Management Team	July 2024
There is a well rounded workforce who understand the breadth of diversity of the school population	<p>Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination</p> <p>Remove details relating to protected characteristics before shortlisting candidates</p> <p>Continue to use the school's Cultural Fit model to support the school's mission to be non-discriminatory and inclusive</p>	<p>Autumn 2022</p> <p>Spring 2023</p> <p>Autumn 2022-ongoing</p>	<p>Business Management team</p> <p>Senior Leadership Team</p>	July 2023



9. Monitoring arrangements

This document will be reviewed by the designated members of staff for Equality and Diversity, the Head Teacher and the governing body at least every 4 years.

This document will be approved by the governing body and the head teacher.

Reference

Education: A neglected social determinant of health, The Lancet Public Health 2020

