



# Equality and Diversity Information and Objectives Policy

Document Control	
Title	Equality and Diversity Information and Objectives Policy
Policy Number	MHS030
Date	Updated March 2024
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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	Gwen Rees-Moffitt
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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.

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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 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 governors are aware of their responsibilities under the Equality Act;
- Have due regard to this policy and the general equality duty when making decisions;
- Nominate a link equality governor who will liaise with the nominated SLT equality lead to review and monitor the school's compliance with its equality duties;
- 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;

- Appoint a member of SLT to assume day to day responsibility for coordinating the implementation of this policy, for monitoring equality outcomes and for liaising with the link equality governor as appropriate;
- 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.
- Ensure that appropriate and relevant action is taken in any case (relating to pupils, staff or the wider school community) where discrimination, harassment, victimisation or any other conduct deemed unlawful under the Act comes to light or is reported;
- Ensure that all members of staff and pupils are aware of the procedure for reporting and following up discrimination, harassment, victimisation, bullying, hate and prejudice-related incidents;

**The designated member of staff for equality is Penelope 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;
- Engage and consult with pupils, staff, parents, carers and the wider school community as appropriate in the development and review of this policy and in the development of the school's equality objectives;
- Support the headteacher in identifying any staff training needs, and deliver training as necessary.
- Produce information about the school's equality objectives and the work that is being done toward achieving them so that it can be published and made available to members of the school community;
- Ensure reasonable adjustments are made where appropriate for pupils, staff, parents, carers and visitors to the school with a disability;
- Ensure the school publishes and follows its disability Accessibility Plan.

**All members of staff will:-**

- Be aware of their responsibilities under the Act and this policy and recognise that they have a role and responsibility in their day to day work to promote equality, inclusion and good community relations;
- Promote equality of opportunity and good relations and will not take part in any discriminatory or other unlawful behaviour as detailed in the Act;
- Foster good relations between groups of people with and without protected characteristics;
- Deal fairly and professionally and in accordance with school policy in relation to any incidents of bullying, prejudice or discrimination;

- Be responsible for recognising and challenging prejudice, bias, discrimination, stereotyping and any other inappropriate language or behaviour;
- Be responsible for promoting an inclusive and collaborative ethos in lessons and for being role models for equality, diversity and inclusion through their words, actions and deeds.

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.

The general equality duty is contained in S149 of the Act and requires schools to have “due regard” to the need to: -

- Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and those who do not, and foster good relations between people who share a protected characteristic and those who do not.

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, 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	Action	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	April 2023 - data is analysed by identified groups, next steps identified for those groups and shared with governing body June 2023 - curriculum
	Review the content of teaching resources and materials to ensure they represent	June 2023	The Quality of Education Team and	

	society as a whole and known groups within Manchester Hospital School		Lead Practitioners	changes made to ensure inclusivity and values integrated.
	Survey students to find out how represented they feel	June 2023	Site lead / AHT Equalities	November 2023 - Pupil voice plan established and Rainbow Zone club (LGBT+ lunchtime club at Leo Kelly) created following request from pupils
	Purchase and promote resources and materials where gaps are identified	October 2023	AHT Equalities	November 2023 Rainbow Flag Award (The Proud Trust) subscription purchased for whole-school approach to auditing and improving support for LGBT+ pupils across all sites.
	Include, as part of continuous professional development, the importance of reflecting diversity in teaching materials	Spring 2024-on going	AHT Equalities Lead Practitioners	February 2024 LGBT+ awareness training staff and subsequent staff voice. Lead Practitioners asked to incorporate LGBT+ inclusive resources from The Proud Trust into curriculum.

Behaviour and Attitudes				
Objective	Action	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	AHT Equalities	January 2024 - VI training for staff from VI team at RMCH
	Build opportunities to review the use of inclusive language	Autumn 2023	AHT Equalities	February 2024 - LGBT+ Awareness training for staff. March 2024 - staff voice related to

	<p>into whole school monitoring schedules</p> <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>AHT Equalities</p> <p>AHT Equalities</p>	<p>confidence-rating of staff in using inclusive LGBT+ language and challenging homophobic / biphobic / transphobic language</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>Summer 2024</p> <p>Spring 2024</p> <p>Summer 2024 - Summer 2025</p>	<p>AHT Equalities</p> <p>AHT Equalities</p> <p>AHT Equalities</p> <p>Lead Practitioners</p>	<p>Staff training on Developing our anti-racism culture planned for March 2024 in as part of local context Safeguarding PDM.</p> <p>Staff survey planned to take place following staff training in March 2024 Pupil voice gathered through school council Spring 2024</p> <p>Review of policies planned for April 2024</p> <p>Review of curriculum planned for July 2024</p>
<p>The school is recognised</p>	<p>Identify a member of staff to lead on the</p>	<p>Summer 2023</p>	<p>AHT Equalities</p>	<p>October 2023 - Staff body asked</p>



as a beacon of excellence for positive LGBT+ inclusion and visibility by an external moderator	self assessment process		and volunteer staff	to volunteer to be part of LGBT+ working group led by AHT Equalities
	Research options for self assessment frameworks and resources	Autumn 2023	AHT Equalities	October 2023 - Rainbow Flag Award selected at the auditing and self assessment tool to use.
	Use the assessment tool to identify areas of strength, areas for development and create an action plan for change	Autumn 2023-on going	AHT Equalities and volunteer staff	October 2023 - working group started on training and auditing.
	Implement an action plan and review impact Make use of support from external organisations to effectively implement change	Autumn 2023-on going	AHT Equalities and volunteer staff	December 2023 - Action plan created.
	Promote the NHS Rainbow badge initiative to staff and encourage participation	Autumn 2023-on going	AHT Equalities	March 2024 - all staff asked to make Rainbow Badge pledge through NHS training portal - shared in staff training in February 2024 and all staff bulletin March 2024

Staffing and Recruitment				
Objective	Action	Timeline	Responsible person	Achieved by
There is a well rounded workforce which represents the community of the school	Collect data on protected characteristics of workforce through voluntary, anonymous survey	Spring 2023	Business Management Team	Spring 2023 - survey completed.
	Analyse data and compare to local and national data	Summer 2023		Summer 2024 - survey needs to be re-issued to staff as data is collected annually.
	Report data to governors on an annual basis and	Summer FGB repeat annually		

	agree actions which will be taken if any issues arise			
There is a well rounded workforce who understand the breadth of diversity of the school population	Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination	Autumn 2022	Business Management team Senior Leadership Team	Autumn 2022 - we have 5 members of SLT and 2 governors trained in safer recruitment.
	Remove details relating to protected characteristics before shortlisting candidates	Spring 2023		
	Continue to use the school's Cultural Fit model to support the school's mission to be non-discriminatory and inclusive	Autumn 2022 - on going		Cultural Fit intrinsic part of recruitment and school's mission.

## 9. Buying goods and services

The school will take account of its general duty when buying or engaging in contracts for goods and services such as ICT, services, the provision of supply staff, consultants, school meals, learning resources, training and administrative supplies. Whenever we intend to buy goods or services we will ask ourselves whether the aims of the general duty and this policy are relevant to the proposed purchase or contract and if so, how they might apply.

We will consider whether there is a need to include equality requirements within any contracts we enter into. We will ensure that contract conditions require contractors to comply with the Act and with the school's equality policy. We will ensure that supply staff know about this policy are aware of the school's commitment to equality, diversity and inclusion.

## 10. Breaches of this policy

Equality is high on the school's strategic agenda. The school regards breaches of the Act and of this policy very seriously. We will not tolerate any form of discrimination, harassment, victimisation or conduct that contravenes the Act or which compromises the school's commitment to equality, diversity and inclusion, our Key Principles and/or our equality duties.

Members of staff who wish to raise a concern or make a complaint about a breach of this policy involving another member of staff should do so by following the process detailed in the school's Grievance Policy and Procedure. Complaints may also be raised through the school's Whistleblowing Policy in appropriate cases. In cases not involving another member of staff, concerns or complaints should be raised with the Headteacher or a

member of the SLT. Concerns or complaints about the Headteacher should be raised with the Chair of Governors.

The school will ensure that any concerns or complaints are promptly and thoroughly investigated and are dealt with as determined by the Headteacher (or Chair of Governors) as appropriate in accordance with the relevant school policy/procedure depending on the nature of the complaint and whether the complaint concerns a member of staff or a pupil or someone else.

Breaches of the Act and this policy by a member of staff will be treated seriously. In appropriate cases, action may be taken against an employee under the school's Disciplinary Policy and Procedure and could result in a sanction up to and including dismissal. Serious acts of discriminatory behaviour, including acts of harassment, could amount to gross misconduct and may lead to dismissal without notice.

Members of staff should be aware that they may be held legally liable for their own acts of discrimination carried out in the course of their employment. Where a complaint involves an allegation of sexual harassment, in addition to being an employment issue this may also amount to a safeguarding issue and/or a criminal offence and may lead to police involvement. Harassment may also be an offence under the Protection from Harassment Act 1997 (which is not limited to circumstances where the harassment relates to a protected characteristic).

Pupils will be made aware of the procedure to follow should they wish to raise a concern or complaint about an equality related matter or incident in line with the school's Behaviour Policy (see paragraph 10.5 above). The Headteacher (or member of SLT with delegated responsibility) will be responsible for investigating and dealing with equality related incidents between pupils.

Parents, carers or members of the wider school community who wish to raise a concern or complain about any equality related school matter or incident should follow the procedure detailed in the school's Complaints Policy.

## 11. 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